LCFF Budget Overview for Parents

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

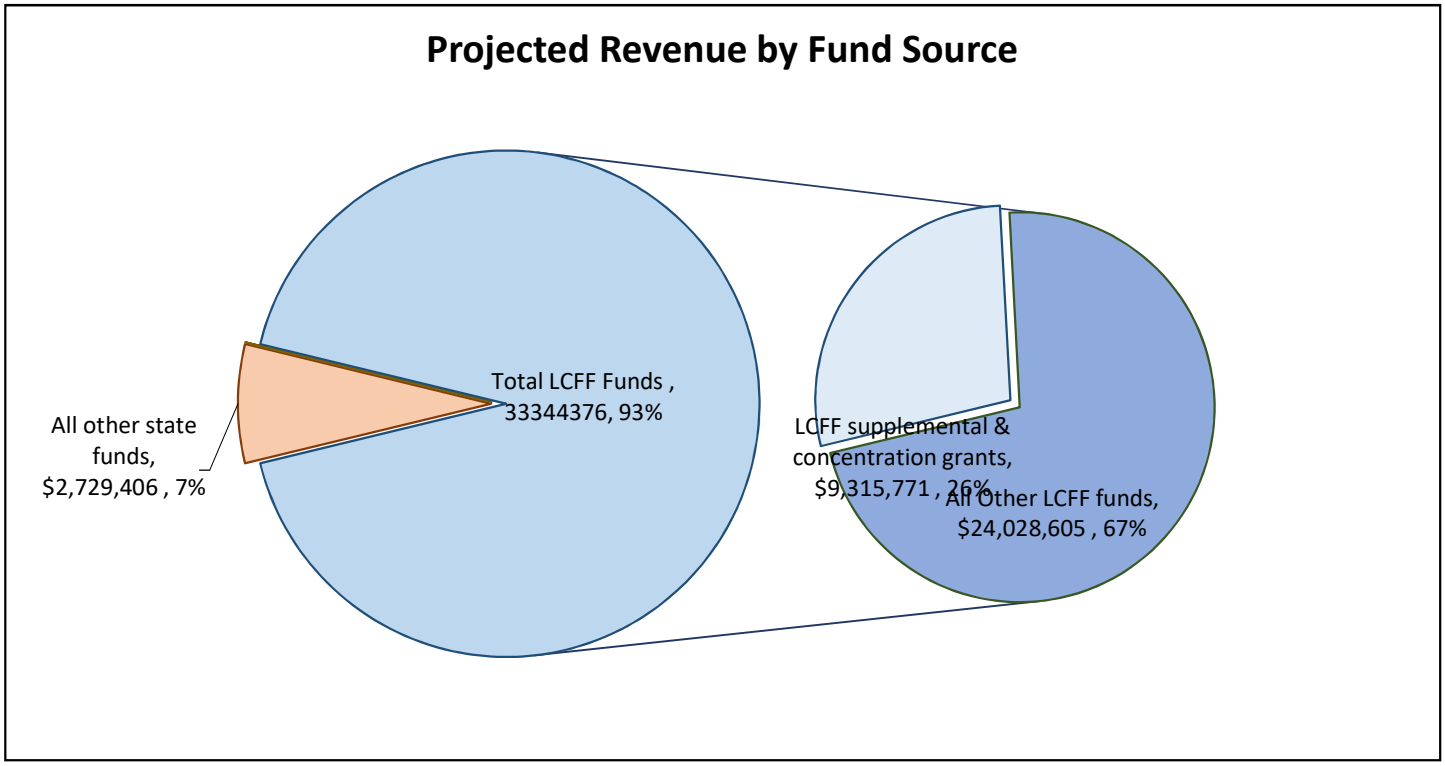
CDS Code: 36 67876 0120568

School Year: 2026-27

LEA contact information: Richard Aguilar, Principal - raguilar@ofy.org (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 2026-27 School Year

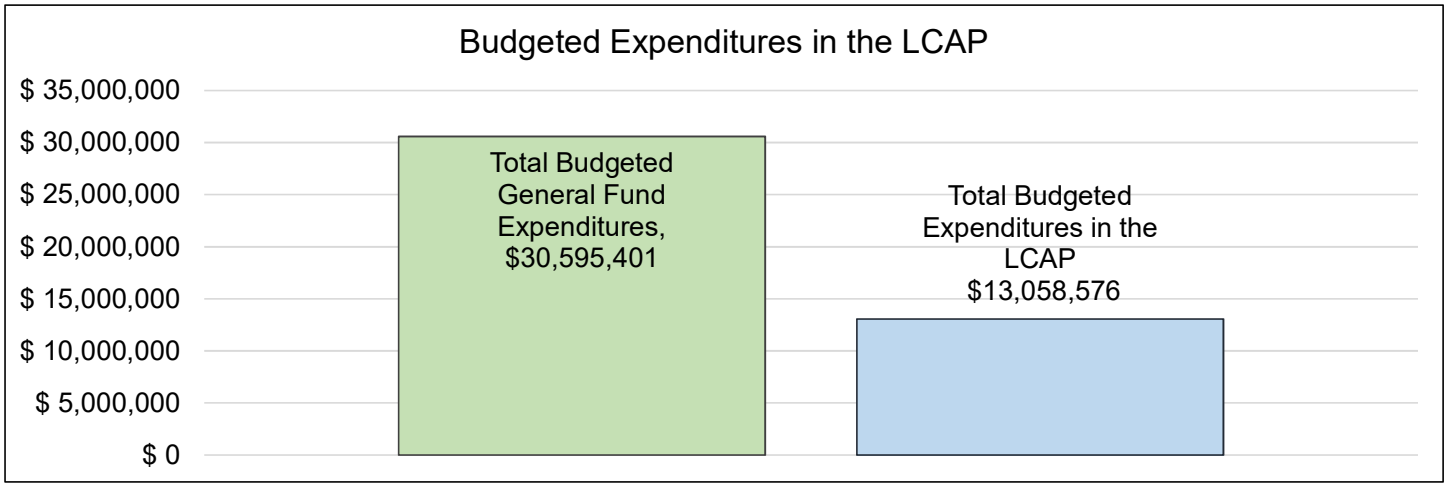


This chart shows the total general purpose revenue Options For Youth San Bernardino expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Bernardino is $36,073,782.00, of which $33,344,376.00 is Local Control Funding Formula (LCFF), $2,729,406.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $33,344,376.00 in LCFF Funds, $9,315,771.00 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 2026-27. 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 $30,595,401.00 for the 2026-27 school year. Of that amount, $13,058,576.00 is tied to actions/services in the LCAP and $17,536,825.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

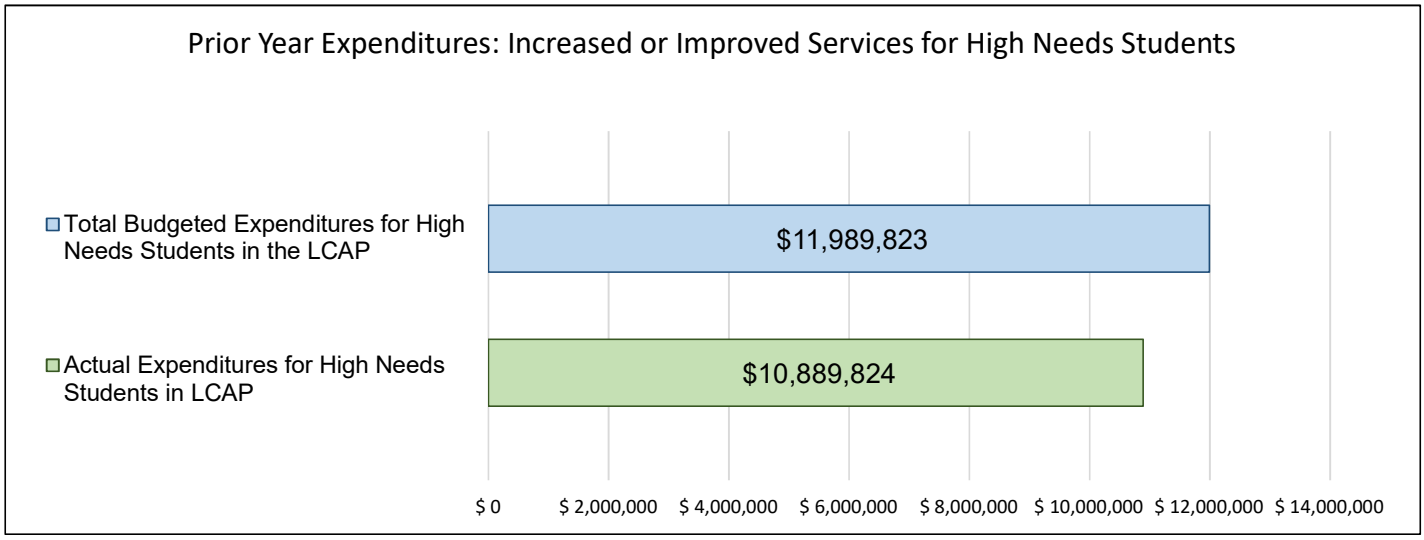
In addition to the programs and actions outlined in the LCAP, the General Fund covers a range of required operational expenditures that support the overall functioning of the school but are not directly tied to specific LCAP actions. This includes salaries for classified and administrative staff not funded through LCAP, facility operations and upkeep, software and licensing agreements, audit and compliance costs, and central office or network service fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Options For Youth San Bernardino is projecting it will receive $9,315,771.00 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 $10,484,921.00 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 2025-26



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 2025-26, Options For Youth San Bernardino's LCAP budgeted $11,989,823.00 for planned actions to increase or improve services for high needs students. Options For Youth San Bernardino actually spent $10,889,823.82 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $1,099,999.18 had the following impact on Options For Youth San Bernardino's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted $11,989,823 for high needs students in our LCAP. As of March 2026, we have spent $10,889,842.82. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

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	raguilar@ofy.org 909-538-4288

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Board Approved 6/26/26

Options for Youth – San Bernardino continues to serve students in grades 7 through 12 through a flexible, student-centered public charter school model. We support a diverse population of learners across the San Bernardino and Moreno Valley areas, as well as several surrounding Inland Empire communities.

For the 2025–26 academic year, our school enrolled approximately 1,509 students across four learning centers strategically located throughout the region. Three campuses are located in San Bernardino (985 South E Street, 1136 North Mt. Vernon Avenue, and 1148 East Highland Avenue), and one campus is located in Moreno Valley (23651 Sunnymead Boulevard). These locations allow us to remain accessible and responsive to the communities we serve.

We proudly serve a student population that includes many who are credit-deficient, socioeconomically disadvantaged, English learners, foster youth, and students with disabilities. A significant number of our students enroll seeking a renewed opportunity to succeed academically after facing barriers in traditional school settings. Many come to us in need of credit recovery, flexible scheduling, or a more personalized learning structure. We are deeply committed to providing not just an alternative pathway, but a high-quality educational experience that empowers students to reach their full potential.

At OFY–San Bernardino, we provide a flexible and personalized learning environment tailored to meet the individual academic and social-emotional needs of each student. Our instructional model allows students to progress at their own pace while receiving consistent guidance from caring, credentialed educators. Students benefit from one-on-one instruction, small group support, targeted interventions, and structured academic planning. Through Professional Learning Communities (PLCs) and data-driven practices, staff regularly monitor student progress to ensure timely intervention and meaningful support.

We believe strongly in fostering student voice and choice. By allowing students flexibility in pacing, scheduling, and learning pathways, we help build confidence, motivation, and ownership over their educational journey. Our goal is to cultivate a school culture where students feel connected, supported, and empowered.

Our long-term mission remains clear: to ensure that every student graduates prepared for their next step—whether that be college, career, military service, or other postsecondary opportunities. Through robust academic programming, mentoring, credit recovery options, career readiness exploration, and individualized graduation planning, we equip students with the tools, skills, and resilience needed to thrive beyond high school.

Our commitment to equity, access, and personalized support continues to guide our work in ensuring positive outcomes for every student we serve.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG):
Options for Youth – San Bernardino continues to strategically utilize the Learning Recovery Emergency Block Grant (LREBG)—a one-time state funding source available through the 2027–28 school year—to further support students' academic and social-emotional recovery following the COVID-19 pandemic. This funding supplements our Local Control Funding Formula (LCFF), state, and federal funds and expands our capacity to respond to students' evolving needs in a targeted and meaningful way. These efforts are aligned to Goal 1, Action 6: Targeted Student Support and Learning Recovery (LREBG), which focuses on expanding targeted academic recovery supports.

The LREBG was established to help schools address learning loss resulting from pandemic-related disruptions. OFY–San Bernardino is prioritizing these funds to strengthen evidence-based academic interventions. This includes expanded one-on-one tutoring and small group instruction provided by both certificated and classified staff. These targeted supports are particularly impactful in core content areas such as English Language Arts and Mathematics, where data continues to show the need for accelerated learning and skill development.

In addition, LREBG funds are being used to address specific areas identified through local and state assessment data, including improved writing performance and increased standardized test growth—particularly on the California Assessment of Student Performance and Progress (CAASPP). By aligning interventions directly with data trends, we are ensuring that resources are focused where they will have the greatest academic impact.

To further remove barriers to learning, a portion of LREBG funds to purchase Chromebooks for student loans. Providing access to reliable devices ensures that students can fully participate in digital coursework, complete assignments, access instructional platforms, and engage in intervention programs both on campus and at home. This investment directly supports academic access, equity, and continuity of learning—particularly for students who may not otherwise have consistent technology resources.

Recognizing that recovery extends beyond academics, LREBG funds are also supporting mental health and wellness initiatives. This includes expanded access to counseling services, wellness programming, and supportive interventions designed to foster a safe, inclusive, and emotionally supportive learning environment. These efforts acknowledge the ongoing social-emotional challenges many students continue to experience and reinforce our commitment to whole-child support.

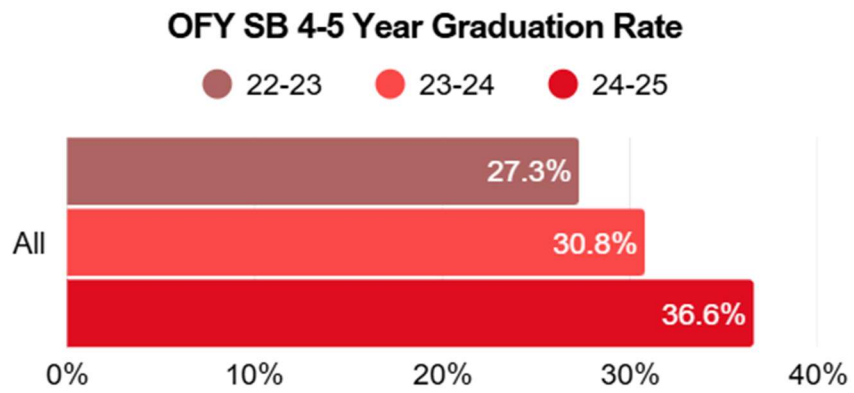
All LREBG-funded initiatives are closely aligned with the goals outlined in our Local Control and Accountability Plan (LCAP), including reducing chronic absenteeism, improving academic performance, and increasing overall student engagement. Through the thoughtful and strategic use of these funds during the 2025–26 school year, we are working to ensure that all students—especially those disproportionately impacted by the pandemic—have equitable access to the tools, resources, and support necessary to achieve long-term success.

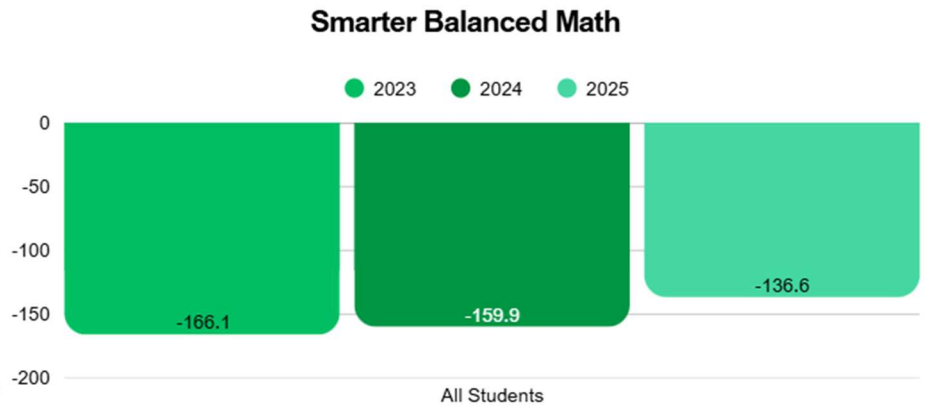
Reflections: Annual Performance

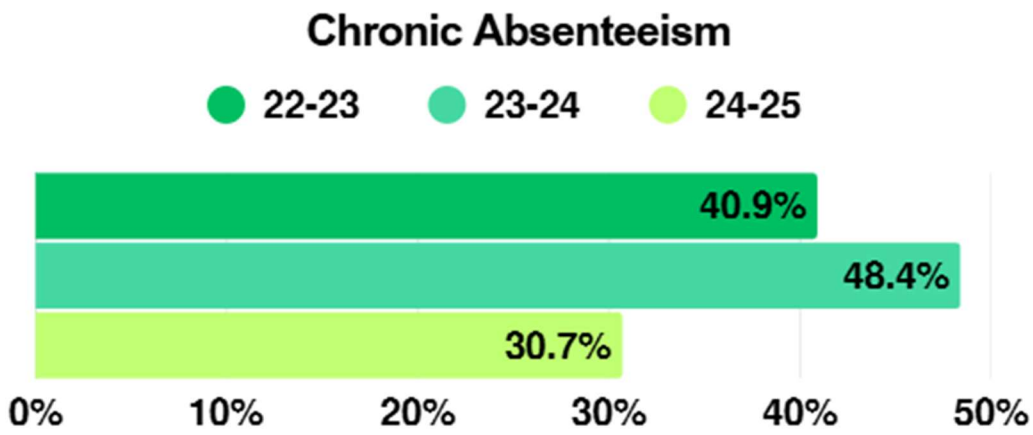
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

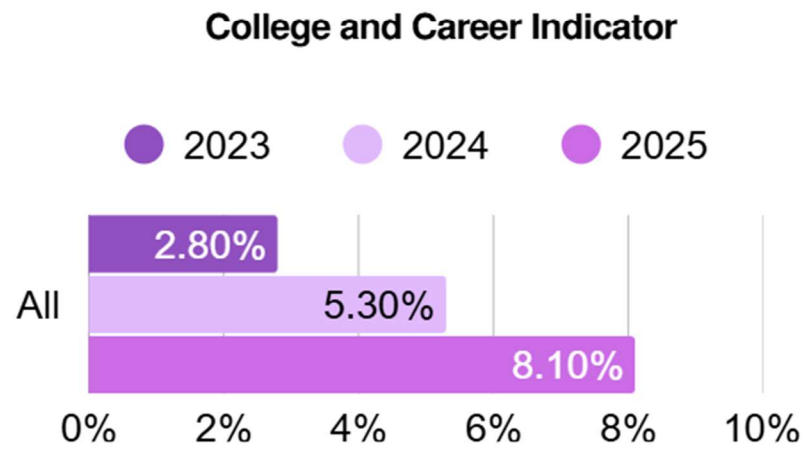
Following the outcomes revealed by the Fall 2023 California Dashboard, OFY San Bernardino attained a red or very low rating in the performance indicators of Graduation Rates, Mathematics, Chronic Absenteeism and College/Career, as illustrated in the accompanying infographic.

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.

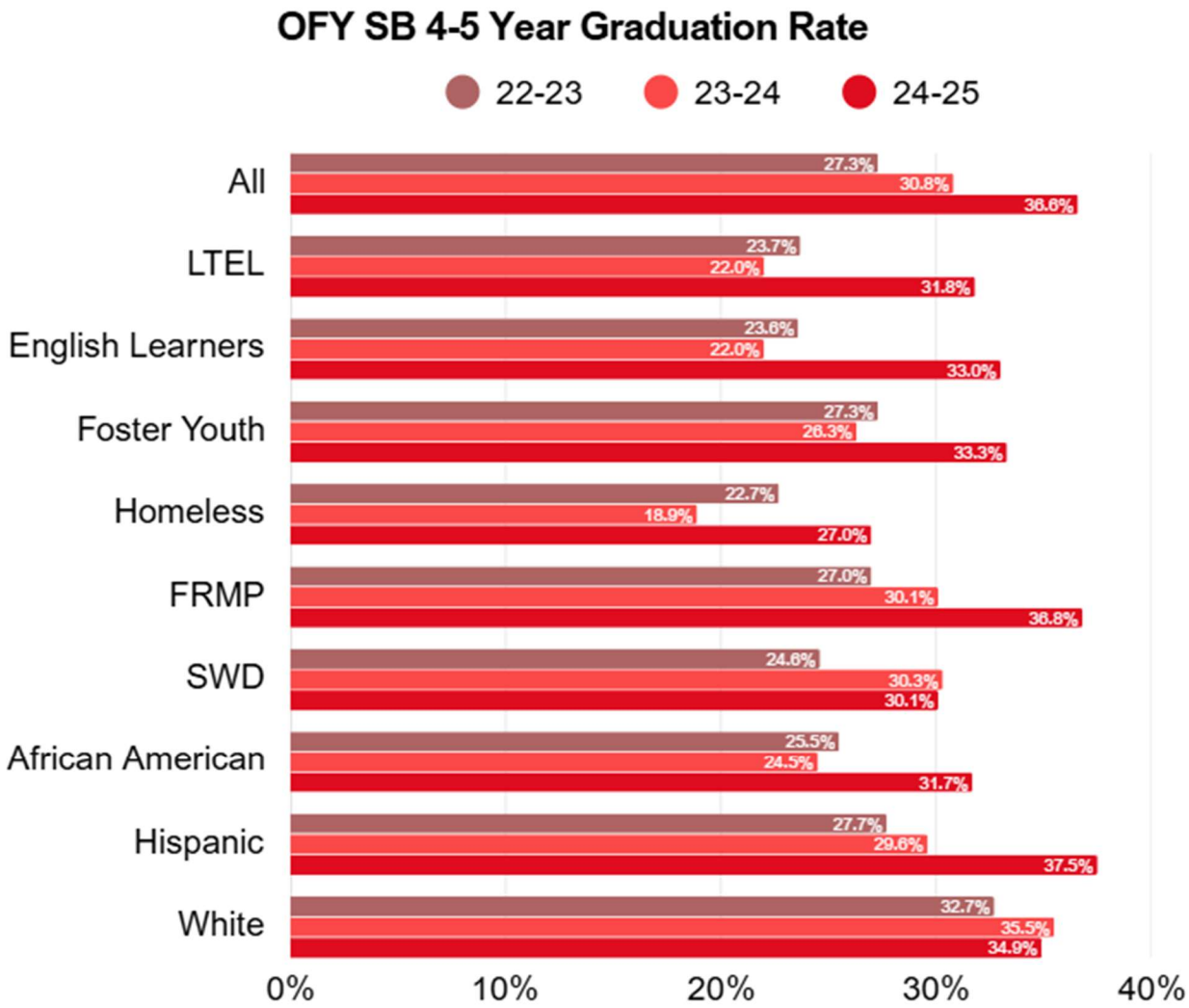
Goal 1 Action 1
Implement Transportation Support
Provide transportation assistance to ensure socioeconomically disadvantaged students can attend school regularly. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.

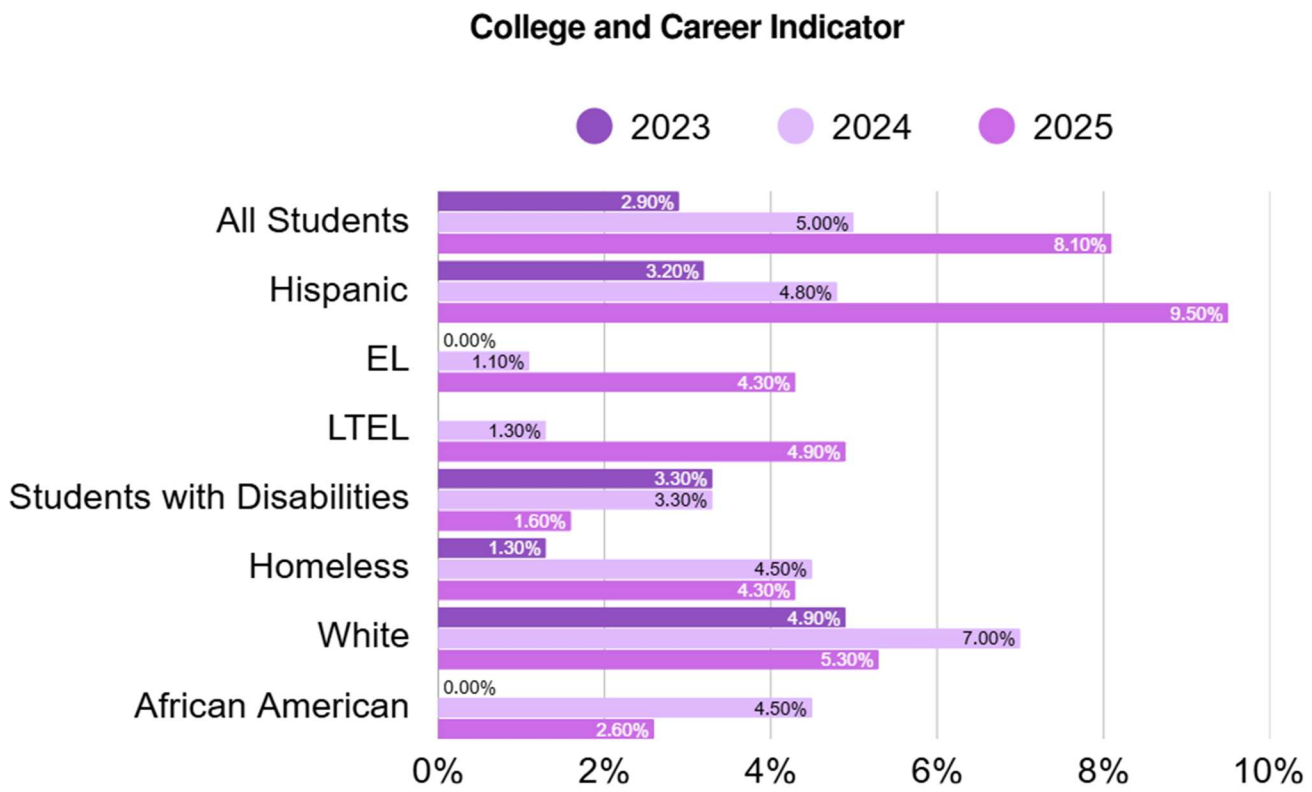
Goal 1 Action 2
Develop Attendance Strategies

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

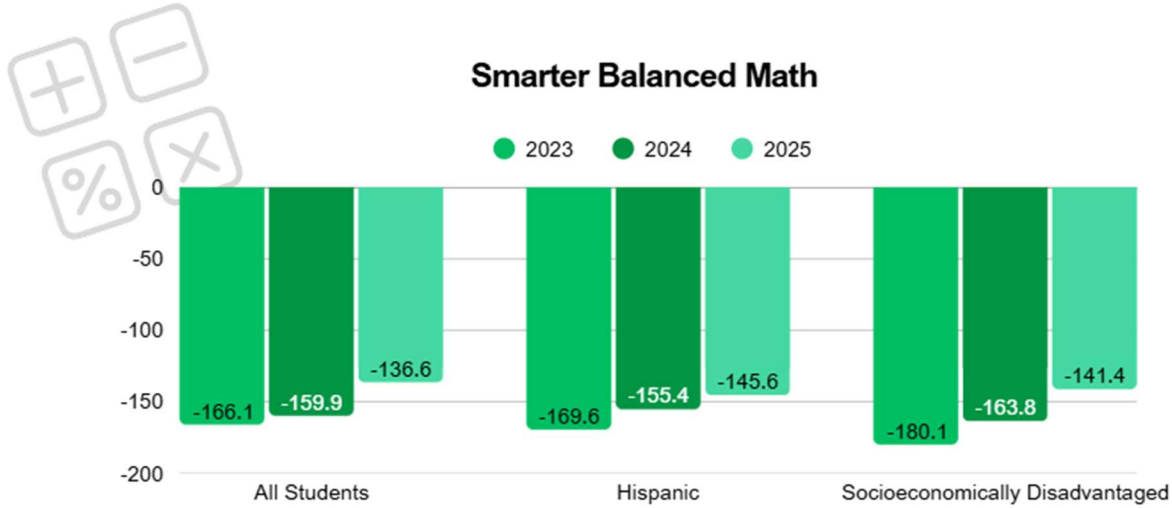
Provide access to postsecondary opportunities such as Career Technical Education (CTE) programs, college credit courses, AP exams, bi-literacy seal programs, and postsecondary exploration events and trips. This initiative is designed to improve academic outcomes, specifically focusing on college and 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.

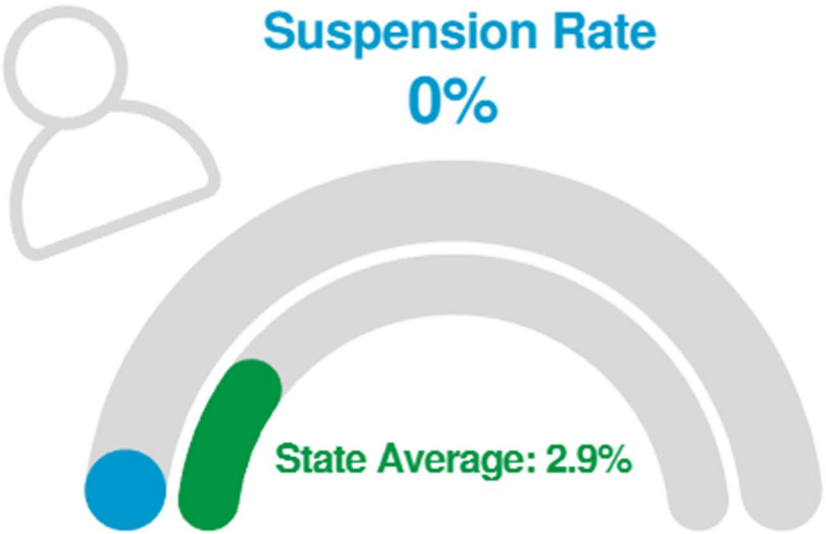
Goal 3 Action 2
Professional Development
Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards-aligned instruction to specific subgroups, as well as all students in general. This initiative is designed to improve academic 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.

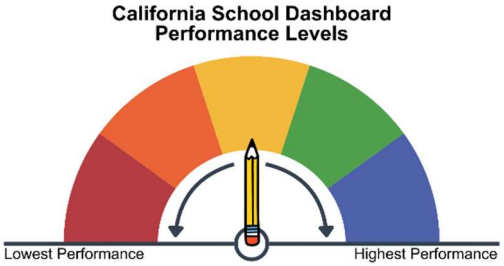
Goal 2 Action 5
Annual Professional Development for Supporting LTEL Students
The Charter School will conduct annual Professional Development sessions for all instructional staff, focusing on the latest best practices, effective intervention strategies, and comprehensive support mechanisms for Long-Term 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.



Following a review of the 2025 California School Dashboard and local data, OFY San Bernardino identified the following areas of strength/growth:

English Language Arts (ELA) – Orange Performance Level (increased 1 performance level)
ELA performance slightly increased by 1.2 points, resulting in an overall status of 41.1 points below standard. Notable improvements were observed among the following student groups:

English Learners: 84.7 points below standard (↑ 16.2 points)
Long Term English Learners: 93.8 points below standard (↑ 16.3 points)
Socioeconomically Disadvantaged: 46.2 points below standard (↑ 0.7 points)

Mathematics – Orange Performance Level (maintained performance level)
Mathematics performance improved by 23.3 points; however, overall performance remains 136.6 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:

English Learners: 184.6 points below standard (↑ 5.4 points)
Hispanic: 145.6 points below standard (↑ 9.8 points)
Long Term English Learners: 210 points below standard (↓ 4 points)
Socioeconomically Disadvantaged: 141.4 points below standard (↑ 22.3 points)

English Learner Progress Indicator – Blue Performance Level (increased 1 performance level)
The English Learner Progress indicator increased by 5.3 percentage points, with 66.2% of EL students making progress toward English language proficiency. Subgroup performance highlights include:

English Learner: 66.2% making progress (↑ 5.3%)
Long Term English Learner: 69.6% making progress (↑ 9.5%)

College/Career – Orange Performance Level (maintained performance level)
The College/Career indicator increased by 2.9 percentage points, with 8.1% of students demonstrating college or career readiness. Gains were evident among the following student groups:

English Learner: 4.3% prepared (↑ 3%)
Hispanic: 8.4% prepared (↑ 1.7%)
Long Term English Learner: 2.7% prepared (↑ 1.1%)
Socioeconomically Disadvantaged: 8.4% prepared (↑ 2.8%)

Graduation Rate – Red Performance Level (maintained performance level)
The graduation rate increased by 5.7 percentage points, with 36.6% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:

African American/Black: 31.7% graduated (↑ 7.2%)
English Learners: 33% graduated (↑ 11%)
Hispanic: 37.5% graduated (↑ 7.8%)
Homeless: 27% graduated (↑ 8.1%)
Long Term English Learners: 31.8% graduated (↑ 9.8%)
Socioeconomically Disadvantaged: 36.8% graduated (↑ 6.6%)

Chronic Absenteeism – Yellow Performance Level (increased 2 performance levels)
Chronic absenteeism improved by 17.8 percentage points, with the current rate at 30.7% among middle school students. While this reflects progress, improving chronic absenteeism remains a priority. Increases were observed across several student groups:

English Learners: 48.8% chronically absent (↓ 10.1%)
Hispanic: 30.5% chronically absent (↓ 18.9%)
Long Term English Learners: 50% chronically absent (↓ 9.5%)
Socioeconomically Disadvantaged: 31% chronically absent (↓ 18.4%)
Students with Disabilities: 35.% chronically absent (↓ 24.6%)

Suspension Rate – Blue Performance Level (maintained performance level)
OFY San Bernardino's suspension rate remains at 0% suspended at least one day.

Learning Recovery Emergency Block Grant (LREBG) Fund:
Based on a review of the 2025 California School Dashboard and local data, Options for Youth- San Bernardino has shown progress in chronic absenteeism, English learner progress indicator, and our English Language Arts indicator; however, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge.

To address these areas of need, LREBG funds will be strategically allocated to support targeted academic interventions, expanded learning opportunities, and student support services aligned to identified student needs. Actions funded in whole or in part with LREBG funds are outlined in Goal 1, Actions 6, with detailed rationales provided in the action descriptions.

These investments are intended to accelerate learning recovery, increase student engagement, and improve academic and graduation outcomes, particularly for student groups demonstrating the greatest need.

Reflections: Technical Assistance

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

OFY-SB continues to qualify for Differentiated Assistance (DA) and remains in active partnership with the County Office of Education (COE) to address persistent areas of need identified on the California School Dashboard. Our continued eligibility for DA is driven by ongoing challenges in several key indicators, including the College and Career Indicator, graduation rates across multiple student groups (English learners, homeless youth, socioeconomically disadvantaged students, students with disabilities, African American students, Hispanic students, and White students), chronic absenteeism across the student population—with a particular emphasis on socioeconomically disadvantaged and Hispanic students—and mathematics performance, especially within those same subgroups.

Our technical assistance work has continued from the previous year, with regularly scheduled monthly meetings with COE staff. These meetings are focused on monitoring progress, refining strategies, and implementing targeted interventions designed to improve student outcomes. Efforts initiated during the 2024–25 school year—particularly those aimed at improving graduation rates among Hispanic students—remain a central focus of our work.

An initial planning meeting for the 2026–27 cycle was held on January 6, 2026. During this session, we began a deeper analysis of our graduation data, with a specific focus on Hispanic students. Through this process, we identified a key system gap: the absence of a consistent and reliable process for identifying and monitoring graduation cohorts. To address this, we are working to develop and implement a standardized routine across all centers to ensure accurate data entry within our local data systems. This will allow us to clearly identify and track graduation cohorts based on students' 9th-grade entry year.

Once cohorts are accurately identified, our next step is to establish a structured system for ongoing monitoring and support. This will include intentional tracking, regular check-ins, and targeted interventions to ensure students are progressing toward graduation within the appropriate timeline. The goal is to provide timely and individualized support so that all students have a clear and attainable path to graduation.

Additional follow-up meetings with COE were held on February 11, March 24, April 6, May 14, and June 16, 2026. These sessions have allowed us to review implementation efforts, analyze outcomes, and make necessary adjustments to our strategies. This ongoing collaboration ensures that our technical assistance efforts remain responsive, focused, and aligned to the evolving needs of our students.

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.

Support for Identified Schools

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

OFY–San Bernardino is eligible for Comprehensive Support and Improvement (CSI) based on the California School Dashboard, primarily due to low four- and five-year cohort graduation rates. This designation reflects the state's updated calculation model following the expiration of AB 104. Under the previous one-year graduation rate model, OFY-SB reported an 82.8% graduation rate for the 2022–23 school year; however, the revised methodology, which includes students who take longer than four years to graduate, resulted in a significantly lower reported rate of 33.5%. Given that many students enroll overage and are credit deficient due to prior academic challenges, the four-year cohort rate does not fully capture student progress and success.

For the 2025-26 school year, the current one-year graduation rate stands at 36.0%, with anticipated increases by the end of the spring semester as additional students complete graduation requirements.

OFY-SB has engaged in a structured CSI planning process that includes a comprehensive needs assessment, reviewing disaggregated data on graduation rates, chronic absenteeism, CAASPP performance in ELA and math, English learner progress, and other Dashboard indicators. Based on this analysis, the school has implemented evidence-based strategies such as personalized graduation planning, early credit recovery, targeted mentorship and tutoring, and expanded social-emotional supports. Ongoing analysis of resource inequities—including access to intervention staff, counseling services, and technology—guides the allocation of CSI funds and alignment with LCAP priorities.

Educational partner input remains central to this process, with feedback gathered from staff, students, and families through biannual surveys and ongoing engagement opportunities. This input is used to refine strategies and ensure responsiveness to student needs.

To maintain coherence across planning efforts, OFY-SB has aligned its CSI plan with the Local Control and Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA) in accordance with ESSA requirements. Specifically, LCAP Goal 1 aligns with CSI efforts to reduce chronic absenteeism; Goal 2 focuses on supporting unduplicated and underperforming student groups; Goal 3 targets improvements in math and ELA outcomes; and Goal 4 emphasizes college and career readiness and to improve graduation rates.

Through these integrated and data-driven efforts, OFY-SB is working to improve student outcomes, address inequities in access and support, and strengthen overall performance across Dashboard indicators.

Comprehensive Needs Assessment Findings:
The following observations were noted based on the data.

<u>Graduation Rate 2024-2025</u>
Overall grad rate YTD: 31.7%
Graduation Rate (YTD) EL: 27.4%

Graduation Rate (YTD) SPED: 25.9%
Graduation Rate (YTD) FRMP: 32.6%

RenStar Results
2024-2025 RenSTAR Math
Average SGP: 49.46
EL SGP: 53.2
Foster SGP: 49.5
FRMP SGP: 49.6
SPED SGP: 51.0

2024-2025 Lexile Growth
Overall, 68.4% demonstrated growth
EL: 63.6% demonstrated growth
SWD: 70.5% demonstrated growth
FRMP: 68.1% demonstrated growth
Foster: 66.7% 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
2024-2025- Math: 7.90 Units, ELA 6.80 Units

Comprehensive Needs Assessment Root Cause Analysis Findings
Analysis of the data reveals systemic challenges across multiple areas that collectively hinder student success. First, school systems and structures are inconsistent, with no uniform processes for identifying graduation cohorts, monitoring student progress, or supporting Foster Youth upon enrollment. This lack of schoolwide systems creates gaps in communication, intervention, and accountability, resulting in students—particularly high-need populations—falling through the cracks. Expectations and accountability are also too low or unclear; current ADA structures and retention-focused policies lower expectations for student pace and progress, while limited follow-up for poor attendance, incomplete coursework, and historically under-prioritized subjects such as science contributes to slower credit accumulation, lower graduation rates, and underperformance. Instruction frequently fails to meet student needs: English Learners lack academic language support and scaffolds, while students with disabilities are often without targeted practice, vocabulary support, and background knowledge reinforcement. Teachers do not consistently use data tools, such as RenStar and Exact Path, to guide instruction, leaving students unable to access grade-level content effectively. Data is underutilized across the board, with skill-based assessments and reading-level information not consistently informing grouping or interventions, reducing the effectiveness of support. High-need populations—including EL/LTEL students, Foster Youth, students with disabilities, and socioeconomically disadvantaged students—face persistent equity gaps, as onboarding supports, comprehensible instruction, and targeted interventions are insufficient or unevenly applied. College and career readiness has not

yet been prioritized, with 92% of students not meeting CCI benchmarks and minimal awareness among students, families, and staff, leaving postsecondary preparedness largely unmet. Finally, access barriers—such as limited scheduling of science courses, restricted availability of SGI/DI courses, and the instability faced by Foster Youth—further limit student participation in essential learning opportunities. Collectively, these factors create a landscape where systemic inconsistencies and inequities prevent students from reaching their full potential.

Comprehensive Needs Assessment Trends/Themes Identified
During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged: The data reveals several interrelated themes and trends that highlight systemic challenges within the school environment. Across the board, inconsistencies in systems and structures create gaps in communication, monitoring, and accountability, resulting in high-need students, such as English Learners, Foster Youth, and students with disabilities, falling through the cracks. Expectations and accountability are often unclear or too low, contributing to slower progress, underperformance, and uneven credit accumulation. Instruction frequently does not align with student needs, with insufficient scaffolds, academic language support, and targeted interventions, while teachers underutilize available data to inform instruction and groupings. Equity gaps persist, as historically underserved populations lack access to structured supports, comprehensible instruction, and tailored resources. College and career readiness has yet to be prioritized, leaving students unprepared for postsecondary opportunities. Finally, structural and logistical barriers, including course availability and scheduling, limit student access to essential instruction and interventions. Together, these trends point to a systemic pattern in which gaps in structure, instruction, data use, accountability, and access reinforce one another, creating persistent barriers to student achievement and equity.

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 aims to increase graduation rates while intentionally working to close the opportunity gap for our foster and homeless youth, English learners, students with IEPs and special education needs, and students who qualify for free and reduced lunch. The need to expand the use of evidence-based interventions was identified through our Comprehensive Needs Assessment (CNA). In response, school site staff were supported in identifying and implementing these practices through action research study teams, which evaluate current, validated interventions and supports aligned to the diverse needs of our student population.

Evidence-based interventions and supports currently include iLit and subject-specific tutoring. Data from the CNA, internal progress monitoring systems, and student performance on the California School Dashboard indicate a continued need to strengthen intervention strategies. Specifically, students scored 38.6 points below standard on the ELA SBAC, reflecting an eight-point decrease from the previous year. This data highlights the importance of targeted supports to accelerate student growth. The implementation of ELA-focused interventions such as iLit is designed to provide structured, differentiated instruction that supports English learners in building critical literacy skills, improving assessment performance, and ultimately progressing toward graduation and success in college-level coursework.

In the upcoming year, OFY-SB will continue to utilize RenStar assessments, benchmark data, and ongoing student achievement data to strategically place students into appropriate interventions and supports aligned to grade-level standards and college and career readiness goals. RenStar benchmark scores, teacher observations, and additional performance data will inform both the identification of students with the highest level of need and the selection of targeted interventions to support measurable academic growth. The expected outcome of these efforts is that students will be better prepared to meet the academic demands of higher education and the workforce.
iLit, a Tier 1 intervention, is a comprehensive reading program designed to support literacy development and comprehension growth for English learners through a fully digital platform. The program utilizes high-interest fiction and nonfiction texts to actively engage students while providing real-time data and feedback to teachers, enabling responsive and differentiated instruction. Evidence of iLit's effectiveness within our program demonstrates measurable student growth. During the 2024–2025 school year, the average student reading level increased from 6.70 to 8.50, reflecting a gain of 1.8. Additionally, the average Lexile score increased by 27.4, indicating movement in student reading proficiency and the impact of targeted literacy supports.

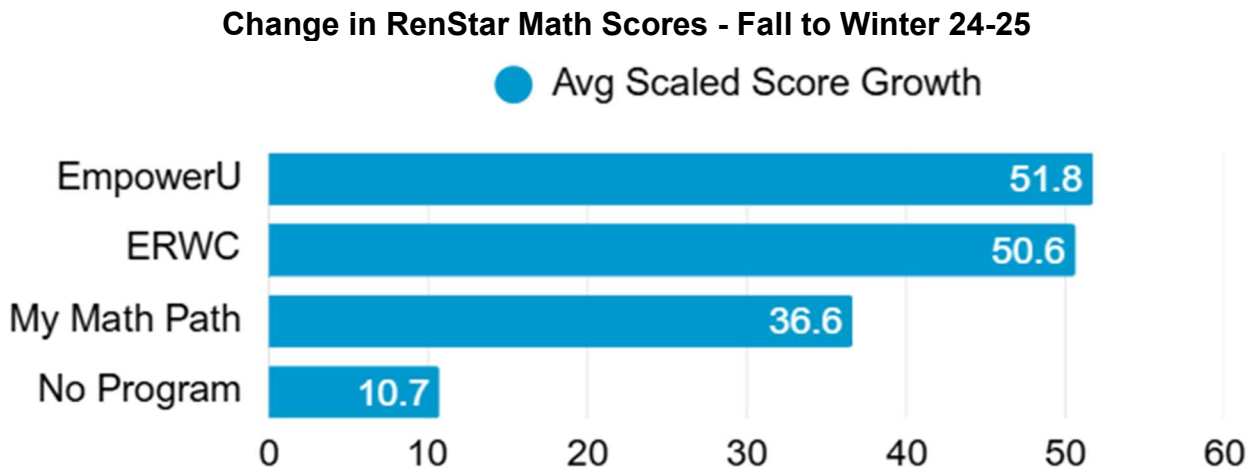
A program description of iLit can be found in the link below:
https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253

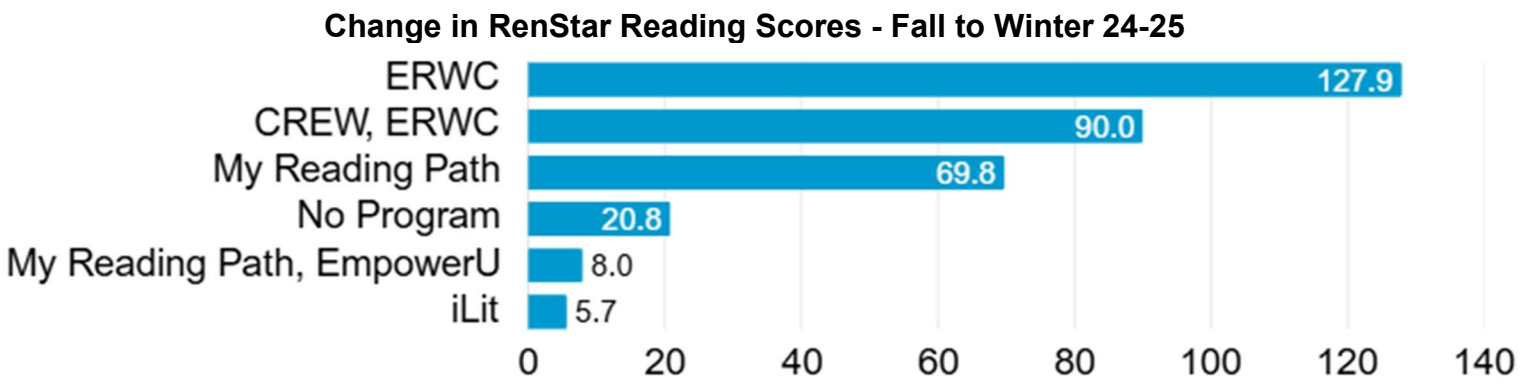
Evidence-based interventions
Building on the success of our 2024–2025 Comprehensive Support and Improvement (CSI) plan and the measurable outcomes achieved through the implementation of evidence-based interventions, OFY-SB will continue to refine and expand these strategies into the 2026-27 school year. The School Leadership Team has conducted a comprehensive review of multiple data sources, including CA Dashboard indicators, internal progress monitoring systems, and benchmark assessment results, all of which demonstrate the positive impact of our current interventions.

Analysis of this data confirms that the strategic use of evidence-based interventions has contributed to measurable improvements across identified performance indicators, particularly in areas of student engagement, academic progress, and targeted subgroup outcomes. These gains reflect not only increased access to supports, but also improved alignment between intervention strategies and student needs. The infographic referenced below highlights these trends and provides a visual representation of the growth achieved.

The continued upward trajectory in key student performance indicators underscores the effectiveness of these interventions in addressing the needs identified through our Comprehensive Needs Assessment (CNA). As a result, OFY-SB remains committed to sustaining and strengthening these practices, with an increased focus on implementation fidelity, ongoing progress monitoring, and data-driven decision-making.

In the 2026-27 school year, we will further deepen this work by enhancing staff capacity through targeted professional development, expanding the use of data to differentiate instruction, and refining intervention placement processes to ensure timely and responsive support for all students. This continuous improvement approach will allow us to build on prior successes while addressing remaining areas of need, ultimately advancing our goal of improving student outcomes and closing persistent opportunity gaps.





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: https://mysavvastraining.com/products/ilit

Resource Inequities
When evaluating the CNA, assessment data, budgeting and other internal measures, the LEA determined that there were three significant resource inequities identified again during our resource inequity review conducted on February 27, 2026:

1. Disparities in Academic Support and Resources
    - Lack of Science and Math Support: No dedicated science tutor or intervention specialist, limited lab resources, and no structured math intervention during the summer.
    - SPED and ELL Gaps: Special education students and ELL learners have significantly lower proficiency rates due to inadequate scaffolding, instructional support, and accommodations.
    - Limited Tutoring Access: Not all students, particularly those in underserved groups (FRMP, Homeless, Foster Youth), have consistent access to tutoring and intervention programs.

2. Gaps in College & Career Readiness Opportunities
    - Low AP and CTE Enrollment: Many students, especially those from underrepresented backgrounds, lack access to or awareness of AP

- Career Technical Education (CTE) programs
- A-G Course Completion Gaps: Students are not consistently enrolled in or completing A-G coursework, impacting their college eligibility.
- Gender Disparities in CTE Pathways: Some career pathways (e.g., Cosmetology) are predominantly female-dominated, limiting access for male students, while STEM-related pathways lack female representation.

3. Inconsistent Access to Technology and Learning Tools
    - Disparities in Online vs. In-Person Learning Outcomes: Online students show higher credit attainment, suggesting that in-person students may not have equal access to technology, structured support, or flexible scheduling.
    - Limited Access to Digital Learning Tools: Some students struggle with Edmentum and online coursework due to lack of access to devices or internet connectivity at home.

4. Barriers to Attendance and Engagement
    - Transportation Challenges: Homeless and foster youth face barriers in attending school due to lack of reliable transportation.
    - Chronic Absenteeism Impacting At-Risk Students: Foster and homeless students, along with students from low-income backgrounds, have higher absenteeism rates, which negatively affects credit attainment and graduation rates.
    - Inconsistent Outreach and Family Engagement: Some students lack family support in navigating educational requirements, leading to lower participation in academic interventions.

5. Misalignment Between Curriculum and Assessment Standards
    - Science and Math Curriculum Gaps: The current curriculum does not fully align with state assessment standards, impacting performance on CAST and SBAC exams.
    - ELL Instructional Gaps: Limited integration of vocabulary development and language scaffolding in core subjects leads to lower proficiency rates for ELL students.

To address these inequities, the LEA plans to implement the following:
1. Expanding Academic Support for ELL and SPED Students

Actions:
- Hire additional intervention specialists and tutors for ELL and SPED students.
- Implement structured small-group instruction (SGI) for core subjects.
- Provide professional development for teachers on differentiated instruction and language scaffolding strategies.
- Introduce vocabulary-building initiatives and literacy support programs tailored to ELL students.

Expected Impact:
- Increase ELL and SPED student proficiency rates by improving access to individualized instruction.
- Ensure appropriate accommodations and modifications are consistently implemented in all classrooms.

2. Reducing Chronic Absenteeism and Increasing Student Engagement

Actions:
- Provide transportation assistance (shuttle services, Uber gift cards) for homeless and foster youth.

- Implement attendance incentives, such as rewards, recognition programs, and student competitions.
- Strengthen parent and family engagement through workshops, communication initiatives, and home visits.

Expected Impact:

- Improve attendance rates and decrease dropout risks for at-risk student populations.
- Increase student participation in assessments and coursework completion.

3. Improving College & Career Readiness (AP, CTE, A-G Completion)

Actions:

- Increase student awareness through structured counseling sessions on AP, CTE, and A-G pathways.
- Expand hybrid and in-person AP and CTE course offerings to increase accessibility.
- Ensure equitable access to CTE pathways by introducing more STEM-related career programs.
- Develop partnerships with colleges and vocational training centers to increase dual enrollment opportunities.

Expected Impact:

- Increase AP, CTE, and A-G participation rates, leading to higher college and career preparedness.
- Reduce the achievement gap by ensuring underserved students have access to advanced coursework.

4. Aligning Curriculum with State Assessments

Actions:

- Revise Math and Science curricula to ensure alignment with CAST and SBAC standards.
- Introduce structured test prep courses and practice exams to prepare students for standardized testing.
- Implement targeted interventions for students struggling in core subjects.

Expected Impact:

- Improve assessment scores across all student subgroups.
- Reduce performance gaps in Science and Math by addressing curriculum misalignment.

5. Enhancing Credit Completion and Graduation Tracking

Actions:

- Develop an early warning system to track student progress and provide targeted interventions.
- Require monthly academic check-ins with counselors and teachers to ensure students stay on track.
- Offer credit recovery programs, flexible learning options, and additional tutoring support.

Expected Impact:

- Increase graduation rates, particularly among ELL, SPED, homeless, and foster youth populations.
- Improve credit completion rates, ensuring more students meet graduation requirements on time.

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 October - November 2025. 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 2025-2026 School Year:

Daybreak Parent Webinar Understanding Changes in Behavior in Your Child- August,2025
Daybreak Parent Webinar Keep your Kids Safe Online -September, 2025
Back to School Night - October 21, 2025
OFY-SB Board Meeting - September 30, 2025
Daybreak Parent Webinar Support Your Child When They Feel Low- October, 2025
Daybreak Parent Webinar Help Your Child with Good Relationships - November, 2025
OFY-SB Board Meeting - November 7, 2025
EL Reclassification Night- April 1, 2026
OFY-SB Board Meeting - January 23, 2026
Fall Parent Teacher Conferences - January 5-16, 2026
OFY-SB Board Meeting - April 10, 2026
Daybreak Parent Webinar Preventative Mental Wellness Support -February, 2026
FAFSA Financial Aid Workshop - February 18 & 19, 2026
OFY-SB Board Meeting - May 22,2026
Senior Social - March 27, 2026
Senior Signing Night - May 14, 2026
Spring Parent Teacher Conferences - May 18 - 29, 2026
OFY-SB Board Meeting - June 26, 2026
8th Grade Promotion - June 1, 2026
Graduation - May 29, 2026

In addition, OFY-SB held DELAC meetings four times throughout the 2025-26 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:

September 24, 2025
October 22, 2025
December 3, 2025
April 8, 2026

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 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) - Notice was posted on May 18th, 2026 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 May 22nd,, 2026.
- 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 on (June 26, 2026) 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 Fall 2025. 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 2025 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.

Monitoring and Evaluating Effectiveness

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

Options for Youth – San Bernardino (OFY-SB) will continue implementing a comprehensive system to monitor and evaluate the implementation and effectiveness of its Comprehensive Support and Improvement (CSI) Plan throughout the 2026-27 school year to support student achievement and overall school performance. This process is grounded in continuous improvement and includes ongoing data analysis, collaboration with educational partners, and structured progress monitoring to ensure that interventions are producing measurable outcomes and that timely adjustments are made when needed.

Tracking Implementation and Progress
Implementation of the CSI Plan is monitored through systematic data collection, scheduled progress reviews, and ongoing collaboration among school leadership, instructional staff, and educational partners. The Parent Advisory Committee (PAC), which includes school leadership, teachers, staff, parents, and students, will continue to meet at least four times during the 2026-27 school year to review progress toward school goals, analyze student performance data, and provide feedback on strategies designed to improve outcomes for all student groups.

In addition, the School Board will meet approximately six to ten times annually during the 2026-27 cycle to review school goals, policies, and actions, ensuring alignment with the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and CSI Plan. The Board will also conduct its annual review and approval of these plans to ensure that strategies, services, and expenditures remain aligned with identified student needs and school improvement priorities.

Data Sources and Progress Monitoring
OFY-SB will monitor student progress using a comprehensive set of state and local data sources to evaluate both the implementation and impact of CSI strategies. Data will be reviewed through quarterly monitoring cycles, mid-year check-ins, and an annual implementation review to determine whether interventions are effectively addressing identified areas of need and accelerating student growth.

Key data sources include:
- California School Dashboard indicators
- CAASPP/SBAC results for English Language Arts and Mathematics
- English Learner Progress Indicator (ELPI) and ELPAC results
- Graduation rates and College and Career Readiness Indicators (CCI)
- Chronic absenteeism data
- Renaissance Star (RenStar) benchmark assessments
- Internal student performance and course completion data

Additional internal metrics monitored on a regular basis include:
- Monthly student progression toward course completion
- Monthly credit attainment and pacing
- Annual core course completion rates
- Student participation in intervention and support programs

These data points allow school leadership and staff to identify trends, monitor subgroup performance, and determine whether CSI strategies are resulting in improved student outcomes.

Evaluating the Effectiveness of Interventions
OFY-SB will evaluate the effectiveness of CSI interventions through ongoing analysis of student performance data, program participation rates, and implementation fidelity. Academic support programs—including Small Group Instruction (SGI), tutoring services, and Academic Intervention Specialist support—will be reviewed regularly to assess their impact on student learning and to ensure alignment with identified student needs.

SGI will continue to provide targeted instruction in core subject areas, including English, mathematics, and science, through a combination of instructional videos, small-group learning sessions, and individualized support from credentialed teachers. This flexible model is designed to meet the diverse academic and scheduling needs of students, particularly those facing barriers related to attendance, technology access, or outside responsibilities.

Additional programs supporting student achievement—including math tutoring, mastery-based grading practices, and the Bilingual Scholars program for English Learners—will be evaluated using student performance data and growth measures to determine their effectiveness in improving outcomes for identified student groups.

Using Findings to Improve Programs and Supports
Enhancing Math and ELA Achievement (Aligned to Goals 2 and 3)
Student performance in English Language Arts and mathematics will be continuously monitored through course completion data, benchmark assessments, and SBAC results. Interventions such as direct instruction, targeted tutoring, updated curriculum resources, and supplemental instructional materials will be evaluated for effectiveness. Data-driven analysis will inform instructional adjustments, ensuring that supports are responsive to student needs and aligned with grade-level standards.

Improving Student Connectedness (Aligned to Goals 1 and 2)
Programs designed to increase student engagement and school connectedness will be evaluated through participation data, student feedback, and attendance trends. Activities such as experiential learning trips, student leadership opportunities, dual enrollment participation, and community-building courses will be monitored to assess their impact on student engagement and school climate. Family engagement events—including Back-to-School Night and Family Fun Night—will also be reviewed to determine their role in strengthening relationships between the school and its community.

Strengthening Graduation Rates and College and Career Readiness (Aligned to Goal 4)
Postsecondary readiness initiatives—including college tours, FAFSA workshops, Career Readiness Education (CREW), and Career Technical Education (CTE) pathways—will be evaluated based on participation rates, completion data, and student outcomes. Counseling services supporting foster youth, homeless students, and other high-need populations will be reviewed at multiple points throughout the year to ensure students are receiving the targeted support necessary to graduate and successfully transition to postsecondary opportunities.

Continuous Improvement
OFY-SB will conduct a comprehensive needs assessment in Spring 2027 to evaluate the overall effectiveness of CSI strategies implemented during the 2026-27 school year and to identify areas requiring additional support or refinement. Findings from this process will directly inform updates to the CSI Plan, LCAP, and SPSA for the 2027-28 planning cycle, ensuring that resources, interventions, and supports remain responsive to evolving student needs.

Through ongoing data analysis, meaningful collaboration with educational partners, and a strong commitment to continuous improvement, OFY-SB will continue refining its CSI strategies to improve academic achievement, increase graduation rates, and promote equitable outcomes for all students.

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
Staff (teachers, principals, administrators, other school personnel)	The LCAP Survey, conducted from February 3 to March 20, 2026, and the Climate Survey, conducted from October 6 to November 7, 2025, provided valuable feedback from all staff to inform planning and decision-making. In addition, monthly School Leadership Meetings were held to monitor and track student outcomes aligned with LCAP goals, metrics, and actions, while also contributing input during the Comprehensive Needs Assessment (CNA) process to identify key priorities. Weekly Teacher and Staff Meetings offered ongoing opportunities for collaboration, allowing staff to discuss student progress, share insights, and support the development of the 2026–2027 LCAP. Furthermore, a formal CNA meeting with all staff took place on February 27, 2026, where both quantitative and qualitative data were analyzed to identify root causes, address potential resource inequities, and determine priority areas for the upcoming school year.
Parents/Guardians/Students	The LCAP Survey, conducted from February 3 to March 20, 2026, and the Climate Survey, conducted from October 6 to November 7, 2025, provided valuable feedback from students, families, and staff to inform planning and decision-making. These surveys offered important insights into school climate, student engagement, academic support, and overall satisfaction with school programs and services. The data collected helped identify strengths, areas for growth, and emerging needs within the school community. This feedback played a critical role in guiding the development of LCAP goals, actions, and resource allocation, ensuring that decisions were responsive to stakeholder input and focused on improving student outcomes.
PAC	The PAC meetings held on September 25, 2025; November 20, 2025; and May 21, 2026 provided families with opportunities to engage in meaningful discussions about student achievement and school programs. During these meetings, participants reviewed academic data, discussed school goals, and offered input on budgeting priorities and the use of resources to support student success. Updates on district initiatives were shared, and parents were encouraged to provide feedback and stay involved in decision-making processes. The meetings also emphasized building strong partnerships between families and schools to support a positive and effective learning environment.
DELAC	The DELAC meetings held on September 24, 2025; October 22, 2025; December 3, 2025; and April 8, 2026 focused on supporting multilingual learners and strengthening family engagement. During these meetings, members reviewed student progress data, discussed instructional strategies to improve English language development, and provided input on school programs and services for English learners. The committee also shared updates on district initiatives, gathered feedback from parents, and emphasized the importance of communication between schools and families to ensure student success.
Governing Board	The Governing Board meetings held on September 19, 2025; November 7, 2025; January 23, 2026; April 10, 2026; May 22, 2026; and June 26, 2026 focused on reviewing district progress, approving policies, and making decisions to support student achievement and overall school operations. During these meetings, board members discussed budget updates, instructional programs, and district initiatives, while also considering input from staff and the community. The board worked to ensure accountability, transparency, and effective use of resources, while continuing to prioritize student success and the well-being of the school community.

SELPA	The SELPA meeting held on April 13, 2026 focused on supporting students with disabilities and ensuring compliance with special education requirements. During the meeting, participants reviewed program updates, discussed student services and accommodations, and examined data related to student progress and outcomes. The meeting also provided an opportunity to collaborate on best practices, address challenges, and ensure that appropriate resources and support are in place to meet the diverse needs of students receiving special education services.

Insert or delete rows, as necessary.

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

OFY-SB gathered input from a variety of educational partners—including parents, students, staff, and advisory committees—to inform the development of the LCAP/SPSA/CSI Plan. Feedback was collected through achievement chats, surveys, Parent Advisory Committee (PAC) meetings, District English Learner Advisory Committee (DELAC) meetings, parent-teacher conferences, and consultation with the SELPA.

Educational partner input, along with analysis of internal and state data, helped determine that the existing LCAP goals, metrics, and actions established in the 2024–27 LCAP remain relevant and necessary for addressing the needs of students. As a result, the LEA maintained the four overarching LCAP goals while refining certain metrics and areas of focus to better support student outcomes in the 2026-27 school year.

Social-Emotional Supports and Postsecondary Preparation
Feedback from the Parent Advisory Committee emphasized the importance of expanding supports that address students' social-emotional well-being and preparation for life after high school. While the committee expressed confidence in the academic rigor and instructional support provided by OFY-SB, members recommended that additional focus be placed on programs that promote student engagement, wellness, and postsecondary readiness.

In response, the LEA prioritized continued investment in actions that support social-emotional development and postsecondary opportunities, including experiential learning programs, student engagement activities, and career exploration initiatives. These priorities are reflected in actions connected to LCAP Goal 1 and Goal 2, which focus on strengthening school climate, student connectedness, and college and career readiness.

SELPA Consultation and Supports for Students with Disabilities
OFY-SB consulted with the SELPA on April 13, 2026 regarding goals and metrics supporting Students with Disabilities (SWDs). During this consultation, the SELPA affirmed the importance of maintaining targeted support for SWDs and recommended establishing clear baselines and participation goals for programs designed to increase engagement and academic support.

As a result of this feedback, the LEA maintained and refined metrics focused on improving outcomes and participation for SWDs, including:

- Goal 2, Metric 7, which tracks participation of Students with Disabilities in Pathways in Education trips or extracurricular student groups. This metric was developed to address historical participation gaps and ensure greater access to enrichment opportunities that support student engagement and social-emotional growth.
- Goal 2, Metric 8, which measures participation in math intervention services for SWDs, with a goal of at least 20% of SWD students participating in math interventions such as tutoring or evidence-based intervention programs.

Internal data showed that less than 14% of SWDs previously participated in ELA or math intervention support, prompting the LEA to establish this metric to increase access to targeted academic interventions.

Experiential Learning and Student Engagement
Educational partner feedback also highlighted the importance of experiential learning opportunities that support student engagement and cultural awareness. One example is the Pathways Travels program, which provides students with opportunities to participate in experiential learning trips that promote social-emotional development and exposure to new environments and cultures.

Historically, only 10.7% of students participating in these trips were Students with Disabilities. Through targeted outreach and recruitment, participation by SWDs has increased significantly. To sustain this progress, Goal 2, Metric 7 was developed to monitor and maintain increased participation of SWDs in these enrichment opportunities.

English Learner Consultation Through DELAC
OFY-SB met with the District English Learner Advisory Committee (DELAC) on April 8, 2026 to review the goals and metrics supporting English Learners (ELs). The DELAC committee reviewed the proposed goals and agreed that the current LCAP priorities align with the needs of English Learner students.

Based on this consultation, the LEA maintained metrics focused on improving outcomes for English Learners, including:
Goal 2, Metric 1: Maintaining or exceeding current English Learner reclassification rates
Goal 2, Metric 2: Maintaining the English Learner Progress Indicator (ELPI) at or above 55%
Goal 2, Metric 3: Increasing the percentage of EL students who improve their Lexile level on Renaissance Star assessments
Goal 2, Metric 6: Improving ELA CAASPP extended writing responses for Long-Term English Learners (LTELs)

DELAC members confirmed that these metrics appropriately support the academic growth and language development of English Learner students.

School Climate and Student Connectedness
Student and family feedback consistently indicated that educational partners value the positive school climate and supportive environment provided at OFY-SB. To continue monitoring and strengthening school connectedness, educational partners supported maintaining metrics that measure student engagement and sense of belonging.

As a result, OFY-SB will continue administering an annual School Climate Survey and include questions related to school connectedness and belonging in the fall and spring LCAP surveys. These measures are reflected in Goal 1, Metric 4, which tracks student perceptions of school climate and connection to the school community.

Ongoing Engagement
Educational partner engagement will continue throughout the implementation of the LCAP. Feedback collected through advisory committees, surveys, and engagement events will continue to inform program improvements and ensure that the LEA remains responsive to student and community needs.

Through these collaborative processes, OFY-SB ensures that the adopted LCAP reflects the priorities and perspectives of its educational partners while maintaining a strong focus on improving student outcomes, engagement, and postsecondary readiness.

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.

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

An explanation of why the LEA has developed this goal.

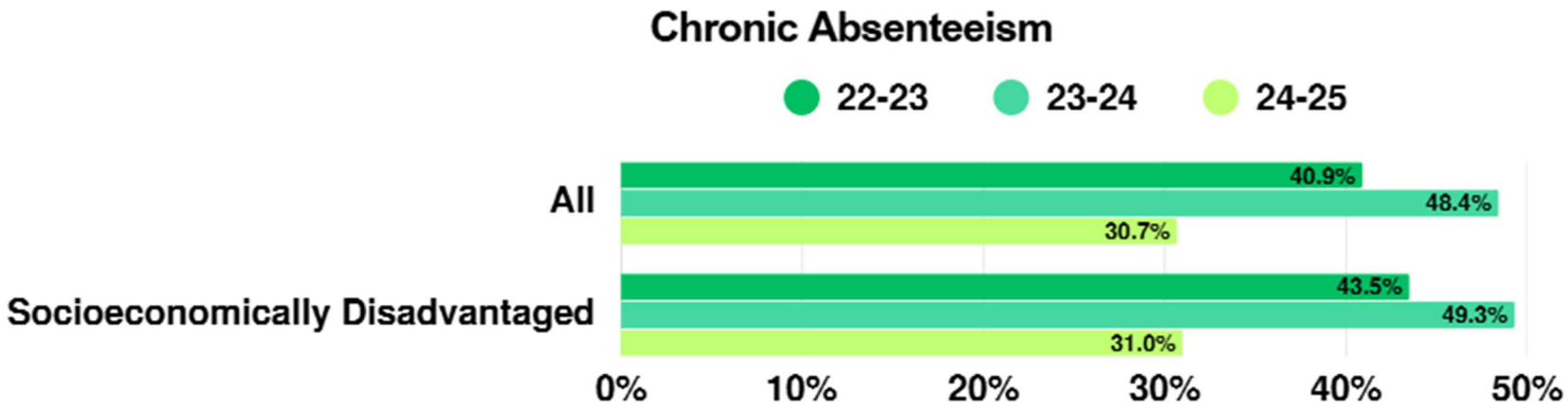
This goal was selected in response to our high absenteeism rates across all student groups, with a particular focus on our Socioeconomically Disadvantaged and Hispanic students. After analyzing our data, it became clear that we needed a more targeted and intentional approach to improving attendance, especially within our middle school population.

To address this, we have prioritized additional support structures for middle school students by leveraging the expertise of our tutors and teachers. Our team has worked collaboratively through multiple Professional Learning Communities (PLCs) to review data, share strategies, and implement interventions designed to increase student engagement and connection to school. This unified approach has strengthened alignment among staff and ensured that we are consistently supporting students both academically and socially.

In addition, we have intentionally planned Social-Emotional Learning (SEL) trips and activities to foster a greater sense of belonging and school connectedness among our students. These experiences are designed to build relationships, enhance engagement, and create positive associations with attending school.

Recognizing the importance of family partnership, we also hosted a middle school–specific family engagement night. This event provided families with the opportunity to connect directly with staff and learn more about the academic, social-emotional, and community resources available to support their children. During the event, we invited families to complete a survey to gather meaningful feedback, ensuring that their voices inform our ongoing efforts and continuous improvement.

Through these coordinated efforts, we are building a more supportive, engaging, and responsive environment aimed at improving attendance and overall student success.


Chronic Absenteeism
22-23
23-24
24-25
All
40.9%
48.4%
30.7%
Socioeconomically Disadvantaged
43.5%
49.3%
31.0%
0%
10%
20%
30%
40%
50%

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 - 40.9% SED - 43.5% Hispanic - 39.3%	Fall 2024 CA Dashboard Data: All Student - 48.4% SED - 49.3% Hispanic - 49.5%	Fall 2025 CA Dashboard Data: All Student - 30.7% SED - 31% Hispanic - 30.5%	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.	All Student - 10.2%↓ SED - 12.5%↓ Hispanic - 8.8%↑
Metric #2	Suspension rate	Fall 2023 CA Dashboard Data: 0% suspended at least one day	Fall 2024 CA Dashboard Data: 0% suspended at least one day	Fall 2025 CA Dashboard Data: 0% suspended at least one day	The charter aims to maintain its suspension rates at or below 1.5% annually.	No change
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%	Spring 2024 Data: High School Drop-out rate: 1.1% Middle School Drop-out rate: 0.7%	Spring 2025 Data: High School Drop-out rate: 0.8% Middle School Drop-out rate: 0.0%	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.	High School Drop-out rate: 0.2%↓ Middle School Drop-out rate: 1.2%↓

Metric #4	School Climate Survey	Spring 2024 Survey Data: Staff: 88% Students: 80% Families: 80%	Spring 2025 Survey: Staff: 93% Students: 91% Families: 92%	Spring 2026 Survey: Staff: 90% Students: 76% Families: 88%	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.	Staff: 2%↑ Students: 4%↓ Families: 8%↑

Metric #5	Basic Services	Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): 39.35% • 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	Teaching Assignment Monitoring Outcomes • Clear (% of teaching FTE): 47.3% • 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	Teaching Assignment Monitoring Outcomes • Clear (% of teaching FTE): 22.4% • 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	By the end of 2026-27: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): maintained at or above 40% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0	16.95%↓

		permitted in California under the Education Code reference 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.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report in the 2023-2024 school year, all OFY San Bernardino teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report in the 2024-2025 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 2025-26

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.

All planned actions and services outlined in Goal 1 were implemented as intended and identified within the LCAP.

Successes: The LEA successfully implemented targeted supports and interventions designed to improve outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). Research-based ELD curriculum and instructional strategies were utilized to strengthen language development and academic literacy, while specialized support for LTEL students focused on accelerating language acquisition and addressing gaps in academic content knowledge. Staff also participated in professional development opportunities that increased their capacity to support EL and LTEL students through effective instructional practices and language acquisition strategies.

In addition, the LEA successfully implemented Action 6, Targeted Student Support and Learning Recovery, funded through the Learning Recovery Emergency Block Grant (LREBG). Through this action, students received expanded tutoring, small-group instruction, and one-on-one academic interventions delivered by certificated and classified staff. These supports were designed to address unfinished learning, accelerate academic progress, and reduce achievement gaps for students disproportionately impacted by COVID-19 disruptions. The

additional instructional support provided through this action strengthened the LEA's overall intervention system and increased access to personalized academic assistance for students in need of targeted support.

Challenges: While implementation was successful overall, the LEA continues to face challenges in accelerating language acquisition and academic growth for some EL and LTEL students. Variability in student attendance, engagement, and academic readiness can impact the pace of progress and require ongoing adjustments to instructional supports and interventions. The LEA will continue to monitor student outcomes and refine intervention strategies to ensure students receive the individualized support necessary to meet language proficiency and academic achievement 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 successfully implemented the majority of actions outlined in Goal 1, with only minor differences between budgeted and estimated actual expenditures.

For Action 1, expenditures were lower than originally anticipated because students are no longer required to purchase bus passes. Instead, student identification cards now provide free access to public transportation, significantly reducing transportation-related costs. Additionally, the middle school population did not experience the level of transportation barriers originally projected. As this action has been underspent for two consecutive years, the LEA will evaluate future funding allocations to ensure resources are aligned with demonstrated student needs.

For Action 3, expenditures were slightly lower than budgeted due to pending end-of-year expenses that had not yet been fully processed at the time of this report. The LEA anticipates these expenditures will be reflected by year-end.

Action 6, Targeted Student Support and Learning Recovery, funded through the Learning Recovery Emergency Block Grant (LREBG), is currently projected below budget due to the timing of expenditures and ongoing implementation activities. In addition, some planned costs were temporarily supported through general funds as coding adjustments were made for additional duties and staffing-related expenses. The LEA expects remaining LREBG expenditures to be recorded as implementation activities are finalized and does not anticipate any material differences between budgeted and estimated actual expenditures by the end of the 2025–26 school year.

Overall, spending across Goal 1 remains aligned with implementation of planned services, and no significant variances are anticipated at year-end.

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

The actions implemented under Goal 1 have demonstrated overall effectiveness in improving attendance, retention, and reducing chronic absenteeism, particularly among Socioeconomically Disadvantaged and Hispanic students. According to Comprehensive Needs Assessment (CNA) data, chronic absenteeism decreased across key student groups, including a substantial reduction for Hispanic students from 49.5% to 30.5%, as well as improvements among Socioeconomically Disadvantaged students. These results indicate that targeted supports and interventions are positively impacting student engagement and attendance.

Actions related to attendance improvement and student engagement have been strengthened through increased staffing, stronger collaboration within Professional Learning Communities (PLCs), and the implementation of intervention programs such as Bright Thinker and Exact Path. Expanded support, including field trips, middle school programming, and enhanced collaboration among staff, have also contributed to improved student retention and engagement.

Additionally, Action 6, Targeted Student Support and Learning Recovery, funded through the Learning Recovery Emergency Block Grant (LREBG), has supported students through tutoring, small-group instruction, and individualized academic interventions. These expanded learning opportunities have provided additional support for students experiencing unfinished learning and have strengthened the LEA's efforts to improve academic engagement, attendance, and overall student success.

Despite these positive outcomes, several challenges continue to impact full implementation and effectiveness. The CNA identified ongoing barriers including transportation challenges, inconsistent implementation of interventions across sites, and external factors such as student work obligations, family responsibilities, and limited access to resources. While the data demonstrates meaningful progress, particularly in reducing chronic absenteeism, the LEA recognizes the need for greater consistency in intervention delivery and expanded supports to ensure sustained improvement across all student groups.

Overall, the actions within Goal 1 are proving effective and are contributing to positive student outcomes. The LEA will continue refining implementation practices and monitoring data to ensure continued progress toward achieving the desired outcomes by the end of the 2026–27 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.

At this time, no changes are planned to the Goal 1 goal statement, metrics, target outcomes, or actions for the upcoming year. Based on a review of implementation and outcome data, the existing actions have demonstrated effectiveness and continue to support progress toward improving attendance, engagement, and student success, particularly for Socioeconomically Disadvantaged and Hispanic students.

The LEA will continue implementing the current strategies and will focus on strengthening the effectiveness of existing services through ongoing monitoring and continuous improvement. This includes continuing transportation supports that reduce barriers to attendance, maximizing the impact of intervention support staff, maintaining access to social-emotional learning and counseling services, and sustaining student incentive and recognition programs that promote engagement and consistent attendance. The LEA will also continue providing center-based activities and family engagement opportunities that foster meaningful connections between students, families, and staff.

Action 6, Targeted Student Support and Learning Recovery, funded through the Learning Recovery Emergency Block Grant (LREBG), will continue to provide tutoring, small-group instruction, and individualized academic interventions to support students experiencing unfinished learning and to help reduce achievement gaps. The LEA will continue monitoring the effectiveness of these supports to ensure they remain aligned with student needs and Goal 1 outcomes.

Based on current implementation and effectiveness data, no modifications to Goal 1 actions are necessary at this time.

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.	$54,000	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.	$32,500	Yes
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.	$123,777	Yes
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.	$20,000	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	$132,500	Yes

Action #6	Targeted Student Support and Learning Recovery (LREBG)	This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on expanding targeted academic recovery efforts for students at OFY–San Bernardino. LREBG funds will be used to implement high-impact instructional supports, including tutoring and small-group or one-on-one interventions delivered by certificated or classified staff. These initiatives aim to accelerate learning, address unfinished instruction, and reduce achievement gaps—particularly for students disproportionately affected by COVID-19 disruptions. We will monitor effectiveness through the following LCAP metrics: • LCAP Goal 1, Metric 1 – Decrease chronic absenteeism rates, particularly at the middle school level • LCAP Goal 2, Metric 6 – Improve ELA CAASPP writing scores, with a focus on long-term English learners • LCAP Goal 3, Metric 3 – Increase student proficiency in math and reading as measured by CAASPP assessments Research-Based Justification: Evidence consistently supports that personalized tutoring and targeted small-group instruction significantly accelerate academic progress and are among the most effective strategies for supporting students with unfinished learning and those from historically underserved groups.	$780,000	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.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 7: Course Access

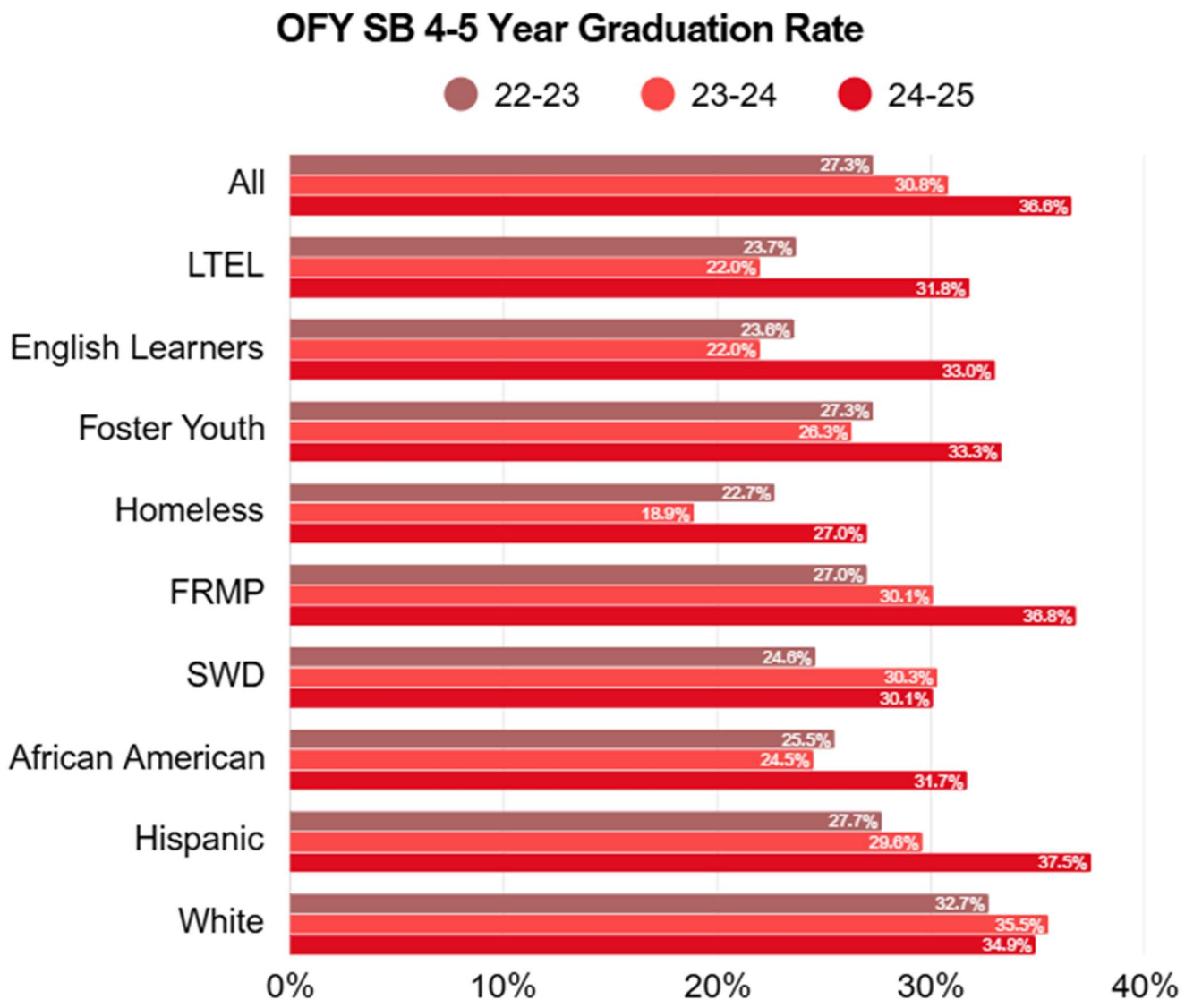
An explanation of why the LEA has developed this goal.

Graduation rates continue to be an area of focus for OFY-SB, particularly among English Learners, students experiencing homelessness, and foster youth. While the overall graduation rate increased to 36.6%, reflecting a gain of 5.7 percentage points, disparities among student groups remain. Students with Disabilities (30.1%) and White students (34.9%) experienced slight declines between 0.2-0.6%, respectively.

Conversely, several student groups demonstrated improvement. Graduation rates increased among African American/Black students (31.7%, up 7.2%), English Learners (33%, up 11%), Hispanic students (37.5%, up 7.8%), Homeless students (27%, up 8.1%), Long Tern English Learners (31.8%, up 9.8%), and socioeconomically disadvantaged students (36.8%, up 6.6%). Although these gains are encouraging, overall outcomes indicate that continued targeted support is necessary to ensure equitable progress toward graduation for all student groups.

English Learners, students experiencing homelessness, and foster youth often face unique barriers that can impact academic progress, including credit attainment challenges, mobility, and lower performance on standardized assessments. While some progress has been observed in Lexile performance among 12th-grade students, students with disabilities, and homeless students, disparities remain in student growth percentiles for both reading and mathematics, particularly among homeless youth. These trends highlight the need for sustained and targeted academic interventions.

Through continued implementation of targeted support and ongoing data monitoring, OFY-SB aims to close achievement gaps and improve graduation outcomes for its most vulnerable student populations. Focused strategies—including academic intervention programs, postsecondary readiness initiatives, and credit recovery opportunities—will remain essential components in supporting students as they progress toward graduation and future success.


OFY SB 4-5 Year Graduation Rate
22-23
23-24
24-25
All
27.3%
30.8%
38.6%
LTEL
23.7%
22.0%
31.8%
English Learners
23.6%
22.0%
33.0%
Foster Youth
27.3%
26.3%
33.3%
Homeless
22.7%
18.9%
27.0%
FRMP
27.0%
30.1%
36.8%
SWD
24.6%
30.3%
30.1%
African American
25.5%
24.5%
31.7%
Hispanic
27.7%
29.6%
37.5%
White
32.7%
35.5%
34.9%
0%
10%
20%
30%
40%

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%	Spring 2025 Internal Data: 93.6%	Spring 2026 Internal Data: 95.3%	Reclassification Rates for eligible EL students will average 75% by the end of the 2026-27 academic school year.	Internal Data: 22.6%↑
Metric #2	English Language Proficiency percentages	Fall 2023 CA Dashboard 53.3% making progress on their ELPAC Level	Fall 2024 CA Dashboard 60.9% making progress on their ELPAC Level	Fall 2025 CA Dashboard 66.2% making progress on their ELPAC Level	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.	12.9%↑
Metric #3	EL improved Lexile measures	Spring 2024 Internal Data: 55.8%	Spring 2025 Internal Data: 63.6%	63.8%	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.	8%↑

Metric #4	Lexile band growth	Spring 2024 Internal Data: 52.9%	Spring 2025 Internal Data: 59.1%	67.4%	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.	8.3%↑

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 Math: 4.65 Science: 5.92 Social Science: 6.61	Spring 2025 Internal Data: Foster Youth completed the following credits this academic year as of the end of month 9. ELA:3.6 Math: 5.5 Science: 5.1 Social Studies: 7.9 Homeless Youth completed the following credits this academic year as of end of Month 9. ELA: 3.8 Math: 5.3 Science: 5.4 Social Studies: 6.2	Spring 2026 Internal Data: Foster Youth completed the following credits this academic year as of the end of month 9. ELA:4.8 Math: 8.0 Science: 7.1 Social Studies: 5.8 Homeless Youth completed the following credits this academic year as of end of Month 9. ELA: 5.0 Math: 5.4 Science: 6.7 Social Studies: 6.8	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.	Internal Data: Foster Youth completed the following credits this academic year as of the end of month 9. ELA:2.27↑ Math: 3.31↑ Science: 0.27↑ Social Studies: 0.19↑ Homeless Youth completed the following credits this academic year as of end of Month 9. ELA: 1.42↑ Math: 0.75↑ Science: 0.78↑ Social Studies: 0.19↑

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.	In 2024, 60% of LTEL Students who completed the ELA SBAC scored in the Level 1 range for standard not met, and 36% scored in the level2 range for standard nearly met. 4% of LTEL students scored a level 3 of standard met. LTEL student score reports for the Writing and Research scores showed that 72% of LTEL were below standard, 28% tested at Near Standard.	In 2025, 68.42% of LTEL Students who completed the ELA SBAC scored in the Level 1 range for standard not met, and 23.68% scored in the level2 range for standard nearly met. 5.26% of LTEL students scored a level 3 of standard met. LTEL student score reports for the Writing and Research scores showed that 68.42% of LTEL were below standard, 28.95% tested at Near Standard.	Our charter aims to show an increase in student mode scores on the ELA CAASPP Writing Extended Response Items over the next three years	LTEL Not met: 8.42↑ Nearly met: 12.32%↑ Met: 1.26%↑ Writing and Research Below: 3.52%↓ Near: 0.95% ↑

Metric #7	Students with special education needs can engage in Pathways in Education excursions or participate in extracurricular student groups.	Spring 2024 Internal Data: 77%	Spring 2025 Internal Data: 76.8%	Spring 2026 Internal Data: 22%	Our charter aims to maintain the number of SPED students participating in pathways trips and extracurricular student groups.	55% ↓
Metric #8	Students in Special Education will participate in both math and ELA interventions.	Spring 2024 Internal Data: 14%	Spring 2025 Internal Data: 27.1%	Spring 2026 Internal Data: 30%	Our charter aims to increase SPED student participation to 20% over the next three years.	16% ↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

All planned actions and services outlined in Goal 2 were substantially implemented as intended during the 2025–26 school year.

Successes: The LEA successfully implemented the majority of actions aligned to Goal 2, with a strong emphasis on expanding academic supports and increasing access to credit attainment opportunities for English Learners, Students Experiencing Homelessness, Foster Youth, and Students with Disabilities. Key actions, including the implementation of Exact Path and Bright Thinker, expanded intervention supports, increased staffing, and strengthened collaboration through Professional Learning Communities (PLCs), were carried out as planned. Additional supports such as intervention classes, differentiated instruction, tutoring opportunities, and expanded online learning options were also implemented to provide students with increased access to academic assistance and credit recovery opportunities.

The LEA also strengthened systems for monitoring student progress and identifying students in need of additional support. Collaboration among instructional staff, intervention personnel, and site leadership helped ensure that targeted student groups received appropriate academic interventions and individualized support throughout the year.

Challenges: While planned actions were implemented, the LEA experienced challenges with consistency of implementation across sites and programs. The Comprehensive Needs Assessment (CNA) identified variability in the use of data, instructional practices, and intervention structures, which limited the overall impact of some services. The LEA also continues to face challenges related to student participation and

access, including transportation barriers, scheduling conflicts, and competing student responsibilities that can affect engagement, attendance, and credit attainment.

Additionally, persistent achievement gaps and uneven academic performance across content areas, particularly in mathematics, indicate a continued need to strengthen intervention systems and ensure consistent implementation of supports across all sites. The LEA will continue to refine practices and address implementation barriers to improve outcomes for all student groups.

Overall, the LEA successfully implemented the core components of Goal 2 and will continue building upon these efforts to strengthen consistency, expand access to supports, and address barriers that impact student success.

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 does not anticipate any material differences between budgeted and estimated actual expenditures or between planned and actual percentages of improved services for the 2025–2026 school year, as expenditures remain aligned with planned activities and implementation timelines.

Any remaining balances are expected to be fully expended through already planned end-of-year activities, including student engagement opportunities such as field trips and staff professional learning conferences that directly support credit attainment, student engagement, and implementation of LCAP actions.

Based on current projections and implementation progress, no significant variances are expected once all expenditures have been fully recorded.

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

The actions implemented under Goal 2 have demonstrated overall effectiveness in improving academic achievement and supporting credit attainment, particularly for English Learners, Students with Disabilities, and other targeted student groups. According to CNA data, there have been measurable gains in several areas, including increases in graduation rates, reductions in dropout rates, and growth in English Language Arts performance and English Learner progress. The implementation of programs such as Exact Path and Bright Thinker, along with increased staffing, differentiated instruction, and strengthened collaboration through Professional Learning Communities (PLCs), has contributed to improvements in student engagement, reading performance, and course completion. Additionally, the online program continues to demonstrate strong performance, with higher course completion rates and academic growth compared to other instructional models.

Despite these positive outcomes, the effectiveness of certain strategies has been limited by inconsistent implementation across sites and ongoing systemic challenges. CNA data indicates that academic performance remains uneven across content areas, with math showing limited growth and, in some cases, declines for certain student groups. Subgroup disparities persist for Foster Youth, Students Experiencing Homelessness, and Students with Disabilities, particularly in achievement, participation, and college and career readiness indicators. Although interventions and support are in place, inconsistent implementation across sites has limited their overall impact. Additional barriers,

including transportation challenges, scheduling conflicts, and competing student responsibilities, continue to affect student participation and credit attainment.

Overall, the actions under Goal 2 have been effective in several key areas, demonstrating positive progress while also highlighting the need for continued refinement to strengthen consistency, expand access to supports, and improve outcomes for all student groups.

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.

Based on the review of implementation and outcomes, all planned goals, metrics, target outcomes, and actions will remain unchanged for the upcoming year. While the reflection process identified areas for continued improvement within existing actions—such as increasing consistency in academic writing instruction, strengthening follow-up on professional development, and expanding the effective use of existing literacy supports—these areas will be addressed through continued refinement within the current implementation framework rather than through formal revisions to the plan.

The current LCAP remains aligned to identified priorities and is considered effective. Therefore, the focus moving forward will be on improving implementation fidelity, strengthening consistency across sites, and maximizing the impact of existing strategies to support student outcomes.

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.	$385,000.00	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.	$375,000.00	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.	$80,000.00	Yes
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.	$293,000.00	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.	$306,000.00	Yes

Action #6	Academic Writing Enhancement Program	The Charter will increase CAASPP writing scores by implementing an academic writing scope and sequence program. There will be 9 writing targets in 3 genres aligning to the CAASPP assessment domains (narrative, explanatory, and argumentative). 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.	$80,000.00	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.	$41,575.00	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.	$80,000.00	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.	$80,000.00	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.	$623,655.00	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.	$1,040,000.00	No

Insert or delete rows, as necessary.

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.

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

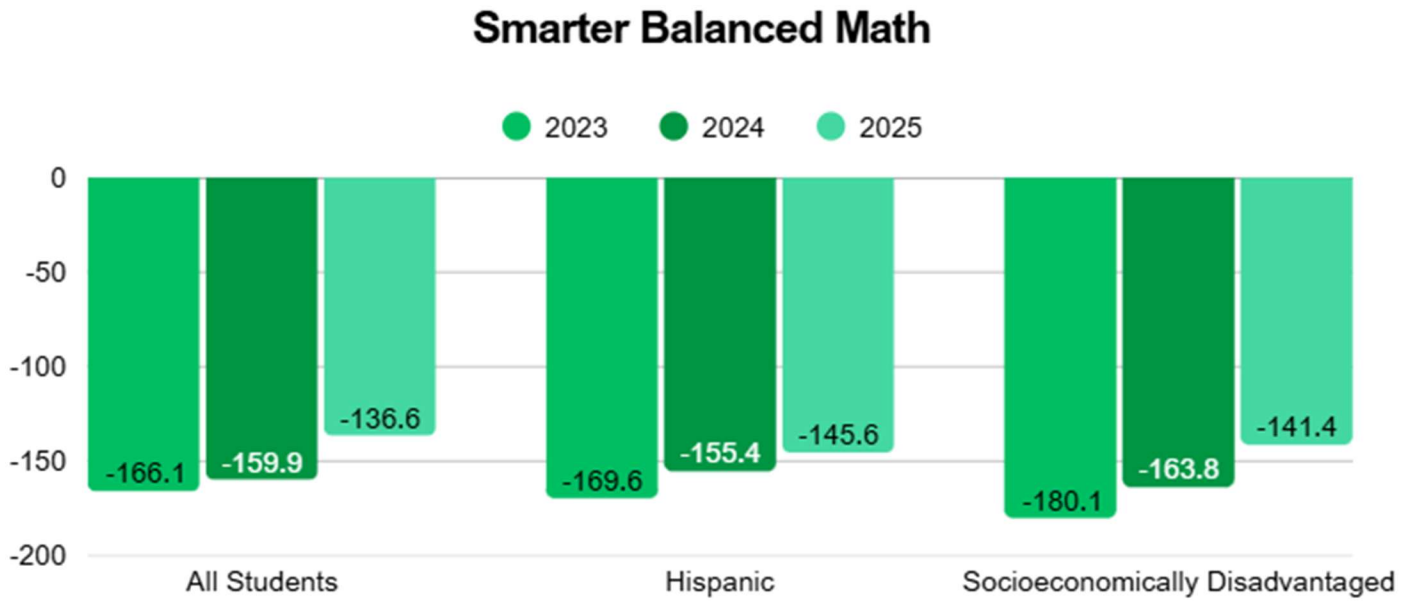
An explanation of why the LEA has developed this goal.

Student performance in mathematics continues to be a significant area of concern. The 2025 California School Dashboard indicates that students scored 136.6 points below standard, representing an increase of 23.3 points. Hispanic students scored 145.6 points below standard, increasing by 9.8 points, while socioeconomically disadvantaged students scored 141.4 points below standard, increasing by 22.3 points. These data underscore the ongoing need for targeted math interventions and differentiated instructional strategies.

Performance in English Language Arts (ELA) also reflects persistent challenges. Overall performance slightly increased 1.2 points at 41.1 points below standard. Socioeconomically disadvantaged students showed a modest improvement, scoring 46.2 points below standard (up 0.7 points), while Hispanic students struggle with their performance at 47.8 points below standard, with a decrease of 12.6 points. These results highlight the continued necessity of focused literacy support for all student groups.

Additional data from the Comprehensive Needs Assessment (CNA) reveal persistent disparities for English Learners and students with disabilities, emphasizing the importance of targeted academic supports and differentiated instruction.

Through the strategic implementation of evidence-based interventions, progress monitoring, and instructional support programs, OFY-SB remains committed to improving outcomes in mathematics and ELA. Particular attention will be given to socioeconomically disadvantaged and Hispanic students, ensuring equitable access to academic resources and opportunities that support long-term student success.


Smarter Balanced Math
2023
2024
2025
0
-50
-100
-150
-200
-166.1
-159.9
-136.6
-169.6
-155.4
-145.6
-180.1
-163.8
-141.4
All Students
Hispanic
Socioeconomically Disadvantaged

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%	Spring 2025: 33%	35.5%	30% of students will meet the school's graduation pace of 5 units per month by 2027.	9.3%↑
Metric #2	Core course completion rate	Spring 2024: English 5.00 Math 5.18	Spring 2025: English 5.5 Math 6.6	Spring 2026: English 5.0 Math 5.4	Maintain an average core course completion rate of 6 or higher for math and 5 for English by the 2026-27 academic school year.	English: no change Math: 0.22↑
Metric #3	Math SBAC performance	Spring 2024: All student Level: 49.2% Socioeconomically Disadvantaged: Hispanic:	Spring 2025 All Student Level: 70.4% Socioeconomically Disadvantaged: 70.3% Hispanic: 71.3%	All Student Level: 69.7% Socioeconomically Disadvantaged: 69.8% Hispanic: 69.7%	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.	All Student Level: 20.5%↑

Metric #4	ELA SBAC performance	Spring 2024: All student Level: 50% Socioeconomically Disadvantaged: Hispanic:	Spring 2025: All student Level: 69.7% Socioeconomically Disadvantaged:69.3% Hispanic:68.8%	All student Level: 66.8% Socioeconomically Disadvantaged: 68% Hispanic:68.8%	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.	All student Level: 16.8%↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

Overall, the LEA implemented the majority of actions aligned to Goal 3 with a focus on providing instructional supports and interventions in Math and ELA for all students, particularly Socioeconomically Disadvantaged and Hispanic students. Key strategies—such as the use of instructional programs like Exact Path and Bright Thinker, expanded intervention classes, increased staffing, and collaboration through PLCs—were implemented during the 2025–26 school year. Additional supports, including tutoring services and middle school engagement opportunities such as field trips and enrichment activities, were also provided as planned.

However, there were differences between planned actions and actual implementation primarily related to consistency and access. While interventions and instructional support were implemented, the CNA indicates that these were not consistently applied across all sites or student groups, which limited the overall fidelity of implementation. Staffing shortages in key areas such as English Learner and Special Education support at various points in the year also impacted the depth and consistency of implementation.

Successes in implementation included increased collaboration among staff, expanded use of data to inform instruction, and broader access to academic support services across programs. Challenges included inconsistent implementation of instructional practices, variability in intervention delivery, and external barriers such as transportation, scheduling conflicts, and student attendance factors that impacted access to services.

Overall, the LEA implemented the majority of Goal 3 actions as intended, though continued focus is needed on strengthening consistency and implementation fidelity across all sites.

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 successfully implemented the majority of the actions outlined in Goal 3, with only minor deviations in Action 3 and Action 5. For Action 3, expenditures are currently slightly below projections due to some end-of-year instructional and program-related expenses that are still pending and expected to be fully reflected prior to the close of the fiscal year. Similarly, minor variances in Action 5 reflect timing differences in planned activities and services rather than changes in implementation.

At this time, the LEA does not anticipate any material differences between budgeted and estimated actual expenditures or between planned and actual percentages of improved services for the 2025–2026 school year, as spending remains aligned with planned actions and implementation timelines. Any remaining balances are planned for use through already scheduled end-of-year activities and supports that directly align to Goal 3 implementation and student outcome priorities.

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

The actions implemented under Goal 3 have demonstrated effectiveness in improving English Language Arts outcomes, with more limited impact observed in mathematics. Based on CNA data, there have been incremental gains in ELA, including increases in reading GLE scores, English Learner progress, and core course completion across several student groups. Targeted supports such as Exact Path and Bright Thinker, expanded intervention classes (including writing support), increased staffing, and strengthened collaboration through Professional Learning Communities (PLCs) have contributed to improved student engagement and academic growth, particularly for Socioeconomically Disadvantaged and Hispanic students. Additionally, expanded middle school supports and strong outcomes within the online program have supported positive trends in ELA performance.

In mathematics, the effectiveness of these actions has been more limited, with inconsistent progress across grade levels and student groups. While some gains in math GLE performance were observed, overall achievement remains below standard, and certain subgroups experienced minimal growth or declines. The CNA also identifies ongoing challenges including inconsistent implementation of instructional strategies across sites, gaps in intervention access, and staffing limitations in key areas such as English Learner and Special Education support, all of which have impacted overall outcomes.

Subgroup disparities and external barriers such as transportation challenges, scheduling conflicts, and competing student responsibilities continue to affect participation and performance. Overall, the actions under Goal 3 have been effective in improving ELA outcomes, while demonstrating more limited effectiveness in mathematics. Continued focus on strengthening math interventions, improving consistency of implementation across sites, and expanding access to supports will be necessary to further improve student outcomes.

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.

Following a comprehensive review of implementation, student outcomes, and stakeholder feedback, the charter has determined that no changes will be made to the established goals, metrics, target outcomes, or actions for the upcoming year. The current strategies are being implemented with fidelity and have shown positive results in supporting student learning, increasing Lexile growth, and strengthening instructional practices through the use of data-driven decision-making. Given the continued progress and strong alignment with identified

needs—particularly for Socioeconomically Disadvantaged students, English Learners, and other underserved populations—the LEA will maintain the current approach. Moving forward, the focus will be on deepening implementation, ensuring consistency across sites, and maximizing the impact of these efforts to support sustained student success.

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.	$226,900.00	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.	$530,856.00	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 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.	$1,274,906.00	Yes
Action #4	Education Technology Platforms	Charter aims to increase overall Lexile growth through specialized instruction and interventions using data analysis via our Ed Tech services.	$574,056.00	Yes
Action #5	Intervention and Data Tracking	The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions	$874,550.00	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.

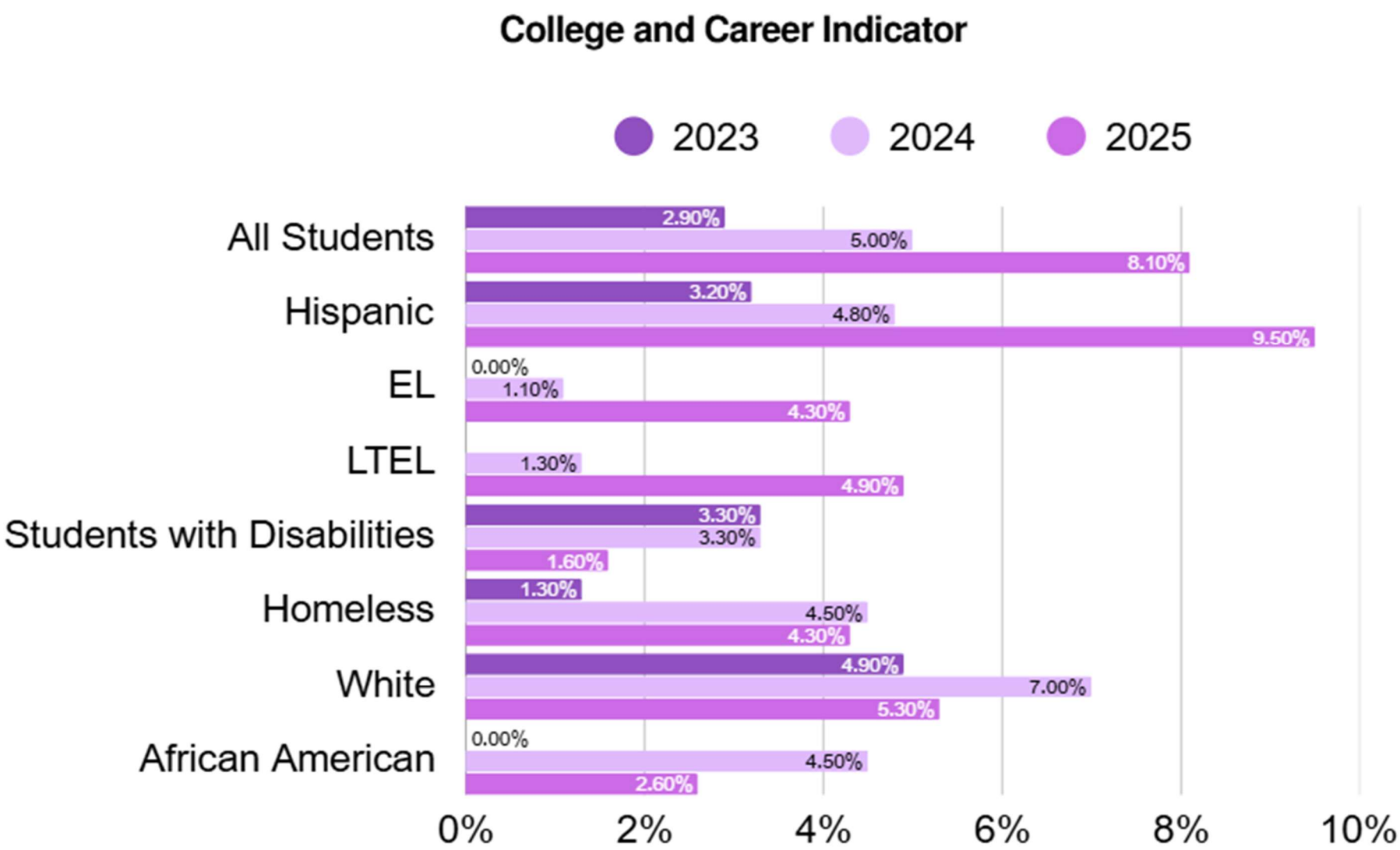
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

OFY-SB has been identified for Differentiated Assistance for a third consecutive year due to performance challenges in graduation rates and College and Career Indicators (CCI) on the 2025 California School Dashboard, resulting in a designation for Comprehensive Support and Improvement (CSI). While overall college and career readiness increased to 8.1% (up 2.9%), significant disparities persist among key student groups. African American students improved to 2.6% (down 2%) and homeless students to 4.3% (down 0.2%). However, preparedness remains low for English Learners (4.3%), Long-Term English Learners (2.7%), Hispanic students (8.4%), and students with disabilities (1.6%), highlighting the ongoing need for targeted interventions.

Graduation rates, though improved overall to 36.6% (up 5.7%), continue to reveal challenges for specific subgroups. African American students increased to 31.7% (up 7.2%), English Learners to 33% (up 11%), Long-Term English Learners to 31.8% (up 9.8%), and homeless students to 27% (up 8.1%). These trends underscore the need for sustained, targeted supports to promote equitable access to graduation and postsecondary opportunities.

Through the implementation of the actions outlined in this goal and ongoing monitoring of key metrics, OFY-SB is committed to strengthening college and career readiness while improving graduation rates for all student groups. Initiatives include expanding dual enrollment and career technical education (CTE) programs, providing postsecondary counseling and planning support, and implementing data-driven interventions to ensure students are prepared for long-term academic and career success.


College and Career Indicator
2023
2024
2025
All Students
2.90%
5.00%
8.10%
Hispanic
3.20%
4.80%
9.50%
EL
0.00%
1.10%
4.30%
LTEL
1.30%
4.90%
Students with Disabilities
3.30%
3.30%
1.60%
Homeless
1.30%
4.50%
4.30%
White
4.90%
7.00%
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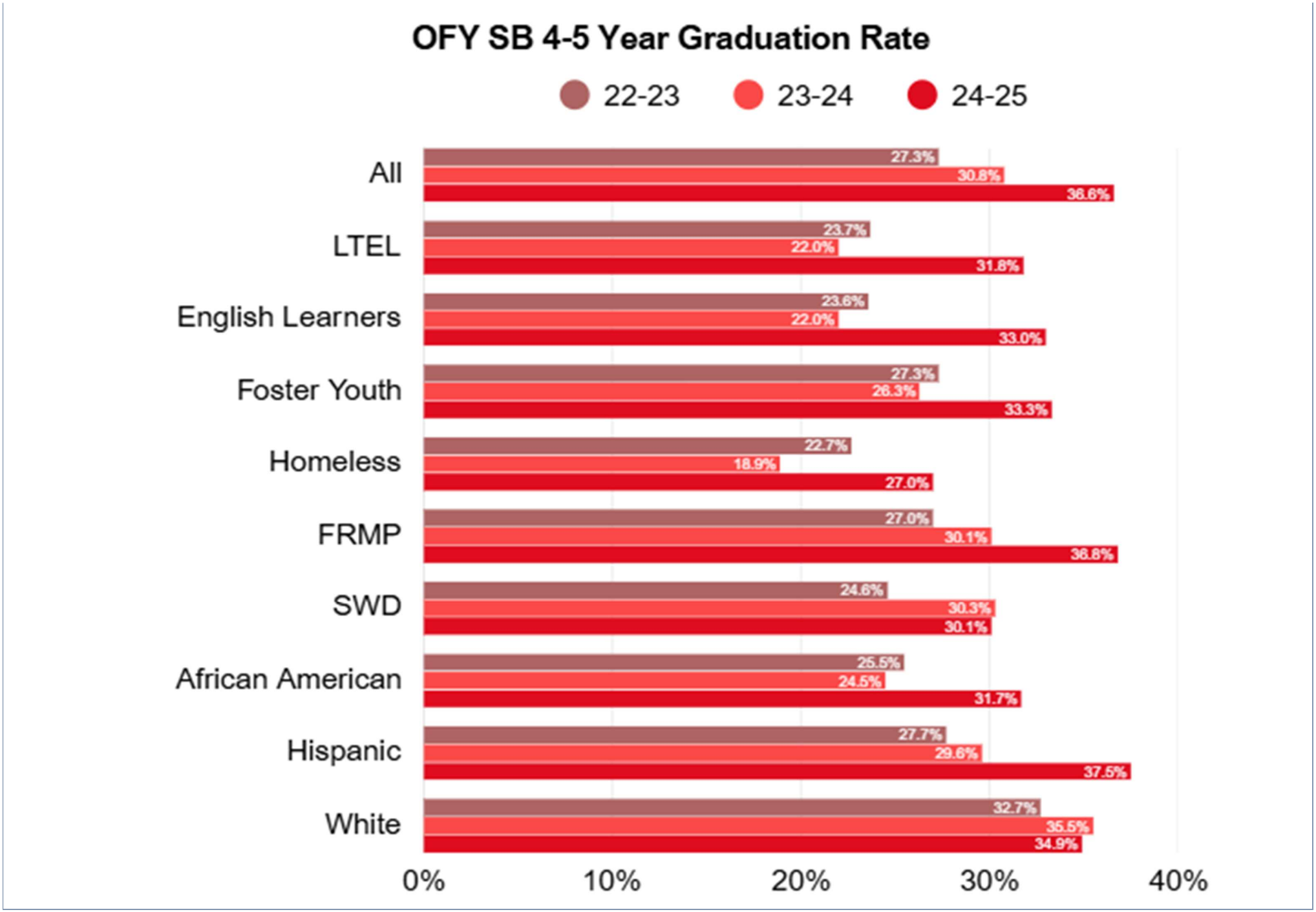
African American
0.00%
4.50%
2.60%
0%
2%
4%
6%
8%
10%


OFY SB 4-5 Year Graduation Rate
22-23
23-24
24-25
All
27.3%
30.8%
36.6%
LTEL
23.7%
22.0%
31.8%
English Learners
23.6%
22.0%
33.0%
Foster Youth
27.3%
26.3%
33.3%
Homeless
22.7%
18.9%
27.0%
FRMP
27.0%
30.1%
36.8%
SWD
24.6%
30.3%
30.1%
African American
25.5%
24.5%
31.7%
Hispanic
27.7%
29.6%
37.5%
White
32.7%
35.5%
34.9%
0%
10%
20%
30%
40%

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: 27.3% AA: 25.5% EL: 23.7% LTEL: No data Hispanic: 27.7% Homeless: 22.7% FRMP: 27% SWD: 24.6% White: 32.7%	Graduation Rates on the Fall 2024 CA Dashboard: All Student: 30.8% AA: 24.5% EL: 22% LTEL: 22% Hispanic: 29.6% Homeless: 18.9% FRMP: 30.1% SWD: 30.3% White: 35.5%	Graduation Rates on the Fall 2025 CA Dashboard: All Student: 36.6% African American: 31.7% EL: 33% LTEL: 22% Hispanic: 37.5% Homeless: 27% FRMP: 36.8% SWD: 30.1% White: 34.9%	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.	All Student: 9.3%↑ African American: 6.2%↑ EL: 9.7%↑ LTEL: no change Hispanic: 9.8%↑ Homeless: 4.3%↑ FRMP: 9.8%↑ SWD: 5.5%↑ White: 2.2%↑
Metric #2	DASS one-year graduation Rate	78.5% One-year graduation rate as of the end of 22/23 school year	86.1% One-year graduation rate as of the end of 23-24 school year	84.3% One-year graduation rate as of the end of 24-25 school year	The charters' DASS one-year graduation rate will be at or above 75% annually.	5.8%↑
Metric #3	College and Career	Prepared levels on the Fall 2023 CA Dashboard: All Student: 2.8% AA: 0% EL: 0% Hispanic: 3.2% Homeless: 1.3% FRMP: 2.9% SWD: 3.3% White: 4.9%	Prepared levels on the Fall 2024 CA Dashboard: All Student: 5.3% AA: 4.5% EL: 1.1% Hispanic: 4.8% Homeless: 4.5% FRMP: 5% SWD: 3.3% White: 7%	Prepared levels on the Fall 2025 CA Dashboard: All Student Level: 8.1% African American: 2.6% English Learners: 4.3% Hispanic: 9.5% Homeless: 4.3% FRMP: 8.2% SWD: 1.6% White: 5.3%	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.	All Student Level: 5.3%↑ African American: 2.6%↑ English Learners: 4.3%↑ Hispanic: 6.3%↑ Homeless: 3%↑ FRMP: 5.3%↑ SWD: 1.7%↑ White: 0.4%↑

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.	73.2% of students on the A-G planning guide at the end of the 23/24 school year.	24-25 78.3%	Maintain the percentage of students on A-G planning guide at 50% averaged over the next three years.	23.7%↑
Metric #5	CTE Pathway Completion Rate	Spring 2024: 1.4%	Spring 2025: 2.3%	*3.2%*	2% of students will complete a CTE Pathway by the end of the 2026-2027 school year.	1.8%↑
Metric #6	Percentage of students who have successfully completed A-G & CTE Course Requirements on the CA Dashboard	Spring 2024: 0.5%	Spring 2025: 0.5%	*1.4%*	1% of students will successfully complete A-G & CTE Course Requirements by the end of the 2026-2027 school year	0.9%↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

Overall, the LEA implemented the majority of actions aligned to Goal 4 with a focus on improving graduation rates and College and Career Indicator (CCI) opportunities across all student groups, particularly targeted subgroups such as African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. Key strategies—including increased counseling support, expanded intervention programs, use of online learning options, and targeted student engagement efforts such as café nights and individualized academic planning—were carried out during the 2025–2026 school year. Efforts to expand college and career readiness opportunities, including dual enrollment, CTE pathways, and college and career guidance, were also implemented.

Additionally, graduation rate and dropout prevention supports were implemented across sites, along with continued access to counseling services and academic planning supports for students. The online program provided an additional instructional option for students and included structured coursework and credit recovery opportunities.

However, there were differences between planned actions and implementation related to consistency and access. While programs and supports were implemented, participation varied across student groups and sites. The CNA identifies variability in implementation of college and career pathway supports, as well as challenges in ensuring consistent access to counseling and academic planning resources for all students.

Challenges included barriers such as transportation, scheduling conflicts, and competing student responsibilities, as well as inconsistency in implementation practices across sites. Successes included the implementation of expanded graduation support systems, counseling services, and college and career readiness opportunities across the LEA.

In summary, the LEA implemented the core components of Goal 4, with continued focus needed on increasing consistency of implementation and ensuring equitable access to college and career readiness opportunities across all student groups.

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

The LEA successfully implemented the majority of the actions outlined in Goal 4, with minor adjustments in Actions 1, 3, and 5. For these actions, a reallocation of budgeted salary funds to Action 4 was necessary due to increased professional development costs. As a result, Action 4 expenditures exceeded the original budget, and adjustments will be reflected in year-end reporting to accurately represent actual spending.

While there is currently some underspending in Action 5, this is expected due to timing of end-of-year activities, including additional trips, graduation-related expenses, and other student engagement events that will be charged to this action as they are completed.

At this time, the LEA does not anticipate any significant discrepancies between budgeted and estimated actual expenditures for the 2025–2026 school year, as overall spending remains aligned with program implementation and planned activities.

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

The actions implemented under Goal 4 have demonstrated effectiveness in improving graduation rates, with more limited impact observed in College and Career Indicator (CCI) outcomes. According to CNA data, graduation rates increased across multiple student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, and dropout rates declined, indicating positive progress in student retention and engagement. Targeted supports such as counseling interventions, improved retention practices, café nights, early identification of at-risk students, and expanded support staff have contributed to improvements in graduation-related outcomes.

However, the effectiveness of actions related to CCI outcomes has been more limited. While there have been slight increases in overall college and career readiness indicators, preparedness levels remain low across student groups, with only a small percentage of students meeting CCI benchmarks. Participation in programs such as CTE pathways, dual enrollment, and A–G coursework has not consistently resulted in completion, particularly for high-need student groups including Foster Youth, Homeless students, and Students with Disabilities.

Additional challenges impacting effectiveness include inconsistent implementation of supports across sites, limited awareness or access to CCI opportunities, and external barriers such as transportation, scheduling conflicts, and competing student responsibilities. Overall, the actions under Goal 4 have been effective in improving graduation outcomes, while demonstrating more limited effectiveness in advancing

college and career readiness. Continued focus is needed on increasing access, participation, and completion of CCI opportunities and strengthening consistency of implementation to better support high-need student groups.

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.

At this time, no changes will be made to the established goal, metrics, target outcomes, or actions for the upcoming year. Based on a review of implementation and overall effectiveness, the current strategies are demonstrating positive results and remain well aligned with the needs of our targeted student groups. Programs such as CTE pathways, Dual Enrollment, CREW, and the Seal of Biliteracy initiative continue to promote student engagement and growth. The existing metrics provide an effective means of monitoring progress in key areas, and the identified outcomes remain both rigorous and attainable. Moving forward, the LEA will maintain the current approach while continuing to closely monitor progress and make ongoing refinements to strengthen implementation and ensure continued student success.

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	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.	$915,790.00	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.	$110,000.00	No
Action #3	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.	$536,810.00	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.	$220,775.00	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.	$3,266,926.00	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,315,771	$1,177,523

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
38.77%	0.00% - No Carryover	$0.00 – No Carryover	77.78%

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 Action #2 Action #3 Action #5	A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in 2023–24, 2024–25, and 2025-26 informed by data from the California School Dashboard, internal attendance and engagement reviews, and feedback from educational partners, identified key challenges affecting unduplicated student groups, principally socioeconomically disadvantaged students (FRMP), English Learners (EL), and Foster Youth. While the actions described in Goal 1 are implemented LEA-wide to ensure equity and consistency, these findings highlight needs that are principally directed toward unduplicated students who experience disproportionate barriers to attendance, engagement, and access to supportive resources. **Key Needs Identified:** **Transportation Barriers:** Comprehensive Needs Assessment findings confirm that transportation continues to be a significant barrier impacting consistent student attendance and participation. Access challenges—including transportation limitations, scheduling constraints, and competing responsibilities—restrict students' ability to fully engage in instructional programs, interventions, and college and career opportunities . These barriers disproportionately affect FRMP and Foster Youth students, contributing to increased tardiness, missed instructional time, and reduced access to equitable learning opportunities. Relevant metrics include student-reported transportation challenges, tardiness rates, and attendance comparisons across student groups. **Chronic Absenteeism:** While some improvements in chronic	Each action has been intentionally designed to address the specific needs of unduplicated student populations while fostering a positive and supportive environment for all students. These actions are principally directed toward FRMP, EL, and foster youth students, as identified through the 2025-26 CNA, California School Dashboard data, internal performance metrics, and educational partner feedback. Implementing these actions schoolwide ensures equitable access, consistency, and systemic support for students experiencing barriers to attendance, engagement, and connectedness. **Goal 1 Action 1 - Transportation Support** How It Addresses Needs: Transportation assistance is specifically designed to support FRMP and foster youth students, who are disproportionately affected by financial and logistical barriers to consistent school attendance. By reducing these obstacles, students are better able to attend classes regularly, improving access to core instruction, academic interventions, and enrichment opportunities. Why Schoolwide: Providing transportation support to all students ensures equitable access to school regardless of site or subgroup, while also reducing absenteeism across the broader student population. A schoolwide approach allows the LEA to implement consistent processes, maximize resource efficiency, and create systemic improvements in attendance patterns for all students. **Goal 1 Action 2 - Attendance Strategies** How It Addresses Needs: Evidence-based practices, including attendance incentive programs and parent engagement initiatives, are	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

	absenteeism have been observed across certain student groups, the CNA indicates that absenteeism remains a persistent systemic challenge requiring continued focus. Attendance trends continue to impact student engagement, academic progress, and credit attainment, particularly for high-need subgroups . Additionally, local data shows that FRMP students experienced a 5.8 percentage point increase in chronic absenteeism (49.3%), slightly above the overall student rate (48.0%), with Foster Youth demonstrating similar patterns. Ongoing monitoring through quarterly attendance data and benchmark reports remains essential to track progress and guide targeted interventions. **Limited Engagement Opportunities:** CNA findings and educational partner feedback highlight ongoing gaps in student and family engagement, particularly among unduplicated student groups. Barriers such as transportation, scheduling limitations, and competing responsibilities limit participation in school events, extracurricular activities, and postsecondary planning opportunities . As a result, FRMP and Foster Youth families continue to experience reduced access to meaningful engagement opportunities, impacting students' sense of connection and belonging. Metrics to monitor include family participation rates at school events, student involvement in leadership and extracurricular activities, and qualitative feedback related to school connectedness. **2025-26 Data Trends** **Transportation Barriers and Attendance Patterns:** CNA data and partner feedback indicate that transportation-related challenges continue to	targeted toward FRMP, EL, and foster youth students identified as high-risk for chronic absenteeism. These strategies address barriers such as inconsistent attendance, limited family engagement, and lack of accountability structures, which can negatively impact academic progress and course completion. Why Schoolwide: Implementing attendance strategies schoolwide fosters a culture of attendance and accountability that benefits all students while ensuring that high-need students receive consistent monitoring and support. Schoolwide implementation promotes uniform expectations, reduces fragmentation of services, and builds systemic capacity to identify and intervene with students at risk. **Goal 1 Action 3 - Middle School Trips and Activities** How It Addresses Needs: Middle school trips and enrichment activities are designed to improve connectedness and engagement for FRMP students, particularly those who may feel disconnected from school or lack access to extracurricular experiences. These programs support social-emotional development, strengthen relationships with peers and staff, and reinforce school engagement. Why Schoolwide: Offering trips and activities to all students enhances overall school climate and provides equitable access to meaningful experiences. Schoolwide participation ensures shared experiences that build community, normalize engagement, and create a consistent culture of belonging across all grade levels. **Goal 1 Action 5 - Family and CommTunity Engagement**	

	influence student attendance and participation patterns. While not always directly quantified, these barriers are reflected in patterns of tardiness, missed instructional time, and inconsistent engagement in extended learning opportunities. Educational partner input highlights scheduling limitations and competing responsibilities as key contributing factors, with staff noting that students often miss or shorten participation in interventions and support services due to transportation constraints. Additionally, feedback calling for longer appointment windows and expanded flexible scheduling options (such as evening or Café Night offerings) suggests that current structures may not fully align with student and family availability. Together, these data points indicate that logistical barriers remain a persistent factor affecting consistent student engagement over time. **Chronic Absenteeism Trends:** Recent data reflects a notable overall improvement in chronic absenteeism among middle school students, with rates decreasing by 17.8 percentage points to 30.7%. This downward trend suggests that targeted interventions and attendance supports are contributing to positive change. However, subgroup analysis reveals uneven progress. While some groups experienced substantial reductions—such as students with disabilities (60.5% to 35.9%) and Hispanic students (49.5% to 30.5%)—rates remain disproportionately high for English Learners (48.8%) and Long-Term English Learners (50%). These patterns indicate that while system-wide strategies are having an impact, they are not yet producing equitable outcomes across all student groups. The persistence of elevated rates among specific populations suggests a need to refine and	How It Addresses Needs: Engagement events are targeted to amplify the voices of families of FRMP, EL, and foster youth students in school planning, goal setting, and decision-making. These initiatives address barriers to family involvement, such as limited access to school communications or confidence in navigating school systems, ensuring families can actively support their children's learning and academic progress. Why Schoolwide: Opening engagement events to all families fosters an inclusive school community and promotes collaborative dialogue while ensuring that families of high-need students are intentionally prioritized. Schoolwide implementation strengthens systemic partnerships between families and schools, supporting equitable outcomes for all students. These actions are principally directed toward the unique needs of unduplicated students and implemented schoolwide to ensure consistent access, equitable support, and improved outcomes in attendance, engagement, and school climate. By combining targeted interventions with broad access, the LEA promotes both individualized support and systemic improvements that benefit all students while addressing persistent disparities.	

	differentiate supports, particularly for language-diverse learners, while maintaining the strategies that are driving overall improvement. **Student Engagement and Participation Trends:** Participation data shows mixed but generally positive trends in student engagement, particularly within online programming. Increases in participation (+22.7%) and completion rates (+28.2%) suggest improved access and/or effectiveness of certain program offerings over time. However, disaggregated data highlights inconsistencies across student groups. For example, Foster Youth participation increased by 16.9%, yet completion rates declined by 5.6%, indicating potential challenges in sustained engagement or program completion. Similarly, a 7.1% decrease in participation among homeless students points to ongoing barriers affecting the most vulnerable populations. Educational partner feedback reinforces these findings, emphasizing concerns about equitable access and the need for more targeted support to ensure that increased participation translates into successful outcomes. Overall, the data suggests that while engagement opportunities are expanding, gaps in consistency and completion persist, particularly for unduplicated student groups..		

Goal 2 Action #3 Action #4 Action #6 Action #9	A Comprehensive Needs Assessment (CNA) conducted in 2025-26, building on findings from 2023–24 and 2024-25, identified ongoing academic and access challenges impacting unduplicated student groups, including socioeconomically disadvantaged students (FRMP), English Learners (EL), foster youth, and homeless students. Data from the California School Dashboard, internal academic performance reviews, and feedback from educational partners underscore persistent disparities in achievement, course completion, and access to instructional support. **Key Needs Identified:** **Academic Underperformance and Course Completion Gaps:** CNA findings confirm that Foster Youth and Homeless students continue to experience gaps in academic performance and course completion. Data indicates that both groups showed declines in core course credit completion (approximately 2-unit decreases from 2023–2025), while Foster Youth participation in college/career pathways increased but resulted in 0% completion in some cohorts . Additionally, broader system data highlights inconsistent academic performance across content areas and persistent subgroup disparities in achievement and college/career readiness . These trends suggest that unstable living conditions, competing responsibilities, and inconsistent access to supports continue to hinder progress toward graduation and postsecondary readiness, reinforcing the need for targeted, differentiated interventions for these unduplicated student groups. **Literacy and Writing Proficiency Gaps:** CNA data indicates that while there have been	The 2026-27 LCAP builds on implementation progress from 2025-26 and continues to provide actions that are principally directed toward our most vulnerable student groups while being implemented LEA-wide to support equitable outcomes for all students. These actions are informed by the 2025-26 CNA, CA School Dashboard data, internal performance metrics, and educational partner feedback. **Goal 2 Action 3 – Provide Literacy Support** How It Addresses Needs: Literacy interventions focus on Students with Disabilities, homeless students, FRMP, and EL students with low Lexile scores. Targeted reading supports closing literacy gaps, strengthening comprehension skills, and improving foundational academic performance, addressing persistent achievement disparities identified in the CNA. Why LEA-Wide: Raising literacy levels for the most at-risk students strengthens the overall academic foundation for all learners. Implementing this action LEA-wide ensures consistent literacy support, equitable access to reading interventions, and systemic improvements across all sites. **Goal 2 Action 4 – Offer Math and Reading Enrichment** How It Addresses Needs: This action targets FRMP, EL, foster, and homeless students who face persistent academic challenges due to limited access to instructional support and academic resources. Students receive individualized support through internal benchmark assessments, research-based intervention programs in math and reading, and specialized tutoring provided by math intervention specialists. These components are designed to	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

	incremental improvements in ELA performance, overall outcomes remain below standard, with students still performing significantly below benchmark levels (e.g., 41.1 points below standard overall in ELA) . English Learners show progress in language acquisition (66.2% making progress toward proficiency), yet continue to face challenges in achieving proficiency in reading and writing required for CAASPP success . Additionally, subgroup data reveals inconsistent literacy growth trends, particularly among Foster Youth and other high-need groups, indicating the need for expanded targeted literacy interventions, structured writing supports, and increased access to differentiated instruction to accelerate academic growth. **Economic and Language Barriers:** CNA findings reinforce that Socioeconomically Disadvantaged (FRMP), English Learner, Foster Youth, and Homeless students face compounded barriers that limit access to academic resources and engagement opportunities. These include financial hardship, language barriers, and structural access issues such as transportation challenges, scheduling conflicts, and competing responsibilities, all of which impact participation in instruction and support programs . Data also shows uneven access to college and career pathways, with low overall preparedness (8.1%) and limited completion of CTE pathways, particularly among high-need subgroups . These barriers contribute to inequitable outcomes and highlight the need for expanded supports, improved access, and intentional outreach to ensure equitable participation and success. **2025-26 Data Trends**	close achievement gaps, accelerate skill development, and provide differentiated academic support for students with the greatest needs. Why LEA-Wide: Implementing this enrichment across all schools ensures equitable access to high-quality instruction while reducing strain on teaching staff and promoting consistency in intervention practices. LEA-wide delivery ensures that all students benefit from strengthened instructional systems, while high-need students receive targeted support to overcome persistent barriers. **Goal 2 Action 6 – Academic Writing Enhancement Program** How It Addresses Needs: This action is principally directed to Long-Term English Learners who require intensive writing support to achieve CAASPP readiness. The program provides a structured writing sequence aligned to assessment expectations, with targeted instruction in narrative, explanatory, and argumentative writing. These interventions address language development gaps and build essential writing skills needed for academic success. Why LEA-Wide: Offering a consistent writing framework across the charter raises instructional quality and expectations for all students. Schoolwide implementation ensures equity in writing instruction while maintaining high standards and consistency across classrooms. **Goal 2 Action 9 – Conduct Progress Meetings with Post-Secondary Counselors (PSC)** How It Addresses Needs: This action targets foster and homeless youth who frequently	

	Academic Performance and Course Completion Trends: Recent data reflects uneven progress in academic performance and course completion across student groups. While overall completion trends show signs of recovery in 2025, gains are not consistent across subgroups. For example, Long-Term English Learners (LTELs) demonstrated measurable improvement in core course completion, increasing from 5.9 to 9.5 units, indicating some success in targeted academic supports. In contrast, Foster Youth and Homeless students experienced declines in credit attainment, with an approximate 2-unit decrease in core course completion between 2023 and 2025. Graduation rates increased by 5.7 percentage points to 36.6%, suggesting gradual system-wide improvement; however, the overall rate remains low, particularly for high-need student populations. Similarly, College and Career Indicator (CCI) data shows limited readiness, with only 8.1% of students meeting preparedness criteria. Notably, some subgroups—such as African American students—show no completion in CTE pathways, and Foster and Homeless youth are disproportionately represented among students not prepared for postsecondary pathways. These patterns suggest that while access to programs may be expanding, successful completion and meaningful outcomes are not yet keeping pace, especially for unduplicated students. **Literacy and Writing Achievement Trends:** ELA data indicates modest improvement over time, but overall performance remains significantly below standard. The current overall	experience academic disruption. Regular meetings with PSCs monitor attendance, review course progress, identify patterns, and develop individualized interventions to address systemic and student-specific barriers to academic success. Why LEA-Wide: Insights from subgroup-specific meetings inform schoolwide practices, enhancing monitoring systems, course planning, and postsecondary readiness strategies that benefit all students. LEA-wide implementation ensures consistency in academic support systems and equitable access to college and career planning resources. These actions remain principally directed toward unduplicated student groups, as identified in the 2025-26 CNA, while their LEA-wide implementation ensures systemic improvements that strengthen instruction, monitoring, and support services for all students. This approach promotes equity, consistency, and measurable gains in academic achievement, engagement, and postsecondary preparedness.	

	ELA level is 41.1 points below standard, with Socioeconomically Disadvantaged (FRMP) students performing even lower at 46.2 points below standard, reflecting persistent achievement gaps. English Learners show positive trends in language development, with 66.2% making progress toward proficiency; however, this growth has not yet translated into corresponding gains in reading and writing proficiency as measured by CAASPP. Local measures, including Lexile and grade-level equivalency (GLE) data, show incremental growth across several groups—such as a 1.8% increase for LTELs and overall improvements in middle school literacy. Despite these gains, progress remains inconsistent. For instance, Foster Youth demonstrate minimal and fluctuating growth in reading performance, suggesting that improvements are not sustained over time. These trends indicate that while early indicators of literacy growth are present, they are not yet strong or consistent enough to close achievement gaps, particularly for FRMP and EL students. **Economic and Language Factors Influencing Outcomes:** Trends in enrollment and partner feedback point to increasing external barriers impacting student performance. The number of FRMP students grew significantly from 147 to 252 between 2023 and 2025, indicating a rising concentration of students experiencing economic hardship. This shift corresponds with patterns in attendance, engagement, and course completion, where students facing economic challenges are more likely to experience interruptions in participation and progress. Educational partner feedback further contextualizes these trends, identifying		

	transportation limitations, work obligations, and family responsibilities as factors that reduce consistent engagement in coursework and academic support. Language barriers also continue to influence access to college and career pathways, with staff noting that English Learners and their families may have limited awareness of available opportunities due to communication challenges. These combined data points suggest that external factors are increasingly shaping academic outcomes, contributing to persistent gaps in access to rigorous coursework, intervention supports, and postsecondary readiness pathways. **Overall Trend Analysis:** Across academic performance, literacy outcomes, and college/career readiness indicators, the data shows a pattern of incremental improvement at the system level alongside persistent and, in some cases, widening gaps for unduplicated student groups. While targeted supports appear to be contributing to gains in specific areas, the inconsistency of outcomes—particularly in course completion, literacy proficiency, and CCI readiness—indicates that additional refinement and differentiation of strategies is needed to ensure sustained progress and equitable outcomes over time. .		

Goal 3 Action #1 Action #2 Action #3 Action #4 Action #5	The 2025-26 Comprehensive Needs Assessment (CNA), informed by 2023–24 and 2024-25 findings, California School Dashboard data, internal academic performance reviews, and feedback from educational partners, confirmed that unduplicated student groups—including socioeconomically disadvantaged students (FRMP), English Learners (EL), foster youth, homeless students, and Hispanic students—continue to experience disproportionate challenges impacting academic achievement. **Key Needs Identified:** **Economic Hardships:** Socioeconomically Disadvantaged (FRMP) students continue to face significant financial instability that limits access to essential resources such as transportation, consistent nutrition, housing, and academic materials. CNA findings highlight a substantial increase in FRMP student enrollment (from 147 to 252 students between 2023–2025), intensifying the demand for targeted supports . Additionally, access barriers—including transportation limitations, scheduling constraints, and competing work or family responsibilities—directly impact student participation in coursework, interventions, and college/career opportunities . These conditions contribute to chronic absenteeism, reduced engagement, and gaps in academic progress, underscoring the need for expanded wraparound services and flexible learning options. **Language Barriers:** English Learners (EL), particularly Long-Term English Learners (LTEL), continue to experience challenges in acquiring academic language necessary for success across content areas. While CNA data shows improvement in English	The 2026-27 LCAP builds on strategies implemented during 2025-26. Each action under Goal 3 is principally directed toward socioeconomically disadvantaged and Hispanic students, as identified in the 2025-26 CNA, while being implemented schoolwide to ensure that all students benefit from consistent academic support, high-quality instruction, and equitable learning opportunities. **Goal 3 Action 1 – Math and English Interventions** How It Addresses Needs: This action targets socioeconomically disadvantaged and Hispanic students who demonstrate lower SBAC Math and ELA performance. Supports include specialized instruction, benchmark assessments, research-based intervention programs, and individualized tutoring services. These measures address gaps in foundational skills, provide differentiated support, and ensure students receive targeted interventions aligned to their learning needs. Why LEA-Wide: Providing these interventions across all schools strengthens the academic support infrastructure for every student, ensuring instructional consistency and equitable access to high-quality interventions while reducing variability in outcomes across sites. **Goal 3 Action 2 – Professional Development** How It Addresses Needs: Professional development focuses on instructional staff supporting high-need students, providing strategies for individualized instruction, standards alignment, and best practices identified in the CNA. These sessions increase educator capacity to implement differentiated supports and close achievement gaps.	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.

	Learner progress (66.2% making progress toward proficiency), overall academic performance in ELA remains significantly below standard, indicating that language acquisition gains have not yet translated into full academic proficiency . Additionally, staff reflections in the CNA emphasize that language barriers impact both student and family awareness and participation in academic and college/career opportunities, limiting access to available support . These findings reinforce the need for targeted, integrated language development strategies and increased communication support for multilingual families. **Instability and Trauma:** Foster youth and homeless students experience ongoing instability, including disrupted schooling, emotional stress, and inconsistent access to instruction. CNA findings indicate that these student groups demonstrate declines in credit completion and inconsistent academic growth, with Foster Youth and Homeless students showing decreased core course completion over time . Additionally, participation in programs does not consistently translate into completion for these groups, highlighting systemic barriers to sustained engagement . These challenges are further compounded by unmet basic needs, requiring trauma-informed, flexible, and highly individualized interventions to support continuity in learning and credit attainment. **Lack of Support Systems:** Many unduplicated students lack consistent academic and social-emotional support systems at home or within their communities, limiting their ability to navigate academic expectations and access enrichment opportunities. CNA findings emphasize inconsistencies in the implementation	Why LEA-Wide: Delivering PD charterwide builds systemic instructional capacity, promotes consistent teaching practices, and ensures that all students benefit from highly trained educators, creating equity in academic support across the LEA. **Goal 3 Action 3 – Quality of Instruction** How It Addresses Needs: This action addresses the need for enhanced core course completion and A–G preparation for targeted subgroups. Supports include small group instruction, individualized learning plans, and focused academic planning to ensure students meet graduation requirements and progress toward college and career readiness. Why LEA-Wide: Implementing these strategies across all schools ensures that all students have access to rigorous, equitable instruction while promoting consistency in course planning, intervention practices, and academic expectations. **Goal 3 Action 4 – Academic Enhancement** How It Addresses Needs: Academic enhancement strategies target socioeconomically disadvantaged, Hispanic, EL, foster youth, homeless, and FRMP students. Supports include SIOP strategies, lab-based learning, extended instructional time, and access to tutors or specialists. These strategies address disparities in access, engagement, and skill development. Why LEA-Wide: Schoolwide implementation ensures that enrichment opportunities are equitably distributed, promotes instructional rigor for all students, and reduces teacher workload by integrating supports across classrooms and sites.	

	of instructional practices, intervention systems, and data use across sites, resulting in uneven access to effective supports . While programs such as PLC collaboration, targeted interventions (e.g., Exact Path, Bright Thinker), and increased staffing have shown positive impact, these supports are not yet implemented consistently across all student groups . This lack of coherence contributes to persistent inequities and reinforces the need for structured, systemwide academic interventions and aligned support systems to ensure all students can meet grade-level expectations. **2025-26 Data Trends** **Economic Factors and Academic Outcomes:** Recent data shows that while chronic absenteeism has declined overall—decreasing by 17.8 percentage points—rates for socioeconomically disadvantaged (FRMP) students remain elevated at approximately 31%, indicating that attendance challenges persist despite improvement. This continued level of absenteeism aligns with patterns observed in academic performance and course completion. Core course completion trends show variability over time, with some subgroups experiencing declines followed by partial recovery in 2025, suggesting instability in consistent academic progress. College and career readiness data further reflects these patterns, with only 8.1% of students meeting readiness criteria. This low rate suggests that access to and successful completion of enrichment and pathway opportunities remains limited. Academic performance data reinforces this trend, as FRMP students continue to perform significantly below standard—approximately 46.2 points below in	**Goal 3 Action 5 – Educational Technology Platforms** How It Addresses Needs: Targeted for socioeconomically disadvantaged and Hispanic students, these platforms provide data-driven tools to personalize instruction, monitor Lexile growth, and guide interventions based on student performance. Why LEA-Wide: Offering technology schoolwide ensures consistent access to digital tools, strengthens progress monitoring systems, and enhances personalized learning opportunities for every student while addressing achievement gaps in high-need subgroups. These actions are principally directed to the needs of our highest-need student groups, as identified in the CNA, while LEA-wide implementation ensures systemic equity, instructional consistency, and improved outcomes for all students across the charter.	

	ELA and over 140 points below in math. Taken together, these data points indicate that although there are signs of improvement in attendance, economic factors continue to influence consistent participation, academic achievement, and access to advanced learning opportunities. **Language Development and Academic Achievement Trends:** English Learner (EL) data demonstrates progress in language acquisition alongside persistent academic gaps. The English Learner Progress Indicator shows that 66.2% of EL students are making progress toward proficiency, reflecting positive growth over time in language development. However, this progress has not yet translated into equivalent gains in academic performance. EL students remain significantly below standard in both ELA (over 80 points below) and math (over 180 points below), indicating a disconnect between language acquisition and content mastery. Local literacy data shows incremental improvements, including Lexile/GLE growth and increases in English course completion for LTEL students. Despite these gains, trends in writing proficiency and overall course completion remain inconsistent, particularly across EL and LTEL groups. Educational partner feedback supports these findings, noting that students often require more integrated support to apply language skills within academic contexts. Overall, the data suggests that while foundational language skills are improving, additional focus is needed to ensure that this growth translates into sustained academic achievement. **Instability, Mobility, and Student Outcomes:** Data for Foster Youth and Homeless students highlights ongoing fluctuations in attendance,		

	engagement, and academic outcomes. Although overall absenteeism has decreased, subgroup trends show variability, likely influenced by small population sizes and higher mobility rates. Credit completion data indicates a decline of approximately two units between 2023 and 2025 for both groups, suggesting disruptions in instructional continuity. Graduation rates have improved overall to 36.6%, but subgroup outcomes remain lower, with homeless students at approximately 27%, reflecting persistent gaps in completion. Participation trends also show mixed results; for example, Foster Youth participation in college and career pathways has increased, yet completion rates remain extremely low, in some cases at 0%. These patterns suggest that while access to programs may be increasing, sustained engagement and successful outcomes continue to be affected by instability and external factors. Educational partner feedback reinforces this interpretation, highlighting the impact of mobility, trauma, and inconsistent school experiences on student persistence. **Access to and Impact of Support Systems:** Implementation data indicates that expanded academic and social-emotional supports—such as increased staffing, PLC collaboration, and intervention programs—are contributing to some positive trends, including improvements in attendance and reading performance. However, outcome data suggests that access to these supports is not yet consistent or equally effective across student groups. Participation in tutoring, counseling, and college/career programming does not consistently result in completion or measurable gains, particularly for high-need students.		

	Qualitative feedback from educational partners provides additional context, identifying barriers such as limited family engagement, transportation challenges, and competing responsibilities that affect students' ability to fully utilize available supports. These patterns are reflected in broader outcome data, including low college and career readiness rates and uneven course completion trends. Overall, the data suggests that while support systems are expanding, their impact varies, and gaps remain in ensuring sustained, connected, and effective support for all students.		

Goal 4 Action #1 Action #3 Action #4 Action #5	A 2025-26 Comprehensive Needs Assessment (CNA), building on findings from 2023–24 and 2024-25 detailed in the goal analysis and CSI sections, identified persistent challenges impacting the academic outcomes and postsecondary readiness of unduplicated student groups—including English Learners (EL), homeless youth, socioeconomically disadvantaged students (FRMP), foster youth, and Students with Disabilities (SWD). **Key Needs Identified:** **Low College and Career Readiness:** Data from the California School Dashboard and internal CNA findings indicate persistently low levels of college and career preparedness across student groups, with only a small percentage of students meeting readiness benchmarks. Several subgroups—including African American, Homeless, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students—continue to demonstrate particularly low levels of preparedness. Additionally, participation in college and career pathways, such as CTE and dual enrollment, does not consistently result in completion, highlighting gaps between access and successful outcomes. These trends demonstrate a critical need for expanded, targeted college and career readiness supports. **Low Graduation Rates:** Graduation rates have shown some improvement; however, they remain low overall and continue to reflect significant disparities among student groups. English Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, African American, and Hispanic students all demonstrate ongoing gaps in	The following Goal 4 actions are based on needs identified in the 2025-26 CNA and are principally directed toward unduplicated student groups, including EL, foster youth, homeless students, FRMP students, and SWD. They are implemented LEA-wide to promote equitable access to postsecondary opportunities, strengthen student engagement, and ensure that all students benefit from high-quality supports and pathways. **Goal 4 Action 1 – Postsecondary Opportunities** How It Addresses Needs: This action provides targeted access to CTE programs, dual enrollment, AP exams, and the Seal of Biliteracy. It directly addresses low postsecondary preparedness and graduation rates among EL, FRMP, and SWD students by creating structured pathways to college and career readiness. Why LEA-Wide: Extending these opportunities to all students ensures equitable access, fosters schoolwide readiness, and elevates the overall quality of academic programming while maintaining targeted supports for high-need subgroups. **Goal 4 Action 3 – College Readiness Cohorts (CREW Program)** How It Addresses Needs: Structured mentoring and college transition support are focused on low-income, homeless, and first-generation students. The program builds skills, supports resource navigation, and addresses systemic barriers to postsecondary access. Why LEA-Wide: Implementing this program schoolwide fosters a culture of aspiration, guidance, and college-going expectations for all	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. Goal 4, Metric 5: 1% of students will successfully complete A-G & CTE Course Requirements by the end of the 2026-2027 school year

	graduation outcomes. While reductions in dropout rates indicate positive movement, inconsistencies in credit attainment and course completion continue to impact cohort success. These patterns reinforce the need for continued focus on credit recovery, early identification of at-risk students, and targeted interventions to improve graduation outcomes. **Limited Postsecondary Planning Support:** Educational partner feedback and CNA findings highlight the need for more structured and accessible postsecondary planning supports. While opportunities such as CTE pathways, dual enrollment, and college readiness programs are available, many students—particularly those in high-need groups—face barriers to participation and completion. Factors such as transportation challenges, scheduling constraints, competing responsibilities, and limited awareness of available opportunities hinder student engagement. These findings emphasize the need to expand access, increase awareness, and provide more individualized guidance to support students in navigating postsecondary pathways. **Student Engagement and Retention:** Data and feedback consistently show that increased engagement opportunities are linked to improved student outcomes, including attendance, credit attainment, and persistence. Participation in experiential learning opportunities—such as college field trips, enrichment activities, and career-focused experiences—has been associated with higher levels of student engagement and academic progress. However, access to these opportunities remains inconsistent across student groups. Expanding equitable access to	students while ensuring high-need students receive additional scaffolding and personalized support. **Goal 4 Action 4 – Professional Development** How It Addresses Needs: Professional development for postsecondary counselors and Career Pathway Coordinators enhances staff capacity to provide individualized academic and career advising for students from high-need backgrounds. Why LEA-Wide: All students benefit from stronger counseling support, as improved staff expertise ensures consistent, high-quality guidance and equitable access to postsecondary pathways across the LEA. **Goal 4 Action 5 – Social-Emotional Learning and Experiential Opportunities** How It Addresses Needs: Camps, trips, sports, and other experiential activities support engagement and retention, particularly benefiting SWD and low-income students by fostering connection, resilience, and social-emotional development. Why LEA-Wide: Providing these programs schoolwide strengthens school climate, reduces dropout risk, and supports the social-emotional needs of all students, while delivering additional support to those most at risk. While each action is principally directed to unduplicated student groups, schoolwide implementation ensures: • Equitable access to critical programs for all students	

	engagement opportunities will be critical in strengthening student retention, improving attendance, and supporting long-term academic success. **2025-26 Data Trends** **College and Career Readiness Trends:** College and Career Indicator (CCI) data demonstrates persistently low levels of student readiness, with only 8.1% of students meeting preparedness criteria. While this reflects a stable baseline, disaggregated data reveals significant disparities across student groups. English Learners (4.3%) and Long-Term English Learners (2.7%) show particularly low readiness rates, while Socioeconomically Disadvantaged (FRMP) students perform slightly higher at 8.4% but still below desired levels. Participation data suggests that access to college and career pathways may be increasing; however, completion rates are not keeping pace. For example, some subgroups, including African American students, show 0% completion in CTE pathways, and although Foster Youth participation has increased, this has not translated into successful completion. Similarly, A–G completion and pathway participation remain inconsistent across unduplicated student groups. These patterns indicate that while exposure to college and career opportunities is expanding, barriers to persistence and completion continue to limit overall readiness outcomes. **Graduation Rate Trends:** Graduation data reflects incremental improvement over time, with the overall rate increasing to 36.6%. Gains are evident across several subgroups, including English Learners	• Systemic support for common barriers such as trauma, engagement gaps, and lack of resources • Development of a culture of high expectations and opportunity • Efficient deployment of resources to maximize impact This dual strategy ensures that the unique needs of unduplicated students are met while simultaneously enhancing educational outcomes for all learners, promoting equity, and sustaining systemic improvements across the charter.	

	(33%), Hispanic students (37.5%), Socioeconomically Disadvantaged students (36.8%), and Homeless students (27%), suggesting that system-wide efforts are contributing to gradual progress. Despite these increases, graduation rates remain low across all major student groups, indicating that improvements are not yet sufficient to close longstanding gaps. At the same time, declining dropout rates suggest that more students are remaining enrolled; however, inconsistencies in credit accumulation and course completion continue to delay or prevent on-time graduation. This trend highlights a gap between student persistence and successful program completion. **Postsecondary Planning and Access Trends:** Data on postsecondary planning opportunities shows a pattern of increased availability but uneven student outcomes. Participation in programs such as dual enrollment, CTE pathways, and college readiness initiatives has grown in some areas, yet completion rates remain inconsistent. For instance, Foster Youth participation in college and career programming reached approximately 50%, but completion remained at 0%, indicating challenges in sustaining engagement through program completion. Educational partner feedback provides important context for these trends, identifying barriers such as transportation limitations, scheduling conflicts, competing responsibilities, and limited awareness of available opportunities. Staff also noted the need for more structured counseling systems, targeted outreach, and expanded bilingual resources to better support student and family engagement. These combined data points		

	suggest that while opportunities are present, access and follow-through remain uneven, particularly for high-need student groups. **Student Engagement and Outcome Patterns:** Engagement data indicates a positive relationship between increased participation in programs and improved student outcomes. Chronic absenteeism has declined significantly to 30.7%, with similar improvements across key subgroups, including Socioeconomically Disadvantaged students (31%) and Hispanic students (30.5%). Increased participation in online learning, field trips, and middle school engagement activities also corresponds with improvements in attendance, credit attainment, and course completion trends. However, these gains are not consistent across all student populations. Foster Youth and Homeless students continue to show fluctuating participation and completion rates, indicating that engagement efforts are not yet reaching all groups equitably. These patterns suggest that while expanded engagement opportunities are contributing to improved outcomes overall, additional focus is needed to ensure consistent access, participation, and persistence for students experiencing the greatest barriers. **Overall Trend Analysis:** Across college and career readiness, graduation outcomes, and student engagement, the data reflects a pattern of gradual improvement alongside persistent gaps in completion and readiness. While increased participation and reduced absenteeism are contributing to positive trends, inconsistencies in program completion and postsecondary preparedness—particularly for unduplicated student groups—indicate a need for more		

	targeted and sustained supports to translate access into successful outcomes.		

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 Action #2 Action #5 Action #7 Action #8	Through the 2025-26 Comprehensive Needs Assessment (CNA), internal student performance data, and feedback from educational partners, the LEA identified the unique academic and language development needs of English Learners (EL) and Long-Term English Learners (LTEL). These findings highlight persistent disparities in ELA performance, writing proficiency, and English language progress, underscoring the need for targeted interventions that are principally directed and exclusively provided to these student groups. **Unique Needs Identified in 2025-26 for EL and LTEL Students** California School Dashboard and CAASPP-aligned data indicate that English Learners (EL) and Long-Term English Learners (LTEL) continue to perform significantly below standard in English Language Arts. EL students are performing **84.7 points below standard**, and LTEL students are **93.8 points below standard**, despite recent gains of over 16 points for both groups . While there have been modest increases in students meeting or exceeding standards (e.g., EL students increased to approximately **7.24% meeting/exceeding**, with slight gains in 2025), the majority of EL and LTEL students remain in the “standard not met” or “nearly met” ranges. These outcomes reflect persistent achievement gaps and inequitable access to rigorous, language-supported instruction. **Writing Proficiency Challenges:** Local assessment data and instructional observations indicate that EL and LTEL students continue to struggle with writing proficiency, particularly in extended response tasks requiring academic language, organization, and evidence-based reasoning. While specific rubric score	Each action is principally directed and exclusively provided to English Learners (EL) and Long-Term English Learners (LTEL) based on data-verified need identified in the 2025-26 CNA. These students face unique barriers—such as persistent gaps in language acquisition, writing proficiency, and Lexile growth—that general education programs cannot address. The following actions provide tailored support, individualized interventions, and specialized instruction to overcome these barriers, promote academic progress, and ensure equitable outcomes. **Goal 2, Action 1 – Individualized Support through English Language Specialists** How It Addresses Need(s): Provides EL and LTEL students with targeted, individualized instruction in reading, writing, and language development. English Language Specialists use data from internal benchmarks and SBAC/ELPAC results to focus on areas of greatest need, including literacy, writing proficiency, and language acquisition gaps. Why Exclusively for EL/LTEL Students: These students require intensive language support beyond general classroom instruction. Without this specialized, individualized intervention, EL and LTEL students are unlikely to meet grade-level standards or achieve reclassification goals. Expected Impact: Students will demonstrate measurable gains in Lexile proficiency, writing skills, and overall English language development, ensuring academic progress and long-term success. **Goal 2, Action 2 – Professional Development for Instructional Staff**	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.

	distributions vary, staff consistently report that students demonstrate limited ability to produce complete, structured written responses. This aligns with broader ELA performance trends and underscores the need for targeted writing interventions, explicit instruction in academic language, and consistent opportunities for structured practice and feedback. **English Language Progress:** The English Learner Progress Indicator (ELPI) shows improvement, with **66.2% of EL students making progress toward English proficiency**, and LTEL students demonstrating even higher growth at **69.6%** . However, despite this progress and a Blue performance level on the Dashboard, a substantial proportion of students are not progressing quickly enough to meet reclassification timelines. Continued focus is needed on integrated and designated ELD instruction, progress monitoring, and targeted support for LTEL students who have plateaued in language development. **Educational Partner Feedback:** Feedback from teachers and instructional staff highlights a continued need for professional development in evidence-based strategies for EL and LTEL students. Staff specifically identified the need for: • Structured and consistent implementation of ELD strategies across content areas • Targeted interventions for LTEL students with long-standing academic and language gaps • Increased alignment and consistency in instructional practices and intervention systems across sites	How It Addresses Need(s): Equips teachers with research-based strategies and best practices to support EL and LTEL learners, including differentiated instruction, ELD integration, and intervention techniques. Professional development sessions target specific gaps highlighted in CNA data, including writing proficiency and ELA performance. Why Exclusively for EL/LTEL Students: General PD does not address the specialized instructional strategies required to support EL/LTEL students' language development. Tailoring PD ensures teachers can meet these students' unique academic and socio-emotional needs. Expected Impact: Improves instructional quality and capacity, enabling teachers to provide consistent, effective, and targeted support, ultimately increasing EL/LTEL students' academic outcomes and reclassification rates. **Goal 2, Action 3 – Targeted Language Acquisition Program** How It Addresses Need(s): Delivers structured, intensive language instruction designed to accelerate Lexile growth, reading comprehension, and writing skills. Curriculum and interventions are scaffolded to address CNA-identified gaps in language proficiency and academic performance for EL and LTEL students. Why Exclusively for EL/LTEL Students: General literacy programs do not provide the intensity or language-specific scaffolding necessary for these students. Exclusive provision ensures the program reaches those with the highest language acquisition needs.	

	Additionally, staff noted that while programs such as Exact Path, Bright Thinker, and iLit have contributed to some gains, their implementation is not yet consistent across all sites or student groups, limiting their overall impact.	Expected Impact: Students receive focused, individualized instruction that addresses systemic inequities, promotes equitable outcomes, and supports both academic progress and personal growth	

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.

Each of the following limited actions is principally directed and exclusively provided to English Learners (EL) and Long-Term English Learners (LTEL) based on data-verified needs identified in the 2025-26 CNA and Resource Inequity Review. These actions are not implemented charter-wide in a uniform manner but are strategically designed to address the unique academic and socio-emotional barriers faced by these unduplicated students.

Goal 2, Action 1 – Targeted Intervention for English Learners
Methodology: 50% of the EL Coach's time is dedicated to planning, coaching, and delivering individualized interventions in literacy and math for EL and LTEL students. Interventions are guided by internal benchmarks, SBAC results, and ELPAC data to address gaps in ELA proficiency, writing skills, and reclassification readiness. Additionally, 15% of the Skyrocket contract supports EL-focused intervention delivery.

Estimated Allocation: $380,257
Planned Percentage of Improved Services (PPIS): 4.40%

Justification: This action is exclusively provided to EL and LTEL students because general classroom instruction cannot fully address their language acquisition and academic performance gaps. Individualized coaching and intervention ensure targeted support, allowing students to overcome systemic inequities and achieve measurable academic growth.

Goal 2, Action 2 – EL Individualized Support and Instruction
Methodology: 25% of designated EL teachers' instructional time is focused on EL-specific content, including sheltered instruction and formative monitoring. Additionally, 35% of the Skyrocket contract addresses scaffolding strategies tailored for EL learners, providing differentiated support in literacy, writing, and math.

Estimated Allocation: $413,257
PPIS: 4.78%

Justification: Services are principally directed to EL and LTEL students to provide scaffolding and monitoring not available through general education. This targeted approach ensures students receive interventions aligned to their unique language development needs, supporting progress toward reclassification and equitable academic outcomes.

Goal 2, Action 5 – Professional Development for Supporting LTEL Students
Methodology: Professional development is designed to strengthen instructional strategies for LTEL students. Costs are allocated proportionally to PD focused on ELPAC training, reclassification strategies, and SIOP implementation, ensuring educators are prepared to provide high-quality, differentiated instruction.

Estimated Allocation: $349,757
PPIS: 4.05%

Justification: LTEL students require specialized instructional strategies that general PD does not provide. This PD equips teachers with the skills necessary to implement individualized interventions, addressing persistent language acquisition and academic gaps.

Goal 2, Action 7 – Annual PD for Enhancing EL Student Support
Methodology: A portion of PD funding is allocated to training educators in EL-specific strategies, including reclassification readiness, ELPAC preparation, and academic language scaffolding.

Estimated Allocation: $44,000
PPIS: 0.50%

Justification: Exclusively targeting EL and LTEL students, this PD ensures educators can provide tailored instructional interventions that meet the unique needs of these learners, directly addressing systemic barriers to academic success.

Goal 2, Action 8 – Targeted Language Acquisition Program
Methodology: 10–15% of ELD teachers' time is dedicated to developing and implementing the Academic Language Development (ALD) scope and sequence. The program focuses on accelerating Lexile growth, writing proficiency, and overall language acquisition for EL and LTEL students who have not yet met reclassification criteria.

Estimated Allocation: $90,000
PPIS: 1.04%

Justification: The program is exclusively provided to EL and LTEL students to address gaps in language proficiency and literacy that cannot be met through general instruction. Targeted language support ensures equitable academic outcomes and fosters progress toward reclassification and grade-level achievement.

Collectively, these limited actions are principally directed to EL and LTEL students and strategically use targeted staffing, vendor services, and professional development to meet their unique academic and language acquisition needs. Together, these actions contribute 14.77%

toward the LEA's 38.74% Increased or Improved Services Requirement, reflecting a sustained, equity-driven investment in high-need student populations.

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 strategically leverages additional concentration grant add-on funding to expand the number of staff providing direct services to students at schools where more than 55% of enrollment consists of English Learners (EL), Foster Youth, and socioeconomically disadvantaged (FRMP) students. These funds are a critical resource for increasing targeted interventions, closing achievement gaps, improving college and career readiness, and strengthening social-emotional supports for our most vulnerable students.

Increasing Staff Providing Direct Services
A significant portion of the concentration grant add-on funds is allocated to expanding instructional and support staff at high-need schools. These include:

- Core Subject Teachers (Math, English, Science): Hired to reduce class sizes and provide targeted interventions for students struggling in foundational courses. (Aligned with Goal 2, Action 4 & Goal 3, Action 3)
- EL Specialists and Paraprofessionals: Expanded to deliver specialized, differentiated language instruction tailored to EL students' proficiency levels. (Aligned with Goal 2, Action 4)
- Postsecondary Counselors and Career Pathway Coordinators: Added to provide one-on-one academic planning, FAFSA guidance, college application assistance, and access to CTE pathways for high-need students. (Aligned with Goal 4, Actions 1, 2, 3)
- Mental Health and Social-Emotional Learning (SEL) Staff: Expanded to support the emotional well-being and resilience of foster youth, homeless students, and other at-risk populations. (Aligned with Goal 3, Action 3)

Retaining and Expanding Existing Support
In addition to hiring new staff, the LEA is expanding responsibilities and service hours for existing personnel to maximize impact:

- Postsecondary Counselors and Teachers: Provide after-school workshops, FAFSA nights, college visits, and informational sessions, ensuring unduplicated students receive targeted guidance and resources. (Aligned with Goal 4, Actions 1, 2, 3)
- Intervention Teachers and Specialists: Offer extended learning opportunities, tutoring, and academic enrichment beyond the regular school day to address individualized learning gaps. (Aligned with Goal 2, Action 4 & Goal 3, Action 3)

Methodology for Staff Allocation
The LEA uses a data-driven approach to determine where additional concentration grant staff are deployed:

- Student Performance Data: CAASPP, Renaissance Star assessments, and course completion rates identify academic gaps in math, English, and science.
- Attendance and Engagement Metrics: Targeted support is prioritized for students with chronic absenteeism or low engagement.
- Educational Partner Feedback: Input from families, students, and staff guides the allocation of resources to ensure personalized academic and social-emotional support.
- Schools with the highest concentration of unduplicated students receive proportionally more staff to ensure equitable access to direct

services, maintain appropriate staffing ratios, and address performance gaps effectively.

Impact and Alignment
By utilizing concentration grant add-on funding to increase and retain staff at schools with high percentages of unduplicated students, the LEA ensures that the most vulnerable populations receive individualized academic, postsecondary, and social-emotional support. This strategy aligns with the 2026-27 LCAP goals and reinforces the LEA's commitment to equity, improved outcomes, and college and career readiness for all students while addressing systemic disparities.

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.

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 14,464,241.00	$ 13,028,265.71

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	Implement Transportation Support	Yes	$ 79,500	$ 80,406
1	2	Develop Attendance Strategies	Yes	$ 37,000	$ 72,629
1	3	Organize Middle School Trips and Activities	Yes	$ 141,917	$ 197,851
1	4	Survey Middle School Students and Parents	No	$ 34,000	$ 25,577
1	5	Increase Family and Community Engagement	Yes	$ 37,000	$ 81,237
1	6	Targeted Student Support and Learning Recovery (LREBG)	No	$ 1,039,000	$ 824,307
2	1	Implement Targeted Intervention for English Learners	Yes	$ 380,257	$ 114,167
2	2	EL Individualized Support and Instruction	Yes	$ 413,257	$ 508,944
2	3	Provide Literacy Support	Yes	$ 112,500	$ 109,919
2	4	Offer Math and Reading Enrichment	Yes	$ 398,500	$ 371,418
2	5	Annual Professional Development for Supporting LTEL Students	Yes	$ 349,757	$ 392,434
2	6	Academic Writing Enhancement Program	Yes	$ 90,000	$ 87,646
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	$ 44,000	$ 15,307
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	$ 90,000	$ 87,795
2	9	Conduct Progress Meetings with PSC Department	Yes	$ 100,000	$ 87,010
2	10	Promoting pathways and extracurricular activites to our SPED students	No	$ 399,918	$ 348,664
2	11	Enhance Educational Opportunities for SPED Students	No	$ 870,000	$ 850,537
3	1	Math and English Interventions	Yes	$ 249,000	$ 173,611
3	2	Professional Development	Yes	$ 517,206	$ 585,525
3	3	Quality of Instruction and Academic Enhancement	Yes	$ 1,508,376	$ 1,681,112
3	4	Education Technology Platforms	Yes	$ 976,000	$ 833,219
3	5	Intervention and Data Tracking	Yes	$ 2,182,191	$ 1,659,068
4	1	Postsecondary Opportunities	Yes	$ 1,081,600	$ 913,770
4	2	Postsecondary Planning	No	$ 131,500	$ 89,357
4	3	Provide College Readiness Cohorts	Yes	$ 517,586	$ 182,083
4	4	Professional Development	Yes	$ 141,000	$ 75,458
4	5	Social Emotional Learning	Yes	$ 2,543,176	$ 2,579,215

2025-2026 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 (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$8,761,646	$ 11,989,823	$ 10,889,824	$ 1,099,999	0.000%	0.000%	0.000% - 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	Implement Transportation Support	Yes	$ 79,500	$ 80,405.57	0.000%	0.000%
1	2	Develop Attendance Strategies	Yes	$ 37,000	$ 72,628.95	0.000%	0.000%
1	3	Organize Middle School Trips and Activities	Yes	$ 141,917	$ 197,850.61	0.000%	0.000%
1	5	Increase Family and Community Engagement	Yes	$ 37,000	$ 81,237.28	0.000%	0.000%
2	1	Implement Targeted Intervention for English Learners	Yes	$ 380,257	$ 114,167.30	0.000%	0.000%
2	2	EL Individualized Support and Instruction	Yes	$ 413,257	$ 508,943.78	0.000%	0.000%
2	3	Provide Literacy Support	Yes	$ 112,500	$ 109,919.11	0.000%	0.000%
2	4	Offer Math and Reading Enrichment	Yes	$ 398,500	$ 371,417.88	0.000%	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	Yes	$ 349,757	$ 392,434.30	0.000%	0.000%
2	6	Academic Writing Enhancement Program	Yes	$ 90,000	$ 87,645.99	0.000%	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	$ 44,000	$ 15,307.00	0.000%	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	$ 90,000	$ 87,795.49	0.000%	0.000%
2	9	Conduct Progress Meetings with PSC Department	Yes	$ 100,000	$ 87,009.72	0.000%	0.000%
3	1	Math and English Interventions	Yes	$ 249,000	$ 173,610.86	0.000%	0.000%
3	2	Professional Development	Yes	$ 517,206	$ 585,525.17	0.000%	0.000%
3	3	Quality of Instruction and Academic Enhancement	Yes	$ 1,508,376	$ 1,681,111.90	0.000%	0.000%
3	4	Education Technology Platforms	Yes	$ 976,000	$ 833,219.45	0.000%	0.000%
3	5	Intervention and Data Tracking	Yes	$ 2,182,191	$ 1,659,067.57	0.000%	0.000%
4	1	Postsecondary Opportunities	Yes	$ 1,081,600	$ 913,769.81	0.000%	0.000%
4	3	Provide College Readiness Cohorts	Yes	$ 517,586	$ 182,083.41	0.000%	0.000%
4	4	Professional Development	Yes	$ 141,000	$ 75,457.99	0.000%	0.000%
4	5	Social Emotional Learning	Yes	$ 2,543,176	$ 2,579,214.68	0.000%	0.000%

2025-2026 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)
$22,461,439	$ 8,761,646	0.000%	39.008%	$ 10,889,824	0.000%	48.482%	$0.00 - No Carryover	0.00% - No Carryover

2026-2027 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 %)
2026-2027	$23,974,339	$9,294,732	38.770%	0.000%	38.770%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 12,278,576	$ 780,000	$ -	$ -	$ 13,058,576.00	$ 3,850,000	$ 9,208,576

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	Yes	LEA-wide		All Schools	Ongoing		$ 54,000	$ 54,000		$ -	$ -	$ 54,000	0.000%
1	2	Develop Attendance Strategies	All	Yes	LEA-wide		All Schools	Ongoing	$ 20,000	$ 12,500	$ 32,500		$ -	$ -	$ 32,500	0.000%
1	3	Organize Middle School Trips and Activities	All	Yes	LEA-wide		All Schools	Ongoing	$ 20,000	$ 103,777	$ 123,777		$ -	$ -	$ 123,777	0.000%
1	4	Survey Middle School Students and Parents	All	No		LI	All Schools	Ongoing	$ 20,000	$ -	$ 20,000		$ -	$ -	$ 20,000	0.000%
1	5	Increase Family and Community Engagement	All	Yes	LEA-wide		All Schools	Ongoing	$ 120,000	$ 12,500	$ 132,500		$ -	$ -	$ 132,500	0.000%
1	6	Targeted Student Support and Learning Recovery (LREBG)	All	No		FY, EL, LI	All Schools	Ongoing	$ 780,000	$ -		$ 780,000	$ -	$ -	$ 780,000	0.000%
2	1	Implement Targeted Intervention for English Learners	EL	Yes	Limited	EL	All Schools	Ongoing	$ 20,000	$ 365,000	$ 385,000	$ -	$ -	$ -	$ 385,000	0.000%
2	2	EL Individualized Support and Instruction	EL	Yes	Limited	EL	All Schools	Ongoing	$ 100,000	$ 275,000	$ 375,000	$ -	$ -	$ -	$ 375,000	0.000%
2	3	Provide Literacy Support	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 80,000	$ -	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
2	4	Offer Math and Reading Enrichment	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 140,000	$ 153,000	$ 293,000	$ -	$ -	$ -	$ 293,000	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	EL, LTEL	Yes	Limited	EL	All Schools	Ongoing		$ 306,000	$ 306,000	$ -	$ -	$ -	$ 306,000	0.000%
2	6	Academic Writing Enhancement Program	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 80,000	$ -	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	EL	Yes	Limited	EL	All Schools	Ongoing		$ 41,575	$ 41,575	$ -	$ -	$ -	$ 41,575	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	EL	Yes	Limited	EL	All Schools	Ongoing	$ 80,000	$ -	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
2	9	Conduct Progress Meetings with PSC Department	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 80,000	$ -	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
2	10	Promoting pathways and extracurricular activites to our SPED students	SWD	No			All Schools	Ongoing	$ 240,000	$ 383,655	$ 623,655	$ -	$ -	$ -	$ 623,655	0.000%
2	11	Enhance Educational Opportunities for SPED Students	SWD	No			All Schools	Ongoing	$ 160,000	$ 880,000	$ 1,040,000	$ -	$ -	$ -	$ 1,040,000	0.000%
3	1	Math and English Interventions	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 220,000	$ 6,900	$ 226,900	$ -	$ -	$ -	$ 226,900	0.000%
3	2	Professional Development	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing		$ 530,856	$ 530,856	$ -	$ -	$ -	$ 530,856	0.000%
3	3	Quality of Instruction and Academic Enhancement	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 720,000	$ 554,906	$ 1,274,906	$ -	$ -	$ -	$ 1,274,906	0.000%
3	4	Education Technology Platforms	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing		$ 574,056	$ 574,056	$ -	$ -	$ -	$ 574,056	0.000%
3	5	Intervention and Data Tracking	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 180,000	$ 694,550	$ 874,550	$ -	$ -	$ -	$ 874,550	0.000%
4	1	Postsecondary Opportunities	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 80,000	$ 835,790	$ 915,790	$ -	$ -	$ -	$ 915,790	0.000%
4	2	Postsecondary Planning	All	No			All Schools	Ongoing	$ 110,000	$ -	$ 110,000	$ -	$ -	$ -	$ 110,000	0.000%
4	3	Provide College Readiness Cohorts	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 190,000	$ 346,810	$ 536,810	$ -	$ -	$ -	$ 536,810	0.000%
4	4	Professional Development	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 160,000	$ 60,775	$ 220,775	$ -	$ -	$ -	$ 220,775	0.000%
4	5	Social Emotional Learning	All	Yes	LEA-wide	FY, LI, EL	All Schools	Ongoing	$ 250,000	$ 3,016,926	$ 3,266,926	$ -	$ -	$ -	$ 3,266,926	0.000%

2026-2027 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
$ 23,974,339	$ 9,294,732	38.770%	0.000%	38.770%	$ 10,484,921	0.000%	43.734%	**Total:**	$ 10,484,921
								LEA-wide Total:	$ 9,297,346
								Limited Total:	$ 1,187,575
								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	0	All Schools	$ 54,000	0.000%
1	2	Develop Attendance Strategies	Yes	LEA-wide	0	All Schools	$ 32,500	0.000%
1	3	Organize Middle School Trips and Activities	Yes	LEA-wide	0	All Schools	$ 123,777	0.000%
1	5	Increase Family and Community Engagement	Yes	LEA-wide	0	All Schools	$ 132,500	0.000%
2	1	Implement Targeted Intervention for English Learners	Yes	Limited	EL	All Schools	$ 385,000	0.000%
2	2	EL Individualized Support and Instruction	Yes	Limited	EL	All Schools	$ 375,000	0.000%
2	3	Provide Literacy Support	Yes	LEA-wide	FY, LI, EL	All Schools	$ 80,000	0.000%
2	4	Offer Math and Reading Enrichment	Yes	LEA-wide	FY, LI, EL	All Schools	$ 293,000	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	Yes	Limited	EL	All Schools	$ 306,000	0.000%
2	6	Academic Writing Enhancement Program	Yes	LEA-wide	FY, LI, EL	All Schools	$ 80,000	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	Limited	EL	All Schools	$ 41,575	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	Limited	EL	All Schools	$ 80,000	0.000%
2	9	Conduct Progress Meetings with PSC Department	Yes	LEA-wide	FY, LI, EL	All Schools	$ 80,000	0.000%
3	1	Math and English Interventions	Yes	LEA-wide	FY, LI, EL	All Schools	$ 226,900	0.000%
3	2	Professional Development	Yes	LEA-wide	FY, LI, EL	All Schools	$ 530,856	0.000%
3	3	Quality of Instruction and Academic Enhancement	Yes	LEA-wide	FY, LI, EL	All Schools	$ 1,274,906	0.000%
3	4	Education Technology Platforms	Yes	LEA-wide	FY, LI, EL	All Schools	$ 574,056	0.000%
3	5	Intervention and Data Tracking	Yes	LEA-wide	FY, LI, EL	All Schools	$ 874,550	0.000%
4	1	Postsecondary Opportunities	Yes	LEA-wide	FY, LI, EL	All Schools	$ 915,790	0.000%
4	3	Provide College Readiness Cohorts	Yes	LEA-wide	FY, LI, EL	All Schools	$ 536,810	0.000%
4	4	Professional Development	Yes	LEA-wide	FY, LI, EL	All Schools	$ 220,775	0.000%
4	5	Social Emotional Learning	Yes	LEA-wide	FY, LI, EL	All Schools	$ 3,266,926	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: San Bernardino

Date Resource Inequity Review was conducted:

Guidance & Instructions
Schools must complete a Resource Inequities Review as an integral component of the CNA process. Responses to questions 1-3 *need* to be actionable. For purposes of resource inequity, "actionable" refers to items within your locus of control—those for which you can implement actions, services, or resources to address the issue. Remember, the identification of resource inequities is determined locally by the LEA and is a locally controlled decision.

How to Use This Template
Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Charter's Resource Inequity Review identified several actionable inequities rooted in systems, instruction, access, and accountability that directly impact student outcomes. A primary inequity is the lack of consistent systems and structures, including the absence of standardized processes for identifying graduation cohorts, monitoring student progress, and supporting Foster Youth upon enrollment. This inconsistency leads to gaps in communication, intervention, and accountability, disproportionately affecting high-need student groups. Additionally, inequities in expectations and accountability were identified, as current ADA structures and practices contribute to lower expectations for student pacing and progress, with limited follow-through for attendance issues and incomplete coursework. Instructional inequities were also evident, particularly in the lack of alignment to student needs. English Learners do not consistently receive academic language support or appropriate scaffolds, while students with disabilities lack targeted interventions and skill-based supports. Compounding this issue is the underutilization of data, as tools such as RenStar and Exact Path are not consistently used to guide instruction, group students, or implement effective interventions. The review further highlighted inequitable access to resources and opportunities, especially for high-need populations including English Learners, Foster Youth, students with disabilities, and socioeconomically disadvantaged students. These groups experience gaps in onboarding supports, access to comprehensible instruction, and targeted academic interventions. College and career readiness also emerged as a significant inequity, with 92% of students not meeting

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

	readiness indicators due to limited awareness, insufficient programming, and a system focused primarily on minimum graduation requirements rather than postsecondary success. Finally, structural barriers limit equitable access to instruction and supports. These include limited availability of science courses during regular school hours, insufficient access to intervention classes such as SGI/DI, and external challenges—particularly for Foster Youth—that impact consistent engagement. Collectively, these actionable inequities point to the need for coherent systems, stronger accountability, targeted instructional supports, intentional use of data, and expanded access to ensure all students have equitable opportunities to succeed.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	In the upcoming school year, the charters will focus on three strategic priority areas aimed at strengthening overall program effectiveness and student outcomes. First, we will prioritize the development and implementation of consistent systems and structures across all sites to ensure clarity, coherence, and accountability in how we monitor student progress, deliver instruction, and provide support. Second, we will deepen our focus on College and Career Readiness by expanding access to meaningful pathways, increasing awareness among students and families, and aligning our efforts to ensure students are not only graduating, but are fully prepared for postsecondary opportunities. Third, we will work to increase student engagement in SGI classes by identifying and removing barriers to participation, such as scheduling, access, and competing responsibilities, while also strengthening the quality and relevance of instruction within these settings. Together, these priorities are designed to create a more equitable, structured, and student-centered learning environment.
3. How does the Charter plan on addressing these inequities?	To address these inequities, we will implement a structured and intentional system that ensures all students are accurately identified and supported from the moment they enroll. Upon entry, students will be placed on the appropriate tracking system to ensure alignment with the correct cohort, as well as access to the teachers, interventions, and resources necessary for their success. This process will include one-on-one meetings with students to verify cohort placement, review academic history, and identify any special population status, allowing staff to develop a clear and individualized understanding of each student's needs. By establishing this level of clarity early on, we can ensure that students are placed in the appropriate courses, connected to targeted supports, and monitored effectively throughout their academic journey. Accurately identifying cohort placement and student needs will strengthen progress monitoring, improve credit accumulation, and provide more timely interventions. Ultimately, this system will support improved graduation rates and increased College and Career Readiness (CCI) outcomes by ensuring students are on a clear, supported, and intentional

	pathway from the start. Third, we will take a highly intentional approach to increasing student engagement in SGI by ensuring that every student is enrolled in at least two SGI classes. This expectation will be clearly communicated and consistently reinforced through our staff practices, student meetings, and family engagement efforts. In addition, we will work to shift the culture and messaging around SGI by emphasizing its importance as a critical component of student success rather than as an optional support. By strengthening expectations, improving communication, and aligning staff practices, we anticipate an increase in student participation and overall engagement in SGI, ultimately leading to improved academic outcomes.
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.	The Resource Inequity Review identified several inequities that are not fully actionable at the school site but impact student achievement. These include system-level constraints such as limited course availability (e.g., science and intervention classes), as well as ADA and accountability structures that influence student pacing and expectations. Additionally, external factors—such as housing instability, transportation barriers, and competing responsibilities—disproportionately affect Foster Youth and homeless students, limiting consistent engagement. Access to college and career opportunities, including CTE pathways and dual enrollment, is also dependent on broader organizational resources and partnerships. These inequities require system-level and cross-agency solutions to ensure equitable access and improved student outcomes.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

💡 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

A variety of educational partners were actively engaged in our Comprehensive Needs Assessment process to ensure a well-rounded and inclusive analysis. Staff members—including teachers across content areas (English and Math), counselors, SPED staff, coaches, support staff, and EL specialists—participated in structured data dive protocols led by the leadership team to identify program strengths and areas for growth. Parents and students were also involved through our DELAC and PAC committees, where they were invited to review data, provide feedback, and collaborate in identifying key areas of focus for program improvement. Additionally, the leadership team, including the Principal, Assistant Principals, and Assistant Principal of Instructional Operations, engaged in targeted discussions to examine resource inequities and conduct a root cause analysis. This collaborative effort supported the development of measurable goals and strategic outcomes aimed at strengthening the overall program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- ➔ California Dept. of Education College and Career Data

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

Board Approved 6/26/26

- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- ➔ EL Reclassification Data
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- ➔ iLit, Achieve 3000 and Exact Path Data
- ➔ Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

The Comprehensive Needs Assessment data reveals several consistent themes and trends across academic performance, engagement, and student outcomes. Overall, there are signs of incremental improvement in key areas such as graduation rates, and gains in certain subgroups (e.g., English Learners, SPED, and African American students in specific metrics). Additionally, the expansion of supports, such as increased staffing, implementation of programs like Exact Path and Bright Thinker, and greater collaboration through PLCs, appears to have contributed to improvements in areas like chronic absenteeism, reading performance, and middle school engagement. The online program also emerges as a relative strength, demonstrating higher course completion rates and academic growth compared to other models.

At the same time, the data highlights persistent and systemic challenges. Academic performance remains inconsistent across content areas, with declines or minimal growth in math and uneven outcomes in science and ELA. Subgroup disparities continue to be a significant concern, particularly for Foster Youth, Homeless students, English Learners, and students with disabilities, who show gaps in achievement, participation, and college and career readiness. Notably, College and Career Indicator (CCI) data shows very low levels of preparedness overall, with limited completion of CTE pathways and uneven access to opportunities. Participation does not always translate into completion, especially for high-need groups such as Foster Youth.

A major trend across all sections is the underutilization and inconsistency of systems, including data use, instructional practices, and intervention structures. While some programs and supports are yielding positive results, they are not yet implemented consistently across all sites or student groups. Additionally, access barriers—such as scheduling limitations, transportation challenges, and competing student responsibilities—continue to impact student participation in courses, interventions, and college/career opportunities.

In summary, the data reflects a system that is making progress but lacks coherence and consistency. Strengths in targeted supports, staff collaboration, and specific programs are evident; however, these are not yet scaled or aligned across the organization. As a result,

inequities persist, and many students—particularly those in high-need subgroups—are not fully accessing the academic, behavioral, and postsecondary supports necessary for success.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: *A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

The charters will focus on three key priority areas in the upcoming school year. First, we will work to ensure that systems and structures are consistent and effectively implemented across the organization. Second, we will prioritize strengthening College and Career Readiness to better prepare students for postsecondary success. Third, we will focus on increasing engagement in SGI classes by identifying and removing barriers that limit student participation.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: *A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

Analysis of the data reveals systemic challenges across multiple areas that collectively hinder student success. First, school systems and structures are inconsistent, with no uniform processes for identifying graduation cohorts, monitoring student progress, or supporting Foster Youth upon enrollment. This lack of schoolwide systems creates gaps in communication, intervention, and accountability, resulting in students—particularly high-need populations—falling through the cracks. Expectations and accountability are also too low or unclear; current ADA structures and retention-focused policies lower expectations for student pace and progress, while limited follow-up for poor attendance, incomplete coursework, and historically under-prioritized subjects such as science contributes to slower credit accumulation, lower graduation rates, and underperformance. Instruction frequently fails to meet student needs: English Learners lack academic language support and scaffolds, while students with disabilities are often without targeted practice, vocabulary support, and background knowledge reinforcement. Teachers do not consistently use data tools, such as RenStar and Exact Path, to guide instruction, leaving students unable to access grade-level content effectively. Data is underutilized across the board, with skill-based assessments and reading-level information not consistently informing grouping or interventions, reducing the effectiveness of support. High-need populations—including EL/LTEL students, Foster Youth, students with disabilities, and socioeconomically disadvantaged

students—face persistent equity gaps, as onboarding supports, comprehensible instruction, and targeted interventions are insufficient or unevenly applied. College and career readiness has not yet been prioritized, with 92% of students not meeting CCI benchmarks and minimal awareness among students, families, and staff, leaving postsecondary preparedness largely unmet. Finally, access barriers—such as limited scheduling of science courses, restricted availability of SGI/DI courses, and the instability faced by Foster Youth—further limit student participation in essential learning opportunities. Collectively, these factors create a landscape where systemic inconsistencies and inequities prevent students from reaching their full potential.

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged: The data reveals several interrelated themes and trends that highlight systemic challenges within the school environment. Across the board, inconsistencies in systems and structures create gaps in communication, monitoring, and accountability, resulting in high-need students, such as English Learners, Foster Youth, and students with disabilities, falling through the cracks. Expectations and accountability are often unclear or too low, contributing to slower progress, underperformance, and uneven credit accumulation. Instruction frequently does not align with student needs, with insufficient scaffolds, academic language support, and targeted interventions, while teachers underutilize available data to inform instruction and groupings. Equity gaps persist, as historically underserved populations lack access to structured supports, comprehensible instruction, and tailored resources. College and career readiness has yet to be prioritized, leaving students unprepared for postsecondary opportunities. Finally, structural and logistical barriers, including course availability and scheduling, limit student access to essential instruction and interventions. Together, these trends point to a systemic pattern in which gaps in structure, instruction, data use, accountability, and access reinforce one another, creating persistent barriers to student achievement and equity.

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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