LCFF Budget Overview for Parents

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

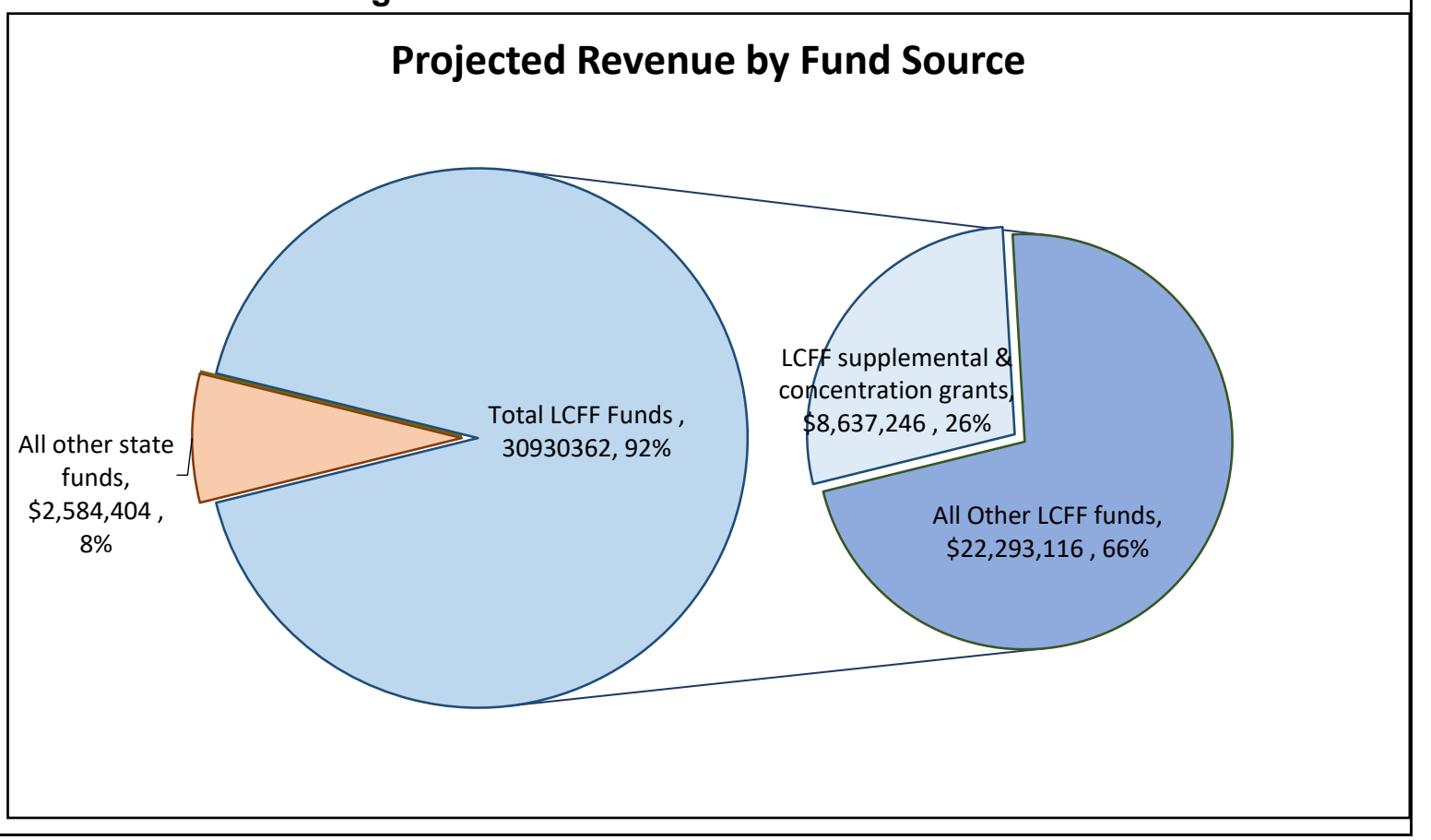
CDS Code: 36-67876-0120568

School Year: 2025-2026

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

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

Budget Overview for the 2025-2026 School Year

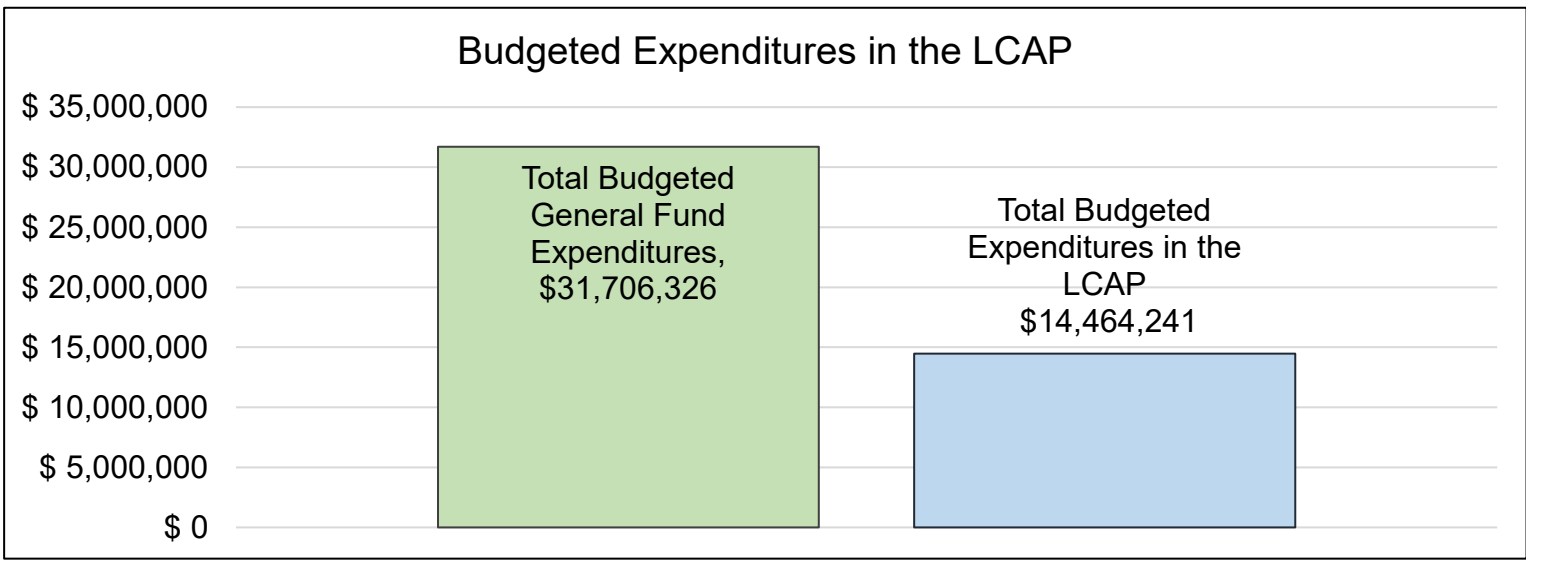


This chart shows the total general purpose revenue Options For Youth San Bernardino expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Bernardino is $33,514,766.00, of which $30,930,362.00 is Local Control Funding Formula (LCFF), $2,584,404.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $30,930,362.00 in LCFF Funds, $8,637,246.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options For Youth San Bernardino plans to spend for 2025-2026. 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 $31,706,326.00 for the 2025-2026 school year. Of that amount, $14,464,241.00 is tied to actions/services in the LCAP and $17,242,085.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

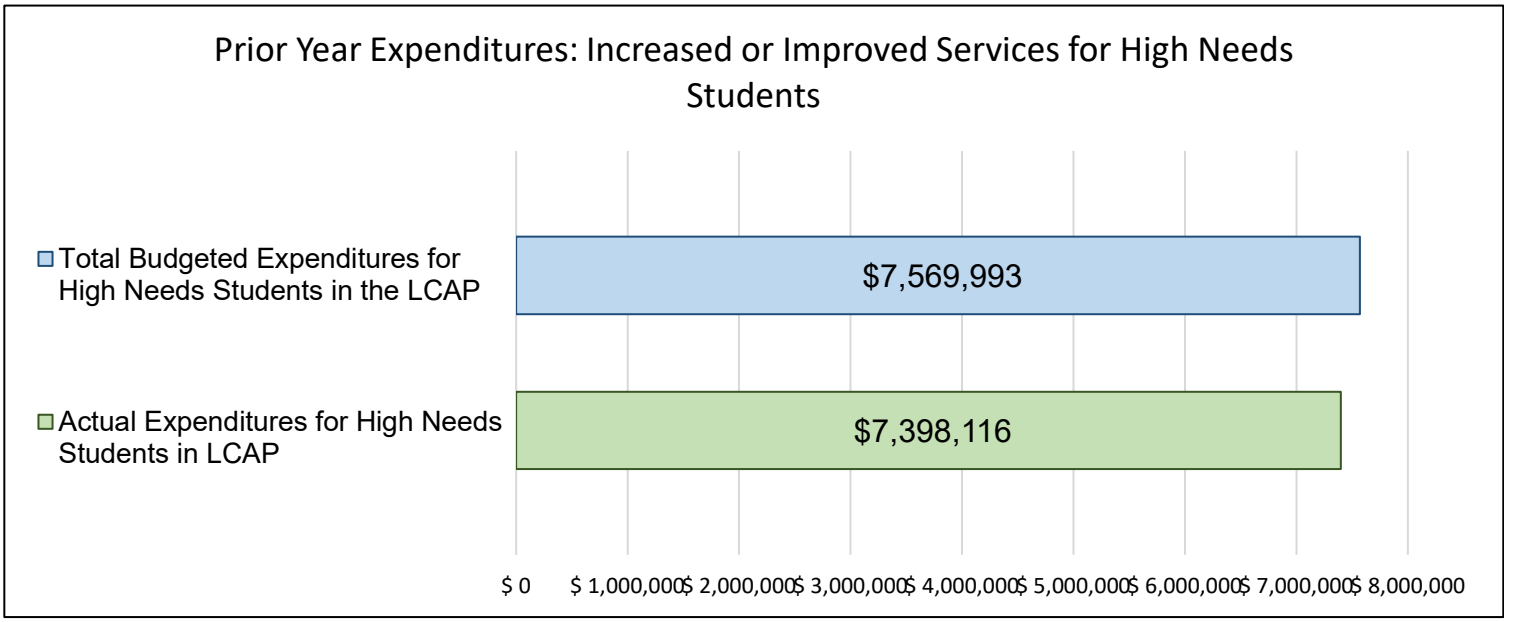
In 2025–26, some of the school's General Fund spending falls outside the LCAP. These expenses help keep the school running and include things like salaries for office and support staff, supplies, rent for facilities, business-related fees (like licenses and taxes), management services, and costs charged by the district for administrative support.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Options For Youth San Bernardino is projecting it will receive $8,637,246.00 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 $11,591,323.00 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 2024-2025



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 2024-2025, Options For Youth San Bernardino's LCAP budgeted $7,569,993.00 for planned actions to increase or improve services for high needs students. Options For Youth San Bernardino actually spent $7,398,116.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $171,877.00 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 2025). The LEA budgeted $7,569,993 for high needs students in our LCAP. As of March 2025, we have spent $7,398,116. Several planned activities, services, and salaries are to be taken into account for the remaining months.

Local Control and Accountability Plan

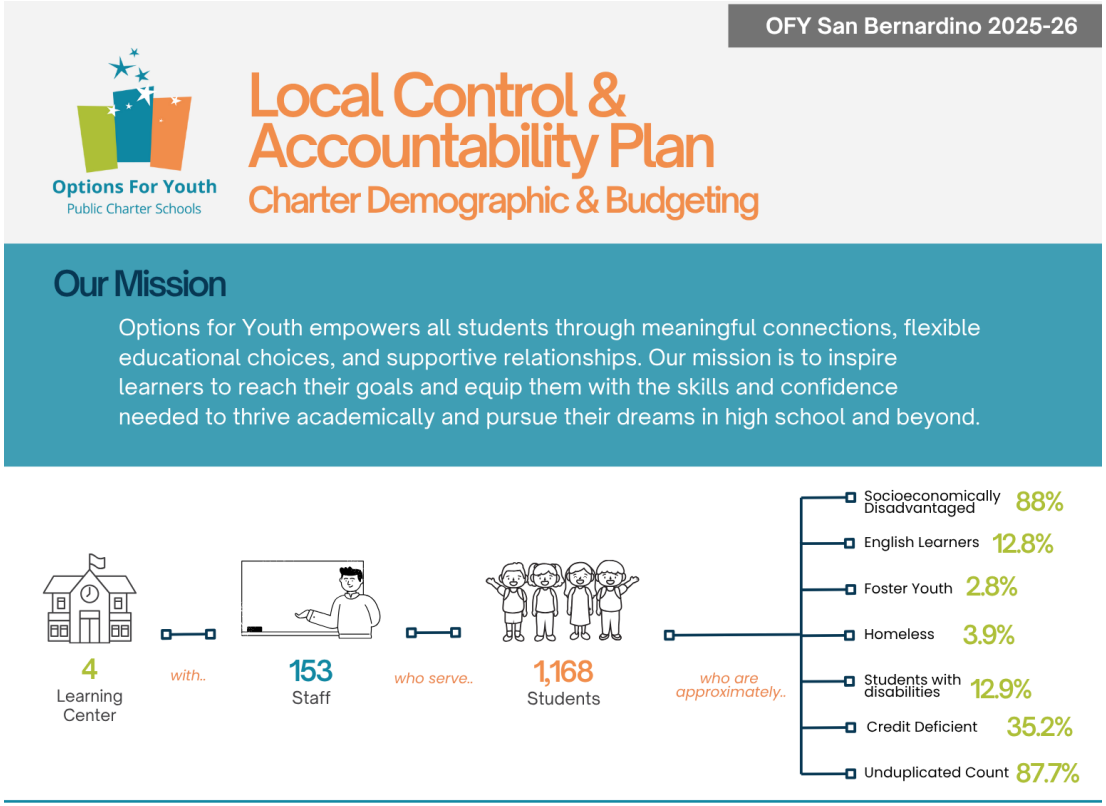
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2025-26

General Information

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



Educational Philosophy

Options For Youth–San Bernardino is a public charter school serving students in grades 7 through 12. We support a diverse group of learners across the San Bernardino and Moreno Valley area, including several surrounding communities. Our school currently enrolls

approximately 1509 students across 4 learning centers located throughout the region, three sites are located in San Bernardino 985 South E street, 1136 N Mt. Vernon Ave, 1148 East Highland Ave, and one in Moreno Valley 23651 Sunnymead Boulevard.

We proudly serve a student population that includes many who are credit-deficient, socioeconomically disadvantaged, English learners, foster youth, and students with disabilities. Many of our students come to us seeking a second chance to succeed in school, and we are committed to helping them reach their full potential.

At OFY–San Bernardino, we offer a flexible and personalized learning environment tailored to meet the individual needs of each student. Our educational model allows students to learn at their own pace, with access to caring educators, one-on-one instruction, and small group support. We believe in giving students voice and choice in how they learn, which helps build confidence, motivation, and ownership over their educational journey.
Our long-term mission is to ensure every student graduates prepared for the next step—whether that be college, career, or other post-secondary opportunities. Through academic support, mentoring, and career readiness programs, we equip students with the tools and skills needed to thrive beyond high school. To further support our students' academic and social-emotional recovery in the wake of the COVID-19 pandemic, we are making strategic use of the **Learning Recovery Emergency Block Grant (LREBG)**—a one-time state funding source available through the 2027–28 school year. This funding supplements our existing Local Control Funding Formula (LCFF), state, and federal funds and allows us to expand our ability to meet students’ evolving needs.

The LREBG was established to help schools address learning loss caused by pandemic-related disruptions. At OFY–San Bernardino, we are using these funds to focus on two key areas: evidence-based interventions such as one-on-one tutoring and small group instruction provided by certificated and classified staff. These supports are especially effective for helping students catch up in core academic areas like English Language Arts and Math. We are also using LREBG funds to strengthen support in areas where data shows need, including writing performance and standardized test growth, particularly on the CAASPP. In recognition of the challenges many students and staff continue to face, we are using LREBG funds to promote mental health and wellness. This includes access to counseling, wellness programs, and supportive services designed to foster a safe, inclusive, and emotionally supportive learning environment.

These targeted efforts are closely aligned with the goals outlined in our Local Control and Accountability Plan (LCAP), including reducing chronic absenteeism, improving academic performance, and increasing student engagement. Through the thoughtful use of LREBG funds, we aim to ensure that all students—especially those most impacted by the pandemic—have the support they need to succeed.

Educational Program
At OFY-SB, our commitment extends beyond supporting academic success, encompassing the social and emotional development of each student. Our overarching goal is to nurture students who are "self-motivated, competent, and lifelong learners." OFY-SB provides robust SEL experiences to help students understand themselves better, navigate challenges effectively, and recognize the importance of self-advocacy, leadership, and positive influence. We believe that a truly educated individual is someone who critically thinks, questions constructively, applies knowledge effectively, and is intrinsically motivated.

We recognize that youth in high-risk environments face academic, social, and mental health challenges more frequently. Such vulnerable populations require specialized and intensified support to achieve meaningful progress. OFY-SB envisions an educated 21st-century individual as a lifelong learner possessing essential academic skills, such as:

- Comprehending and analyzing grade-appropriate texts
- Communicating effectively in both oral and written forms
- Utilizing mathematical concepts to address real-world challenges
- Applying scientific inquiry to daily life

Beyond academics, an educated person in the 21st century exemplifies qualities such as:

- Initiative and self-direction
- Adaptability and flexibility
- Leadership and accountability
- Productivity and responsibility

Supporting At-Promise Learners: OFY-SB's educational approach provides an alternative avenue to academic achievement for students whose unique needs are unmet by traditional educational settings. We specifically serve students with distinct academic and non-academic requirements, including homeless students, migrant students, students with disabilities, and English learners. Our model focuses on:

- Identifying disconnected, at-promise youth requiring additional support
- Personalized, one-on-one academic assistance to address skill deficiencies
- Re-engagement and recovery opportunities through year-round programs, summer school, athletics, and experiential learning
- Reinforcing both academic and personal development to improve district-wide graduation rates

Students typically join OFY-SB through district referrals, judicial recommendations, community agencies, or self and peer referrals. We acknowledge personal or logistical barriers can impede students' academic progress. Our personalized learning framework facilitates early identification of such challenges, enabling prompt and effective interventions. The likelihood of student success significantly increases when they are paired with caring teachers and a supportive school community, complemented by wraparound services.

Frequent one-on-one teacher-student interactions ensure timely interventions with minimal disruption. OFY-SB staff maintain active collaboration with local government entities, healthcare providers, and community organizations to provide comprehensive economic, social, and emotional support. Our students are paired with qualified educators proficient in tailored instructional strategies, supported by experienced administrative and support staff. Teachers are trained in interventions such as peer tutoring, mentoring, study skills enhancement, and collaborative study groups.

Additional intervention strategies include:

- Positive reinforcement for incremental behavioral improvements
- Transportation assistance
- Targeted reading and math support from dedicated interventionists
- Regular consultations with school psychologists
- Collaborative meetings involving educators, staff, families, and students

OFY-SB offers numerous extracurricular engagements designed to promote community involvement, foster student support, and encourage personal growth. These opportunities include, but are not limited to:

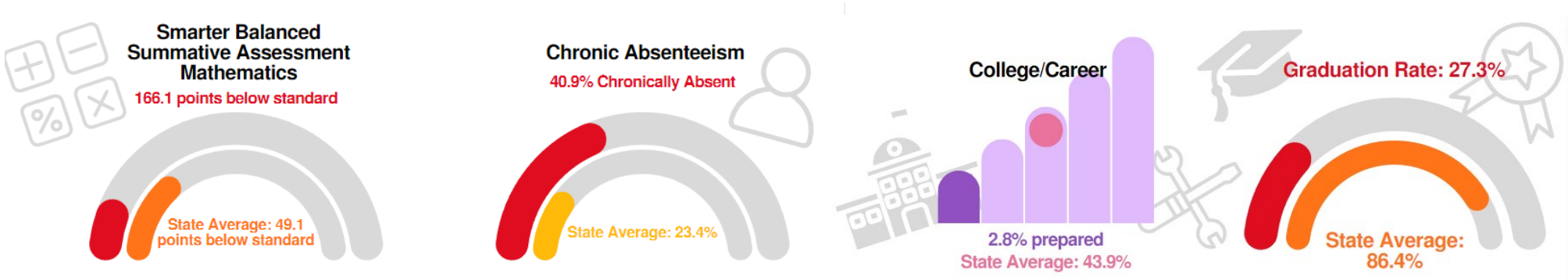
- Back to School Nights
- Parent-Teacher Conferences
- Family Fun Events
- FAFSA Information Sessions
- District English Learner Advisory Committee (DELAC) Meetings
- Recognition events like Bilingual Scholars Ceremony
- Senior milestone celebrations (Senior Sign Night, Senior Social, Graduation)
- Sports activities
- Parent workshops on rights and responsibilities
- Parent orientations for academic pathways
- Parent Advisory Committee Meetings

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.



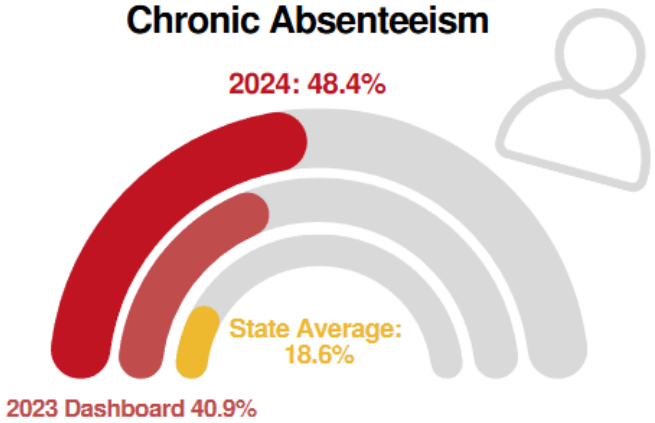
Chronic Absenteeism: OFY-SB continues to provide support and resources to our middle school students. Teachers actively implement intervention strategies such as communication home and setting up parent teacher conferences to address concerns with attendance and work completion. When possible, middle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

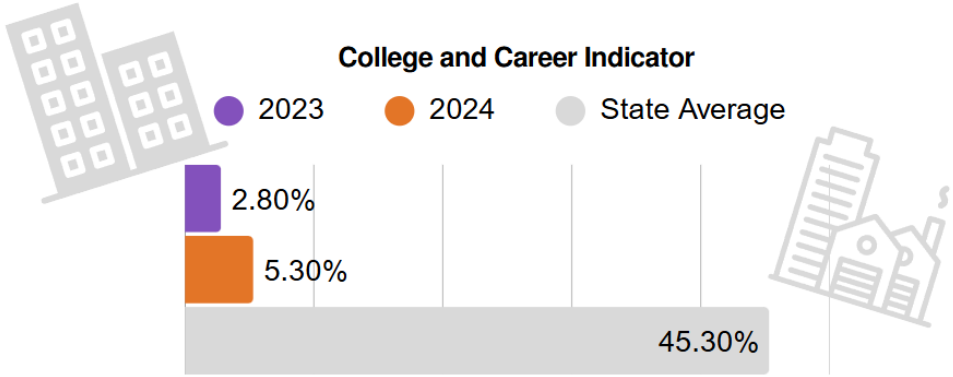
Goal 1 Action 3
Organize Middle School Trips and Activities
Offer engaging and educational middle school trips and extracurricular activities to promote school connectedness and encourage regular attendance. This initiative is designed to improve academic outcomes, specifically focusing on chronic absenteeism rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP students.

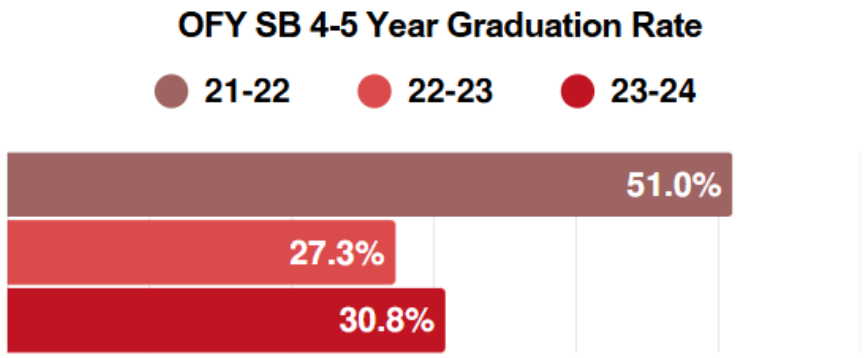


Graduation Rates & CCI: The nature of our program, in that we accept all students, a majority of whom are over-age and under-credit, makes this metric a challenging one given the parameters set in calculating graduation rates. To address this issue, a Comprehensive School Improvement Plan (CSI Plan) 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

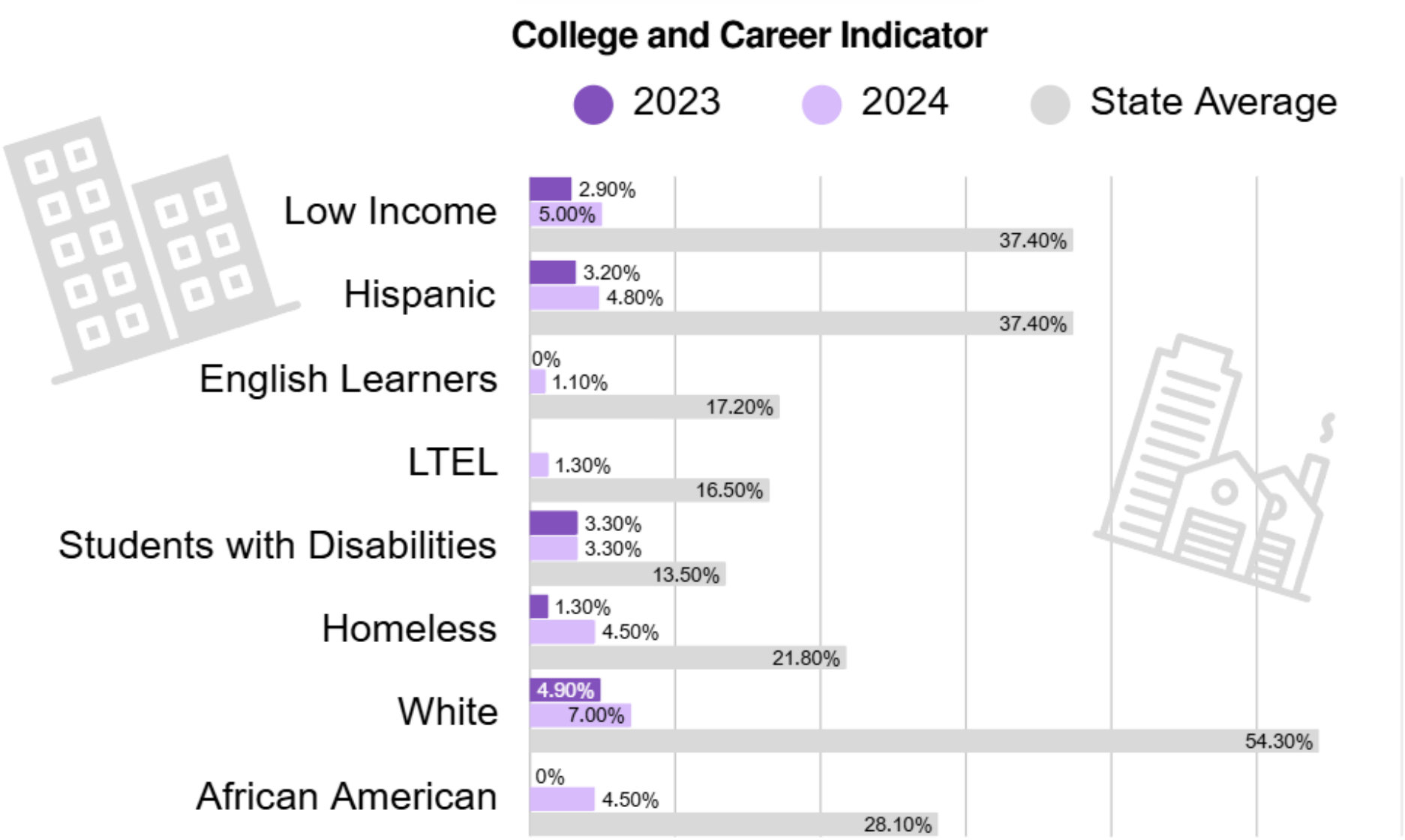
Postsecondary Planning

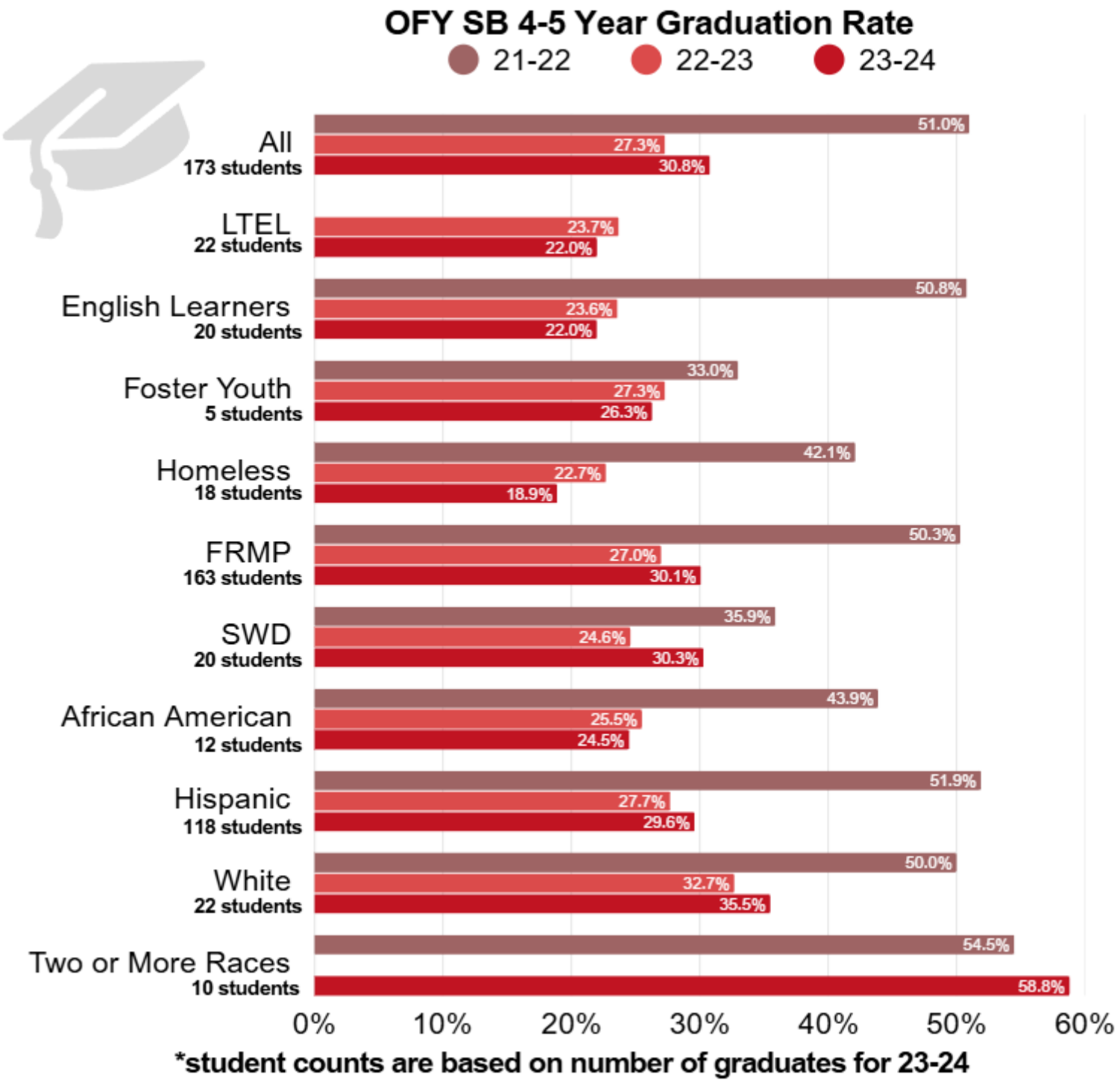
Ensure students are given the opportunity to develop postsecondary plans, including being on track to fulfill A-G requirements and participate in AP exams. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted 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.


College and Career Indicator
2023
2024
State Average
Low Income
2.90%
5.00%
37.40%
Hispanic
3.20%
4.80%
37.40%
English Learners
0%
1.10%
17.20%
LTEL
1.30%
16.50%
Students with Disabilities
3.30%
3.30%
13.50%
Homeless
1.30%
4.50%
21.80%
White
4.90%
7.00%
54.30%
African American
0%
4.50%
28.10%


OFY SB 4-5 Year Graduation Rate
21-22
22-23
23-24
All
173 students
51.0%
27.3%
30.8%
LTEL
22 students
23.7%
22.0%
English Learners
20 students
50.8%
23.6%
22.0%
Foster Youth
5 students
33.0%
27.3%
26.3%
Homeless
18 students
42.1%
22.7%
18.9%
FRMP
163 students
50.3%
27.0%
30.1%
SWD
20 students
35.9%
24.6%
30.3%
African American
12 students
43.9%
25.5%
24.5%
Hispanic
118 students
51.9%
27.7%
29.6%
White
22 students
50.0%
32.7%
35.5%
Two or More Races
10 students
54.5%
58.8%
0%
10%
20%
30%
40%
50%
60%
*student counts are based on number of graduates for 23-24

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

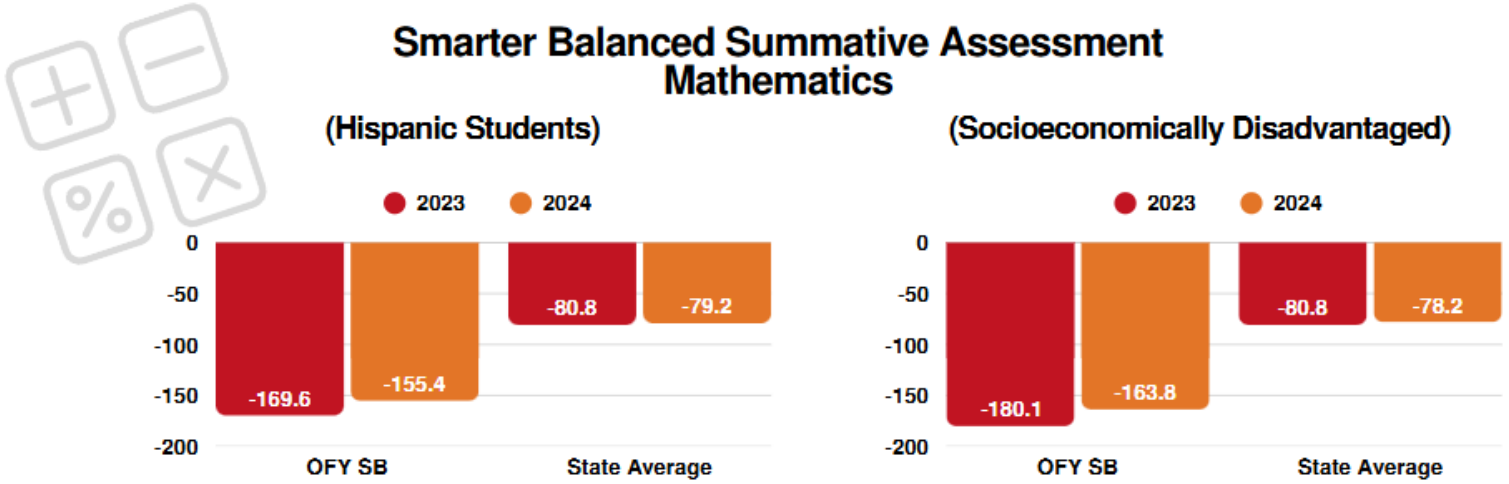
Students will have access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SIOP for ELL students, hands-on activities, such 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.

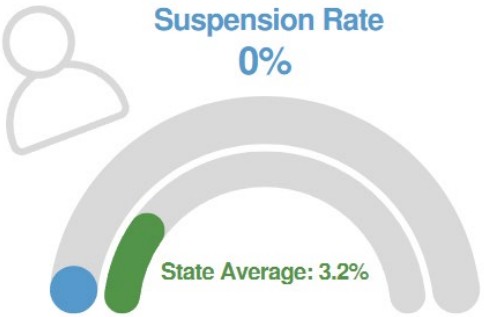
Goal 2 Action 5

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.

Progress Update:
Chronic Absenteeism: Despite implementing transportation support, attendance strategies, and engaging activities, OFY-SB has experienced a rise in chronic absenteeism to 48.4%, marking a 7.6% increase from the previous year. Specifically, chronic absenteeism among Hispanic students rose to 49.5% (up 10.1%), and among socioeconomically disadvantaged students increased to 49.3% (up 5.8%). Continued refinement of intervention strategies and additional support will be crucial and will be ongoing in the 2025-26 school year.

Graduation Rates: Graduation rates have improved slightly to 30.8% overall, increasing by 3.5%. Improvements were seen among Hispanic students (29.6%, up 1.9%), socioeconomically disadvantaged students (30.1%, up 3.1%), White students (35.5%, up 2.8%), and students with disabilities (30.3%, up 5.7%). However, declines were observed among African American students (24.5%, down 1%), English learners (22%, down 1.7%), homeless students (18.9%, down 3.8%), and Long-Term English Learners (22%, down 1.7%). Strategies in the CSI plan, such as intensive individualized support and regular monitoring, remain critical and will be ongoing in the 2025-26 school year.

Mathematics: Mathematics scores improved by 6.2 points but still remain 159.9 points below the standard. Notable improvements include Hispanic students (155.4 points below standard, up 14.2 points) and socioeconomically disadvantaged students (163.8 points below standard, up 16.3 points). Continued interventions such as targeted small group instruction and professional development are essential.

College/Career Indicator: College and career readiness improved to 5.3% overall, increasing by 2.5%. African American students (4.5%, up 4.5%), homeless students (4.5%, up 3.2%), socioeconomically disadvantaged students (5%, up 2.1%), and White students (7%, up 2.1%) all showed gains. However, English Learners (1.1%), Hispanic students (4.8%), Long-Term English Learners (1.3%), and students with disabilities (3.3%) remained low with minimal to no increase. Enhanced postsecondary opportunities and planning programs will remain a priority.

Suspension Rates: OFY-SB maintained a 0% suspension rate, underscoring the effectiveness of its relationship-based, personalized educational approach and proactive behavioral interventions.

English Learner Progress:
English Learner Progress increased by 7.6% to 60.9%, reflecting the success of targeted interventions, additional ELD-focused appointments, and small-group instruction emphasizing speaking and listening skills. Celebrations such as the annual Bilingual Scholars event continue to motivate and recognize student progress.

Learning Recovery Emergency Block Grant (LREBG) Fund:
OFY San Bernardino has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1, Action 6.

By strategically allocating LREBG funds to these targeted actions, OFY-SB ensures the maximum impact on addressing critical challenges faced by our students and schools. These carefully chosen actions are designed to support our students in achieving significant academic

recovery, improving engagement and attendance rates, and enhancing overall school performance. As a result of our Comprehensive Needs Assessment (CNA), we identified a critical opportunity to strategically invest Learning Recovery Emergency Block Grant (LREBG) funds to support targeted academic recovery efforts at OFY – San Bernardino. We will allocate approximately $426,700 of LREBG funding to implement learning recovery initiatives grounded in evidence-based practices.

We will continue supporting OFY – San Bernardino by implementing targeted learning recovery initiatives grounded in evidence-based practices. This includes tutoring and one-on-one or small group instructional support provided by certificated or classified staff. Research consistently shows that these methods are highly effective in accelerating academic progress, addressing unfinished learning, and closing achievement gaps—particularly for students disproportionately affected by the disruptions of the COVID-19 pandemic.

Additionally, our CNA emphasized the importance of addressing chronic absenteeism at the middle school level. This area of need will be addressed through Goal 1, Metric 1, which includes strategies aimed at increasing student attendance and engagement.

To further support academic progress, we will focus on improving English Language Arts (ELA) CAASPP writing scores through Goal 2, Metric 6. We also aim to foster measurable growth in both math and reading on CAASPP assessments, which will be monitored through Goal 3, Metric 3.

Through the strategic allocation of LREBG resources and the use of evidence-based interventions, we are committed to supporting academic recovery and long-term student success.

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 collaboration with the County Office of Education (COE) to address persistent red indicators highlighted on the California School Dashboard. Eligibility for DA continues to stem from ongoing challenges in areas including the College and Career Indicator, graduation rates among various subgroups (English learners, homeless youth, socioeconomically disadvantaged students, students with disabilities, African-American students, Hispanic students, and white students), chronic absenteeism across all students with an emphasis on socioeconomically disadvantaged and Hispanic students, and mathematics proficiency, particularly among socioeconomically disadvantaged and Hispanic students.

Our technical assistance work continues from the previous year, with regular monthly meetings with COE staff aimed at monitoring our progress, refining strategies, and implementing effective interventions to promote positive student outcomes. Efforts initiated during 2024-25, particularly addressing Graduation rates among Hispanic students, are ongoing.

An initial meeting with the COE for the 2025-26 cycle was held on 2/25/25, during which we started our analysis and evaluation of graduation rates, particularly in Hispanic students. Previously identified gaps, including a missing system or routine around identifying our graduation cohorts for each class. Our plan is to work to create a routine for our centers to utilize to ensure the correct information is being entered into our local data system so we are able to identify and track our graduation cohorts. Once we have identified these groups of students we will then create a plan to ensure we are tracking and meeting with each of the students providing the supports needed to graduate in the time frame according to their 9th grade entry date.

Additional follow-up meetings were held on March 19, April 15, and May 1, 2025 to review ongoing initiatives, measure outcomes, and adjust strategies as needed, ensuring that our technical assistance efforts remain focused and effective to student needs throughout the school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Options for Youth San Bernardino

Support for Identified Schools

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

OFY–San Bernardino is eligible for Comprehensive Support and Improvement (CSI) based on the California School Dashboard. The school's eligibility is primarily due to low four- and five-year cohort graduation rates, a result of the state's updated calculation model following the expiration of AB 104. Under the former one-year graduation rate model, OFY-SB reported an 82.8% graduation rate for the 2022–23 school year. However, the new calculation, which includes students who take longer than four years to graduate, significantly reduced the reported rate to 33.5%. Many of the students enrolling in our program arrive overage and credit deficient due to prior academic challenges, making a four-year cohort rate an incomplete reflection of their success.

In 2023–24, the one-year graduation rate currently stands at 42.7%, with an expected increase by the end of the spring semester as more students complete their coursework and graduate.

OFY-SB has supported the development of CSI plans through a structured process that includes:

A school-level needs assessment, including a review of graduation data disaggregated by subgroup, chronic absenteeism, CAASPP scores in ELA and math, English learner progress, and other Dashboard indicators

The identification and implementation of evidence-based interventions, such as personalized graduation planning, early credit recovery, mentorship and tutoring programs, and socio-emotional supports

Regular analysis of potential resource inequities, such as gaps in access to intervention specialists, academic counseling, or technology, which are then addressed through CSI funds and LCAP alignment.

This process is informed by input from educational partners, including staff, students, and families, gathered through biannual surveys and ongoing engagement events. Data from these engagements helps refine action steps and interventions.

To ensure coherence across planning documents, OFY-SB has intentionally aligned the goals and actions in its Local Control and Accountability Plan (LCAP) with the requirements of the Single Plan for Student Achievement (SPSA) and the CSI plan, in accordance with Every Student Succeeds Act (ESSA). For example:

LCAP Goal 1 aligns with CSI efforts focused on graduation rates and chronic absenteeism

LCAP Goal 2 targets support for unduplicated and underperforming student groups

LCAP Goal 3 focuses on improving math and ELA outcomes

LCAP Goal 4 supports college and career readiness

Through these integrated efforts, OFY-SB aims to increase student achievement, ensure equity in support systems, and ultimately improve Dashboard outcomes across all performance indicators

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

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

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

Core Course Completion:

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

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

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

Data Utilized to conduct our Comprehensive Needs Assessment: The charter pulled data from multiple platforms to analyze student performance data which included student group data as applicable to the data source.
Data pulled included:
- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
- Graduation Rate
- A-G Enrollment and Completion Rates
- Lexile Growth Percentages
- Staff Surveys
- LCAP Survey (Once per semester)
- School Climate Survey (Biannual)

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

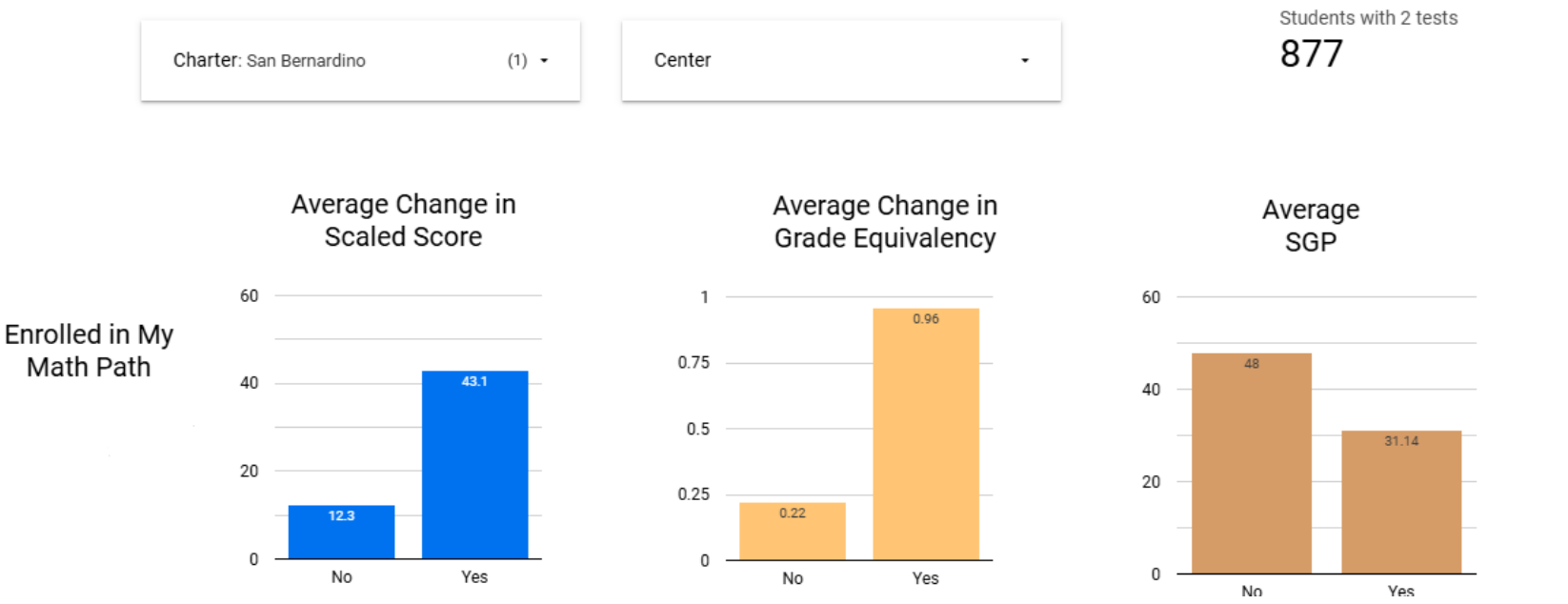
Evidence-based interventions and supports include iLit and subject specific tutoring. Based off of the CNA, internal data tracking, and student performance outcomes on the CA Dashboard, the need to increase the use of intervention strategies is based off of the following student performance data: students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

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

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

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

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





Exact Path: Exact Path is an intervention program that provides practice tailored math support for students. Individualized student assignments are created based on each student's Renaissance Star scores. Students will be identified for intervention based on Renaissance Star mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent intervention levels based on Renaissance Star test results to determine an appropriate intervention plan. Students will meet with a Math Intervention Specialist (MIS) or Math tutor to receive support in either a one on one or small group setting during these academic appointments. Students will navigate Exact Path during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Exact Path will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these

sessions and will regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Exact Path can be utilized in the classroom to fill in any gaps in knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Exact Path, we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

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

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

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

Resource Inequities: When evaluating the CNA, assessment data, 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 28, 2025:

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 and
- 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 January - March 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 2024-2025 School Year:
OFY-SB Board Meeting - July 23, 2024

Daybreak Parent Webinar Mental Health 101 - August 20,2024
Daybreak Parent Webinar Suicide Prevention - September 10, 2024
OFY-SB Board Meeting - September 19, 2024
Back to School Night - September 24, 2024
Daybreak Parent Webinar Guiding your Child through depression - October 8, 2024
Daybreak Parent Webinar Social Media and Technology - November 5, 2024
OFY-SB Board Meeting - November 19, 2024
Fall Parent Teacher Conferences - January 6-17, 2025
Daybreak Parent Webinar Supporting Youth with Trauma - January 14, 2025
EL Reclassification Night - January 15, 2025
OFY-SB Board Meeting - January 24,2025
Daybreak Parent Webinar Parenting your Anxious Child - February11, 2025
FAFSA Financial Aid Workshop - February 11 & 12, 2025
Daybreak Parent Webinar LGBTQ Support for Families - March 11, 2025
Daybreak Parent Webinar Exercise and Teen Emotional Well Being - April 8, 2025
OFY-SB Board Meeting - April 11, 2025
Senior Social - April 18, 2025
Senior Signing Night - May 15, 2025
Spring Parent Teacher Conferences - May 19 - 30, 2025
OFY-SB Board Meeting - May 22,2025
Graduation - May 30, 2025
8th Grade Promotion - June 4, 2025
OFY-SB Board Meeting - June 30, 2025

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

DELAC Meeting Dates:
- August 7, 2024
- September 4, 2024
- October 2, 2024
- November 6, 2024
- April 7, 2025

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 (X) 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 (X)
• 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 (X) and the Board will vote to Adopt the 2024-27 LCAP.

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

CNA Educational Partner Engagement Process: The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, the Post-secondary Counseling team, and a small group of teachers. A core CNA team reviewed the Fall 2023 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

Monitoring and Evaluating Effectiveness

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

OFY-SB will continue employing a comprehensive approach to monitoring and evaluating the implementation and effectiveness of our CSI plan to support student and school improvement. The Parent Advisory Committee (PAC), comprising school leadership, teachers, staff, parents, and students, meets at least four times annually. The PAC’s primary role remains identifying shared goals and collaboratively developing and revising plans aimed at achieving these goals.

The School Board, convening approximately 6-10 times per year, maintains its responsibility for reviewing goals, policies, and actions, ensuring they align with our overarching objectives. They also annually review and approve the LCAP/SPSA/CSI Plan.

Our LCAP/SPSA/CSI Plan is developed and refined through ongoing collaboration with the PAC and educational partners. Monitoring involves collecting comprehensive data, including CA Dashboard results, internal data analyses, and individualized student tracking.

Quarterly monitoring cycles and annual implementation analysis will be conducted, continuing to ensure plan effectiveness and positive impacts on student learning.

Regular staff coordination for data review and analysis will continue, supporting progress and providing critical feedback on student outcomes. A comprehensive needs assessment scheduled for Spring 2026 will evaluate the impact of evidence-based interventions on student achievement, identifying whether adjustments are needed to enhance effectiveness. Addressing ESSA requirements for graduation rates, current programs and practices will be regularly evaluated and refined collaboratively with educational partners, utilizing data including college and career readiness indicators, graduation rates, ELA/math SBAC scores, English Learner progress, and chronic absenteeism.
Student Performance Data Collected and Analyzed Quarterly:

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

Small Group Instruction (SGI): SGI will continue providing targeted support in core subjects (English, math, science) through highly qualified teachers creating accessible instructional videos and offering personalized tutoring sessions. This approach accommodates diverse student needs, including challenges with scheduling and technology access, thereby ensuring equitable instructional support.

Educational Partner Engagement Process:
Continuous engagement with educational partners involves data sharing and analysis to assess CSI plan effectiveness. Regular data collection and sharing include outcomes from CA Dashboard and internal assessments, promoting an ongoing dialogue to refine interventions based on feedback from all educational partners.

Monitoring and Evaluation Processes: Analysis Finding 1: Enhancing Math and ELA Achievement (Aligned to Goals 2 & 3)
Efforts include enforcing monthly unit completion requirements, offering direct instruction, and providing supplemental study guides and updated curricula. Academic support structures such as math tutors and Academic Intervention Specialists, mastery-based grading, and the Bilingual Scholars program for EL students will be closely monitored for effectiveness. Continuous review and feedback mechanisms will ensure these interventions address subgroup-specific needs effectively.

Analysis Finding 2: Student Connectedness (Aligned to Goals 1 & 2): Monitoring the effectiveness of programs enhancing school connectedness includes evaluating participation in experiential trips, student leadership, dual enrollment, and community-building courses. Events fostering school spirit and recognition of student accomplishments will be regularly assessed. Daily site practices promoting connectedness, social-emotional support, and parent engagement strategies (e.g., Back to School Night, Family Fun Night) will also be evaluated to measure their impact on student belonging and school climate.

Analysis Finding 3: Graduation Rates and College/Career Readiness (Aligned to Goal 4): Effectiveness of postsecondary preparation efforts, including college tours, FAFSA workshops, CREW, and CTE courses, will be continuously monitored. Engagement rates, completion rates,

and student feedback will inform adjustments. Counseling services, particularly for foster and homeless youth, will also be reviewed semi-annually to ensure adequate support towards graduation and readiness for postsecondary opportunities.

These structured monitoring and evaluation processes will ensure that OFY-SB remains responsive to student needs, continuously refining practices to enhance overall student outcomes.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	Philosophy on Educational Partner Engagement: The LEA is committed to developing multiple opportunities to engage in 2-way communication with families. Two-way communication is sent to families from Counselors, Career Pathways Coordinators, and School Administration via, School Messenger, to increase engagement to underrepresented families and the school community as a whole. These communications include announcements for upcoming school events, newsletters, information regarding access to mental health resources and local food distributions and other valuable information. To provide families with translated copies of published school communications, we have increased the number of communications sent home in Spanish by allowing school staff to request translations for non-critical communication such as newsletters and fliers. These efforts to build relationships between school staff and families have been included in our LCAP specifically in LCAP Goal 1, actions 4 and 5. Parental Involvement and Educational Partner Engagement. The LEA consulted with its educational partners listed below to review and plan the LCAP/Annual Review and Analysis development and Annual Review. All educational partner engagement meetings and activities provided insight, collaboration and direction for the LCAP goals, actions, and services. All feedback was collected, analyzed, shared, and considered prior to the finalization of the LCAP. The LEA provided a list of engagement sessions and events that were held throughout the 2024-2025 academic year.
Staff (teachers, principals, administrators, other school personnel)	**Ongoing Teacher and Staff Collaboration:** Assistant Principals held regular meetings with teachers at each learning center to monitor student progress and assess advancement toward charter goals. In addition, weekly or bi-weekly staff meetings provided a consistent forum for discussing site-specific procedures and ensuring alignment with the broader goals and policies of the charter organization. **Leadership Collaboration Meetings:** Charter Leadership—composed of the Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist, Lead Post-Secondary Counselor, EL Coach, and Center Coordinator Coaches—met bi-weekly to collaborate on key initiatives. These meetings served as a platform to share departmental updates, coordinate support services, and strategically manage resources to ensure alignment with the charter's overarching goals. **Comprehensive Needs Assessment (CNA):** In February 2025, the LEA conducted a Comprehensive Needs Assessment to identify key areas of focus using feedback from educational partners and data from the previous two school years. The process involved a collaborative analysis by administrators, teachers, post-secondary counselors, program coaches, English language specialists, special education specialists, and support staff. This review highlighted school attendance, graduation and dropout rates, and student achievement in English Language Arts and Math as top priorities for improvement. **Staff Surveys:** The LEA administered staff-specific surveys in both the fall and spring to collect feedback on instructional practices, available program resources, professional development opportunities, and overall school climate. The responses offered valuable insights into staff experiences, priorities, and areas in need of additional support.

Students	**Student Surveys:** Student surveys are administered each fall and spring to gather feedback on important aspects of the school experience, including safety, teacher-student relationships, academic expectations, school climate, sense of belonging, and overall engagement. The insights gained from these surveys help the school identify student needs and strategically focus efforts to improve programs and address specific concerns raised by students. **One-on-one Chats:** In both the fall and spring, staff conduct conversations with students to gather direct input on school programs, support services, and academic interventions. These one-on-one conversations provide an opportunity for students to voice their experiences and perspectives, helping staff make informed decisions that enhance student success and well-being.
Parents/Guardians	**Family Surveys:** Family surveys were administered in the fall and spring to gather parent and guardian feedback on key areas such as school climate, student engagement, and overall satisfaction with the school experience. The feedback collected through these surveys plays a vital role in shaping targeted actions and guiding strategic improvements aligned with the goals outlined in the LCAP.
Governing Board	Throughout the 2024–2025 school year, the LEA provided charter updates and sought input from the Governing Board during regularly scheduled meetings. Board meetings were held on the following dates: July 23, 2024; September 19, 2024; November 19, 2024; January 24, 2025; April 11, 2025; May 22, 2025; and June 30, 2025. Each meeting was open to the public, with agendas posted in advance on the school's website and prominently displayed at the school entrance. Educational partners and members of the public were encouraged to attend and share input during the designated public comment period. In accordance with Education Code section 52062(a)(3), the LEA provided public notice of the opportunity to comment on proposed actions and expenditures in the Local Control and Accountability Plan (LCAP). This notice was posted at least 72 hours in advance of the May 22, 2025, Board Meeting, during which the draft LCAP was presented for review and public comment. To meet the requirements of Education Code section 52062(b)(1), the LEA held a formal public hearing on May 22, 2025, to receive stakeholder feedback on the draft LCAP. Following this, the final 2025–2026 LCAP was presented for adoption during the public Board Meeting on June 30, 2025, in accordance with Education Code section 52060(b)(2). The Board formally adopted the plan after a comprehensive review and consideration of all stakeholder input received throughout the development process.

PAC/DELAC	Parent Advisory Committee (PAC) Process: The PAC is a group of teachers, parents, and other school personnel who work to improve the quality of education at the school. The purpose of the PAC is to develop, review, and evaluate the school's improvement plan and budget and to make recommendations to the principal and the district governing board. Our PAC meets at least four times per school year to assess the school strengths and weaknesses and identify areas for improvement, and develop strategies to address those areas. PAC Meeting Dates: September 12, 2024 November 14, 2024 April 8, 2025 May 1, 2025
SELPA	The LEA works closely with the Special Education Local Plan Area (SELPA) to ensure students with disabilities receive high-quality, individualized support and services. Through ongoing collaboration, the LEA accesses resources, professional development, and compliance guidance to uphold all federal and state special education requirements. This partnership supports the development and implementation of effective instructional strategies, ensuring equitable access to education for all students with disabilities.

Insert or delete rows, as necessary.

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

Educational partner input was obtained by parents, students, and staff and directly impacted the LCAP/SPSA/CSI Plan actions and services. The LEA's devoted commitment to the success of every student that comes through our doors is captured in the four overarching LCAP goals. Goals are carried out by strategies, actions, and services that directly impact the student academic outcomes and support. With the trends and feedback provided by our educational partners, we determined the goals, metrics and actions/services provided in the 2024-25 year are very much needed and relevant in the 2025-26 year and are continuing as laid out in the 2024-27 LCAP plan to meet our 2026-27 outcomes.

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

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

OFY- San Bernardino's SELPA agreed with our two goals for students with disabilities on March 31, 2025 as well as confirmed these being a continued area of focus for 2026-27 on:
• Maintaining the number of students in Special Education will participate in Pathways in Education trips or extracurricular student groups.
• 20% of all SWD will participate in a math intervention.

The feedback provided by the SELPA in 2024 and 2025 was to make sure we are setting a fair baseline for our students with disabilities. The SELPA would like us to encourage more students to participate in Pathways in Education trips or extracurricular student groups, therefore LCAP Goal 2 Metric 7 was developed. Our SELPA believes that the goals we have set forth with our students with disabilities are important and relevant.

OFY-SB met with the DELAC Committee on April 7, 2025 to ensure the committee approved the goals for our English Learners. The DELAC Committee agreed with all of the current LCAP goals as they are aligned to the charters vision and needs for our English Learners:
• The charter aims to maintain or exceed current reclassification percentages LCAP Goal 2 Metric 1. Metric 2 states that we will maintain ELPI at least 55%. Metric 3 will have 55% of EL students increase their Lexile level on RenStar. And lastly metric 6 will be to increase scores on the ELA CAASPP writing Extended Response items for our LTEL students.

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

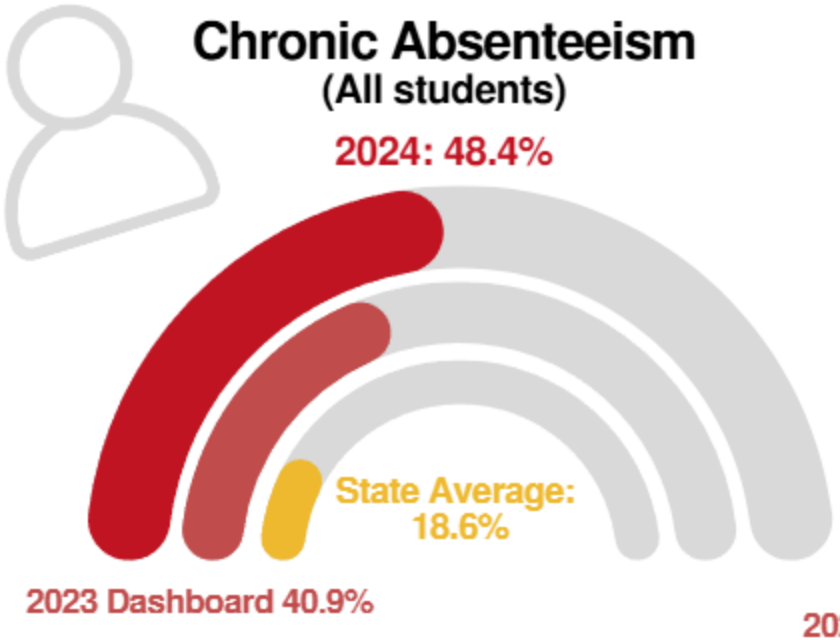
Chronic absenteeism remains a critical area of concern for OFY-SB, particularly among socioeconomically disadvantaged and Hispanic students. The Fall 2024 California School Dashboard indicates that chronic absenteeism has increased to 48.4% overall, with Hispanic students at 49.5% (up 10.1%) and socioeconomically disadvantaged students at 49.3% (up 5.8%). These rising rates highlight the ongoing need for targeted interventions to improve student attendance and engagement.

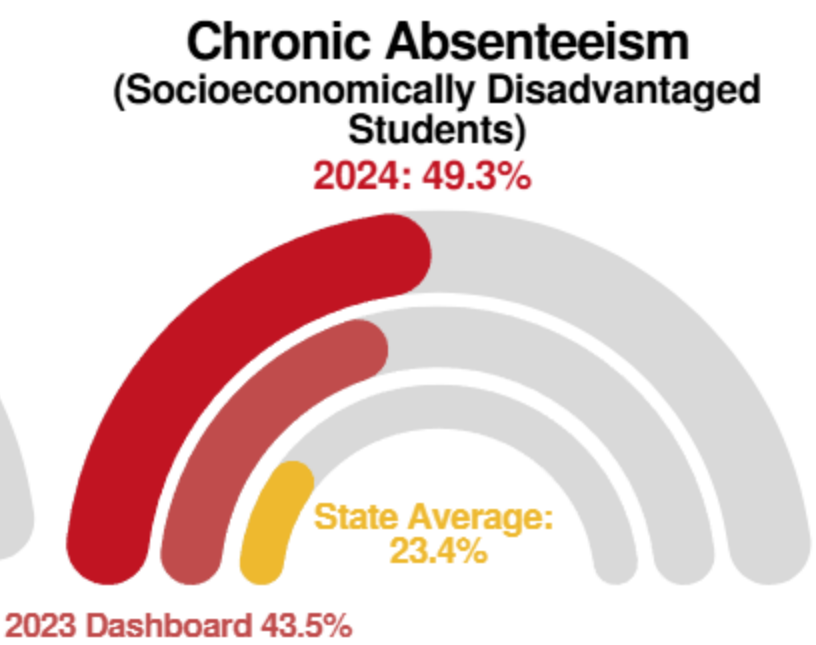
High rates of chronic absenteeism among these student groups continue to pose significant challenges to academic success and overall well-being. Research indicates that chronic absenteeism contributes to lower academic achievement, disengagement from school, and an increased risk of dropping out. Addressing absenteeism remains crucial to ensuring equitable access to education and long-term student success.

By implementing the actions set forth in this goal and closely monitoring the specified metrics, OFY-SB aims to mitigate chronic absenteeism while maintaining low suspension rates and dropout rates at both the middle and high school levels. This approach ensures that socioeconomically disadvantaged and Hispanic students receive the necessary support to foster academic retention and success.

The persistence of chronic absenteeism underscores the necessity of maintaining and refining evidence-based strategies, including transportation support, parent engagement initiatives, incentive programs, and targeted interventions. OFY-SB remains committed to fostering an inclusive and supportive learning environment that promotes regular attendance and academic achievement for all students.

Fall 2023/2024 CA Dashboard Data:





Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Decrease Chronic absenteeism rate	Fall 2023 CA Dashboard Data: All Student group level - 40.9% Socioeconomically disadvantaged - 43.5% Hispanic - 39.3%	Fall 2024 CA Dashboard Data: All Student group level - 48.4% Socioeconomically disadvantaged - 49.3% Hispanic - 49.5%	Not Applicable until 2026	Decrease overall chronic absenteeism rates on the CA Dashboard by 5% for all students, while also targeting a 5% reduction for socioeconomically disadvantaged and Hispanic students, by the end of the 2026-27 academic school year.	All Student group level - 7.6%↑ Socioeconomically disadvantaged - 5.8%↑ Hispanic - 10.1%↑
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	Not Applicable until 2026	The charter aims to maintain its suspension rates at or below 1.5% annually.	Maintained 0%
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%	Not Applicable until 2026	Ensure that the average high school and middle school dropout rates remain at or below 2% by the end of the 2026-27 academic school year.	High School Drop-out rate: 0.1%↑ Middle School Drop-out rate: 0.5%↓
Metric# 4		Spring 2024 Survey Data: Staff: 88% Students: 80% Families: 80%	Spring 2025 Survey: Staff: 93% Students: 91% Families: 92%	Not Applicable until 2026	At least 80% of students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys annually.	Staff: 5%↑ Students: 11%↑ Families: 12%↑

Metric# 5	Basic Services	Teaching Assignment Monitoring Outcomes: • 39.35% (Out-of-Field) (Ineffective) • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 At OFY San Bernardino, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is	Teaching Assignment Monitoring Outcomes: • 47.3% (Out-of-Field) (Ineffective) • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 At OFY San Bernardino, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in	Not Applicable until 2026	By the end of 2026-27: Teaching Assignment Monitoring Outcomes: • No more than 40% Out Of-Field & Ineffective • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0	Teaching Assignment Monitoring Outcomes: • 7.95%↑ (Out-of-Field) (Ineffective) • Textbook Insufficiencies: Maintained 0 • Facilities Inspections: Maintained 100% • Number of Uniform Complaints: Maintained 0

		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.	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.			

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

During the 2024–25 school year, OFY-SB implemented a range of targeted actions aligned with its goal to reduce chronic absenteeism and improve student retention, particularly among socioeconomically disadvantaged and Hispanic students. While the majority of planned actions were carried out as intended, there were a few notable differences between what was planned and what was ultimately implemented.

Implemented as Planned:

- Intervention support staffing was successfully carried out, including the addition of a full-time middle school tutor. This role provided targeted academic assistance and consistent monitoring of chronically absent students, contributing to increased engagement and retention.
- Incentive and recognition programs were fully launched across sites. These included gift cards, raffles, and celebratory events, all of which received strong student response and helped improve motivation and attendance.
- Family engagement efforts were also implemented across the board, with sites hosting events and workshops to foster communication and partnership between home and school.

Partially Implemented:

- Transportation support was planned through the distribution of bus passes but saw limited use. Site feedback and survey results revealed that transportation was not a major barrier for most students. Instead, families highlighted the need for additional academic support.
- Social-emotional learning and counseling services were initiated, but not all students received services due to limited counselor availability. Prioritization was necessary, focusing support on those with the most urgent needs.

Challenges and Adaptations:

- Low utilization of transportation assistance reflected a disconnect between assumptions and actual student needs. This feedback is shaping more responsive support strategies moving forward.
- Counselor capacity emerged as a barrier, limiting the full implementation of mental health supports. Expanding access remains a priority.
- Family engagement was at times impacted by low parent availability. In response, sites adapted by offering virtual sessions and more flexible scheduling, which helped improve participation.

Key Successes:

- Strong implementation of academic interventions and incentive programs contributed positively to student attendance and engagement.
- Increased collaboration among staff and strategic adaptations to meet evolving student needs strengthened the impact of several initiatives.

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 most actions outlined in Goal 1, with only minor deviations in Actions 1 and 3. For Action 1, we did not spend the entire allocated amount, as we learned that students are no longer required to have a bus pass. Their school-issued IDs allow them to ride the bus for free. This has reduced the amount of money we need to spend on bus passes. Additionally, we discovered that the middle school population does not struggle with transportation as much as we initially anticipated.

For Action 3, we again underspent by a small amount, as some end-of-year expenses are still pending. The LEA does not anticipate any notable differences between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending for these actions appears to be on track.

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

To date, the actions implemented by OFY-SB have shown varying levels of effectiveness in making progress toward the goal of reducing chronic absenteeism and improving student retention, particularly for socioeconomically disadvantaged and Hispanic students. While several initiatives have had a measurable impact, others have faced limitations due to external factors or mismatched needs.

Highly Effective Actions

Intervention Support: The addition of a full-time middle school tutor has been notably impactful. The targeted academic support and consistent student follow-up have helped address learning gaps, improve attendance, and foster stronger school connections for chronically absent students.

Incentive and Recognition Programs: These efforts have proven effective in improving student motivation and engagement. Regular rewards, celebrations, and acknowledgment of progress have contributed to a more positive school climate and increased student participation.

Moderately Effective Actions
Parent and Family Engagement: While implemented at all sites, effectiveness varied depending on attendance and availability. Adjustments like offering virtual options have increased accessibility and have shown promise in strengthening family-school partnerships.

Less Effective Actions
Transportation Support: Though resources such as bus passes were made available, this action had limited impact. Survey data revealed that transportation was not a primary barrier for most students, indicating a need to redirect resources to more pressing student needs.
Social-Emotional Learning and Counseling: Effectiveness was limited due to capacity constraints. While some students benefited from services, counselor availability restricted broader access, especially for students with less immediate needs.

Overall Assessment
The actions most directly tied to academic support and student recognition have been the most effective in supporting the goal. Less impactful actions were generally affected by external factors or misalignment with current student priorities. These insights will help refine and reallocate efforts to better serve the targeted populations moving forward.

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, there will be no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. The strategies currently in place have shown encouraging progress and remain aligned with our priorities around improving attendance and engagement, especially for socioeconomically disadvantaged and Hispanic students.

We will continue building on these efforts by offering expanded transportation options to reduce attendance barriers, strengthening the role of our intervention support staff, and increasing opportunities for students to access social-emotional learning and counseling services.

Incentive programs and student recognition will remain key tools for reinforcing positive attendance habits, while center-based events will continue to provide meaningful opportunities to engage both students and families.

These ongoing efforts reflect our commitment to creating a school environment that supports student success through consistent engagement, strong relationships, and accessible resources

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.	$79,500.00	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.	$37,000.00	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.	$141,917.00	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.	$34,000.00	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	$37,000.00	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.	$1,039,000.00	No

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

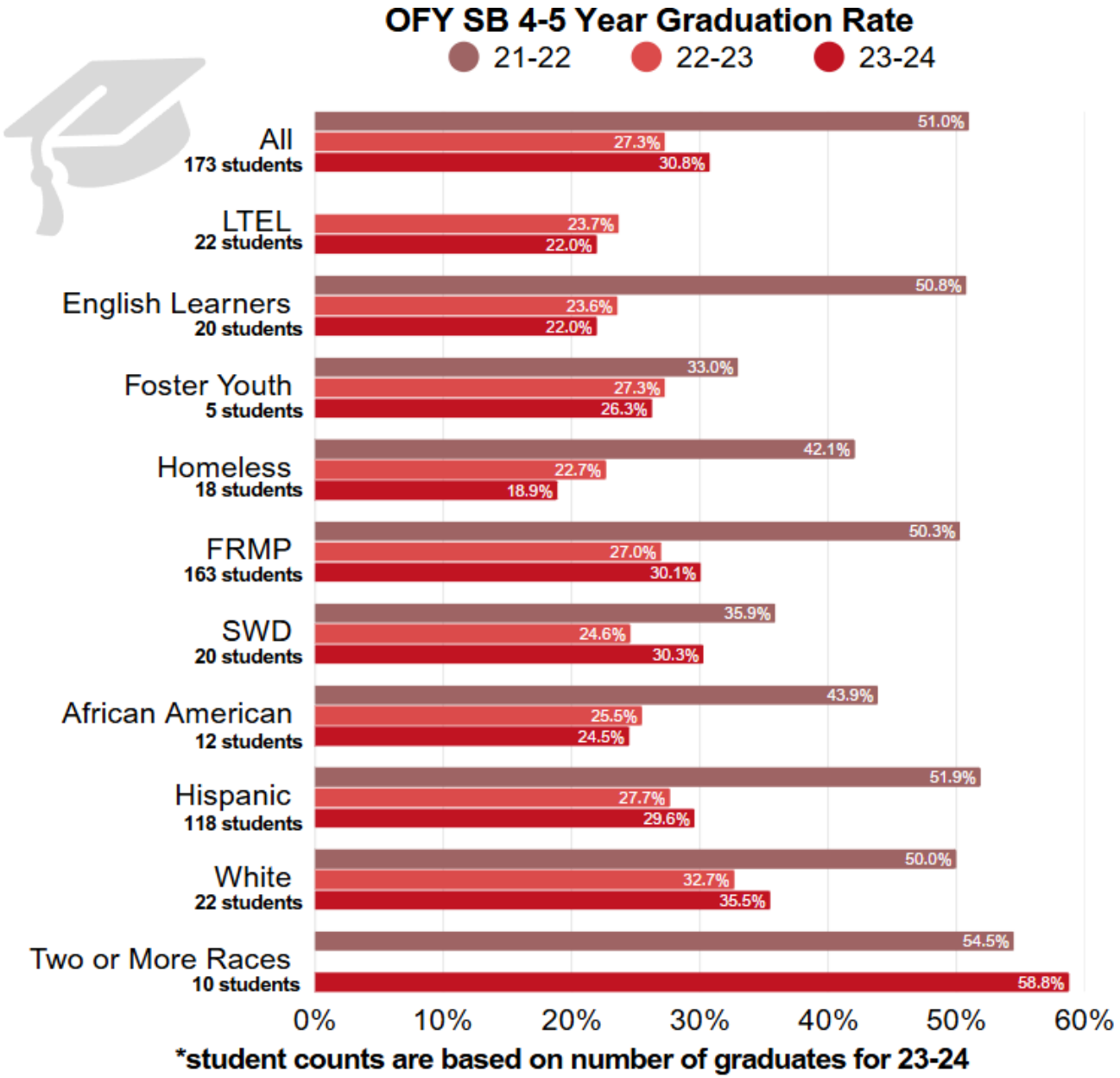
2: Implementation of State Standards
4: Student Achievement
7: Course Access

An explanation of why the LEA has developed this goal.

Graduation rates continue to be an area of concern for OFY-SB, particularly among English Learners, students experiencing homelessness, and foster youth. While the overall graduation rate has increased to 30.8% (up 3.5%), significant disparities remain. African American students (24.5%) and English Learners (22%) saw declines of 1% and 1.7%, respectively. Homeless students experienced the largest drop, with graduation rates declining by 3.8% to 18.9%. Conversely, improvements were observed among Hispanic students (29.6%, up 1.9%), socioeconomically disadvantaged students (30.1%, up 3.1%), White students (35.5%, up 2.8%), and students with disabilities (30.3%, up 5.7%).

English Learners, students experiencing homelessness, and foster youth face unique barriers to academic achievement, including credit attainment challenges and lower performance on standardized assessments. While progress has been made in increasing Lexile performance among 12th-grade students, students with disabilities, and homeless students, disparities persist in student growth percentiles for both reading and math, particularly among homeless youth. These findings highlight the need for sustained and targeted academic interventions.

Through the continued implementation of targeted actions and data monitoring, OFY-SB aims to close achievement gaps and improve graduation rates for the most vulnerable student populations. Focused interventions, such as academic support programs, post-secondary readiness initiatives, and credit recovery strategies, will remain integral to ensuring student success and progress toward graduation.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Reclassification percentages	Spring 2024 Internal Data: 72.7%	Spring 2025 Internal Data: 93.6%	Not Applicable until 2026	Reclassification Rates for eligible EL students will average 75% by the end of the 2026-27 academic school year.	20.9%↑
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	Not Applicable until 2026	Maintain our ELPI level of high, at least 55% of English Language Learners making progress on their ELPAC Level by the release of the 2027 CA Dashboard.	7.6%↑
Metric# 3	EL improved Lexile measures	Spring 2024 Internal Data: 55.8%	Spring 2025 Internal Data: 63.6%	Not Applicable until 2026	55% of EL students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year.	7.8%↑

Metric# 4	Lexile band growth	Spring 2024 Internal Data: 52.9%	Spring 2025 Internal Data: 59.1%	Not Applicable until 2026	55% of socioeconomically disadvantaged students will increase their Lexile reading band from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year.	6.2%↑

Metric# 5	Course completion rates	Spring 2024 Internal Data: Foster Youth completed the following credits this academic year as of the end of month 9. ELA: 2.53 Math: 4.69 Science: 6.83 Social Studies: 5.61 Homeless Youth completed the following credits this academic year as of end of Month 9 : ELA = 3.58 Units/Credits Math = 4.65 Units/Credits Science = 5.92 Units/Credits Social Science = 6.61 Units/Credits	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	Not Applicable until 2026	All foster youth and homeless students will complete an average of ELA - 4.5 units Math - 5.5 units Science - 6 units Social Studies - 6.5 units by the end of the 2026-27 academic school year.	Foster Youth ELA: 1.07↑ Math: 0.81↑ Science: 1.73↓ Social Studies: 2.29↑ Homeless Youth ELA: 0.22↑ Math: 0.65↑ Science: 0.52↓ Social Studies: 0.41↓

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 level 2 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.	Not Applicable until 2026	Our charter aims to show an increase in student mode scores on the ELA CAASPP Writing Extended Response Items over the next three years	Standard not met: 9.57%↑ Standard Nearly Met: 5.57%↓ Standard Met: 4%↑

Metric# 7	Students with special education needs can engage in Pathways in Education excursions or participate in extracurricular student groups.	Spring 2024 Internal Data: increased their participation to 77%	Spring 2025 Internal Data: 76.8% participation	Not Applicable until 2026	Our charter aims to maintain the number of SPED students participating in pathways trips and extracurricular student groups.	0.2%↓
Metric# 8	Students in Special Education will participate in both math and ELA interventions.	Spring 2024 Internal Data: 14% participation	Spring 2025 Internal Data: 27.1% participation	Not Applicable until 2026	Our charter aims to increase SPED student participation to 20% over the next three years.	13.1%↑

Goal Analysis for 2024-25

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.

The Charter School has demonstrated a comprehensive and systemic approach to addressing the academic and language needs of English Learners and other high-need student groups. The actions outlined in the implementation plan reflect a strong alignment with the overarching goal of equity, language acquisition, literacy development, and academic achievement.

Key Strengths

- Full Implementation of Most Actions: Out of 11 actions, 10 were fully implemented, with only one (Academic Writing Enhancement) identified as partially implemented due to systemic rollout challenges.
- Strategic Literacy and Language Development: Programs such as iLit, Exact Path, RenStar, and Academic Language Development have provided differentiated, research-based instruction tailored to ELs, LTELs, SPED, and homeless students, contributing to measurable Lexile growth (60%+ in some subgroups).
- Data-Driven Instruction: Regular benchmark assessments (e.g., RenStar) have guided the strategic use of targeted interventions, tutoring, and small-group instruction, improving student performance and engagement.
- Professional Development & Staff Capacity: Ongoing professional development (e.g., LTEL PD series, TESOL attendance, PLCs) enhanced staff knowledge and increased confidence in supporting diverse learners.
- Inclusive Practices: SPED students gained greater access to extracurricular activities and specialized academic supports, demonstrating a strong commitment to inclusive education.
- Individualized and Holistic Support: Students benefit from one-on-one academic advising, individualized tutoring sessions, and wraparound services, including ELD tutoring nights and PSC-led progress meetings.

Challenges Identified

- Consistency Across Instructional Models: Ensuring uniform application of strategies across Independent Study and Small Group Instruction settings remains an ongoing challenge.
- Phased Implementation of Writing Scope and Sequence: The school encountered logistical hurdles in fully launching the academic writing program schoolwide, though EL students still received targeted writing instruction.
- Sustained Engagement and Participation: While systems are in place, maintaining high levels of student participation—particularly among high-need populations—continues to require proactive planning and flexible support systems.

Impact & Evidence of Progress

- Lexile Growth: Over 60% of SPED and homeless students, as well as a significant portion of ELs, demonstrated Lexile growth based on RenStar data.
- Enhanced Staff Capacity: Teachers report greater confidence and effectiveness in addressing the needs of LTELs and ELs.
- Stronger Student Engagement: Increased student participation in writing, literacy development, and enrichment opportunities reflects a growing culture of academic support and inclusion.

Conclusion

The Charter School has made significant strides toward achieving its overall goal of improving educational outcomes for English Learners and other targeted student groups. The strategic alignment of interventions, professional development, data use, and inclusive practices has resulted in measurable progress, while also identifying clear pathways for continuous improvement in the coming academic year—especially around writing instruction and cross-model consistency.

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 2. The LEA does not anticipate any notable differences between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending for these actions appears to be on track.

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

Highly Effective Actions

These actions met or exceeded expectations and directly contributed to measurable progress toward the goal.

- Action 1: Targeted Intervention for ELs
  iLit and structured reading support met urgent academic needs and accelerated learning.
- Action 2: EL Individualized Support
  Twice-weekly sessions with EL Specialists provided strong personalized support aligned to standards.
- Action 3: Literacy Support for High-Need Students
  Over 60% of SPED and homeless students showed Lexile growth with targeted tools like Exact Path.
- Action 7: Professional Development for Enhancing EL Support
  Staff gained deeper expertise through PD, PLCs, and conferences; instructional capacity increased.

- Action 8: Targeted Language Acquisition Program
  60% of ELs improved Lexile levels via tailored supports, curriculum alignment, and ELD tutoring.
- Action 10: Promoting Pathways and Extracurriculars for SPED Students
  SPED students actively participated in inclusive leadership and enrichment opportunities.
- Action 11: Enhancing Educational Opportunities for SPED Students
  Tailored instruction and SGI access led to improved academic performance and inclusion.

Moderately Effective Actions
These actions were implemented successfully but faced minor challenges or had less widespread impact.
- Action 4: Math and Reading Enrichment
  Students benefited from tutoring and Exact Path, though impact varies by subject and instructional model.
- Action 5: Professional Development for LTEL Support
  PD improved staff knowledge and confidence, but consistent implementation across models remains a growth area.
- Action 9: Progress Meetings with PSC Department
  Regular check-ins supported progress monitoring, but long-term academic impact is still being developed.

Less Effective Action
This action had limited implementation and reduced impact on the overall goal.
- Action 6: Academic Writing Enhancement Program
  Only partially implemented; while EL students received some targeted support, schoolwide adoption of the writing scope and sequence was inconsistent.

Overall Assessment
The majority of actions have been highly effective, contributing to strong progress toward the goal of improving outcomes for English Learners, students with disabilities, and other high-need groups. Implementation has been strategic, with robust supports, data-driven instruction, and meaningful professional development. The main area for improvement is ensuring consistent schoolwide implementation—particularly in academic writing—to further accelerate student growth and support long-term academic success.

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 coming year. While reflections highlighted areas for improvement—such as strengthening consistency in academic writing instruction, enhancing professional development follow-up, and improving access to literacy supports—these will be addressed through refinements within the existing plan rather than through formal changes. The current structure is considered effective, and adjustments will focus on deepening implementation fidelity and increasing impact.

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.	$380,257.00	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.	$413,257.00	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.	$112,500.00	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.	$398,500.00	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.	$349,757.00	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.	$90,000.00	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.	$44,000.00	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.	$90,000.00	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.	$100,000.00	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.	$399,918.00	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.	$870,000.00	No

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

State Priorities addressed by this goal.

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

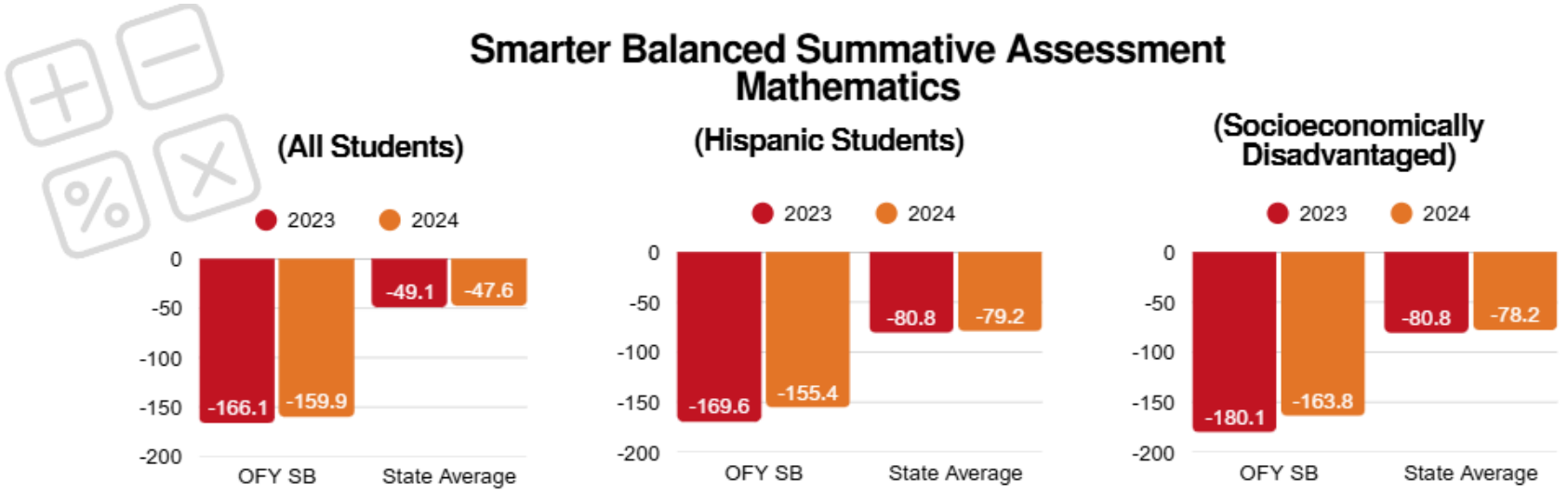
An explanation of why the LEA has developed this goal.

Student performance in mathematics remains a significant concern, with the Fall 2024 California School Dashboard indicating that students scored 159.9 points below standard, reflecting an increase of 6.2 points. Hispanic students scored 155.4 points below standard, increasing by 14.2 points, while socioeconomically disadvantaged students scored 163.8 points below standard, increasing by 16.3 points. These trends highlight the continued need for focused math interventions and targeted instructional strategies.

ELA performance also presents challenges, with an overall decline of 6.6 points, keeping the indicator in the red category. While Hispanic students showed a slight improvement at 35.3 points below standard (increasing by 2.7 points), socioeconomically disadvantaged students maintained their performance at 46.8 points below standard, with a minor decrease of 0.3 points. These results further emphasize the necessity of sustained efforts to support literacy development across all student groups.

Additionally, data from the Comprehensive Needs Assessment (CNA) indicate persistent disparities among English Learners and students with disabilities, reinforcing the urgency for targeted academic support and differentiated instruction. Given these findings, continued investment in evidence-based interventions, instructional support programs, and progress monitoring is essential to closing achievement gaps.

Through the strategic implementation of these actions and continuous assessment of student performance metrics, OFY-SB remains committed to improving mathematics and ELA outcomes. Special attention will be given to socioeconomically disadvantaged and Hispanic students, ensuring equitable access to academic resources and opportunities for success.



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%	Not Applicable until 2026	30% of students will meet the school's graduation pace of 5 units per month by 2027.	6.8%↑
Metric# 2	Core course completion rate	Spring 2024: English 5.00 Math 5.18	Spring 2025: English 5.5 Math 6.6	Not Applicable until 2026	Maintain an average core course completion rate of 6 or higher for math and 5 for English by the 2026-27 academic school year.	English 0.5↑ Math 1.42↑
Metric# 3	Math SBAC performance	Spring 2024: All student Level: 49.2% Socioeconomically Disadvantaged: N/A Hispanic: N/A	Spring 2025 All Student Level: 70.4% Socioeconomically Disadvantaged: 70.3% Hispanic: 71.3%	Not Applicable until 2026	50% of students who take at least two Renaissance Math assessments will show growth by the end of the 2026-27 academic school year, which in turn we hope to see our red rating move up to orange by the release of the 2027 CA Dashboard.	All student Level: 21.2%↑ Socioeconomically Disadvantaged: Baseline Set Hispanic: Baseline Set

Metric# 4	ELA SBAC performance	Spring 2024: All student Level: 50% Socioeconomically Disadvantaged: N/A Hispanic: N/A	Spring 2025 All student Level: 69.7% Socioeconomically Disadvantaged: 69.3% Hispanic: 68.8%	Not Applicable until 2026	50% of students who take at least two Renaissance Reading assessments will show growth by the end of the 2026-27 academic year, which we strive to maintain our yellow rating on the release of the 2027 CA Dashboard.	All student Level: 19.7%↑ Socioeconomically Disadvantaged: Baseline Set Hispanic: Baseline Set

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

The planned actions to support Math and English achievement through specialized instruction, interventions, tutoring, and professional development were fully implemented as intended. No substantive differences were observed between planned and actual implementation.

Successes:
Targeted Academic Support: Internal benchmark assessments guided timely tutoring and small group instruction. This proactive data use allowed for individualized interventions, particularly benefiting FRMP and Hispanic students.

Professional Development: Staff engaged in extensive PD opportunities, including conferences and monthly individualized coaching. SGI teams used Renstar and SBAC data to align their instruction with LCAP goals.

Innovative Practices: The integration of AI tools like Snorkl.app enhanced student engagement and personalized learning. Hands-on, project-based instruction—particularly in science and math—helped students apply learning in real-world contexts.

Data-Driven Monitoring: The use of Tableau and Student Track facilitated continuous monitoring of attendance, academic progress, and intervention effectiveness, supporting informed decision-making at all levels.

Specialist Collaboration: Tutors, SPED, and ELD teachers worked closely with SGI instructors to address academic barriers stemming from language, disability, or inconsistent attendance.

Challenges:
While implementation remained strong, some student populations—especially Foster Youth, Homeless, and FRMP students—faced external challenges affecting attendance and consistency. This underscored the importance of flexible, ongoing intervention systems.

Overall, the implementation of all planned actions was successful, with strong alignment between strategic intent and execution. The use of continuous data analysis, professional learning, and individualized supports contributed to the initiative's effectiveness in improving academic outcomes.

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 2. For Action 2, we did not spend the entire allocated amount due to reallocating some of the funds to Action 3. We identified a greater need to ensure that students had access to quality instruction and implemented strategies to help close achievement gaps. The LEA does not anticipate any notable differences between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending for these actions appears to be on track.

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

Effectiveness of Actions Toward Increasing Lexile Growth
The implemented actions have proven to be highly effective in making progress toward the goal of increasing overall Lexile growth.

Targeted Student Support: Specialized instruction through independent study packets, small group instruction, and tutoring effectively addresses individual learning gaps. One-on-one and small group interventions with credentialed teachers have strengthened student confidence and performance in English and Math.

Data-Driven Instruction: The integration of RenStar, Tableau, and Student Track allows for precise tracking of student progress. These tools empower teachers and administrators to make informed, individualized instructional decisions and monitor Lexile growth, especially for subgroups needing additional support.

Instructional Capacity Building: Ongoing professional development—including PLCs, coaching, and conference participation—has built staff expertise and collaboration. This results in more effective, engaging instruction aligned to student needs.

Leadership and Monitoring: School leadership effectively uses data to guide systemic planning and intervention. Attendance, academic progress, and student outcomes are consistently monitored and used to adapt strategies.

Overall Assessment:
These actions are not only well-aligned with the intended goals but have also created a comprehensive support and monitoring system that drives sustained academic growth, particularly in Lexile development.

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 thorough review of the implementation process, student outcomes, and stakeholder feedback, the charter has determined that no changes will be made to the planned goal, metrics, target outcomes, or actions for the coming year. The strategies currently in place are being fully implemented and have demonstrated a high level of effectiveness in supporting student learning, improving Lexile growth, and enhancing instructional capacity through data-driven practices. Given the positive trajectory and consistent alignment with identified needs—particularly for our FRMP, EL, and other historically underserved populations—maintaining the existing course of action will allow for deeper impact and sustained progress in the year ahead.

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.	$249,000.00	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.	$517,206.00	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.	$1,508,376.00	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.	$976,000.00	Yes
Action #5	Intervention and Data Tracking	The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions.	$2,182,191.00	Yes

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

State Priorities addressed by this goal.

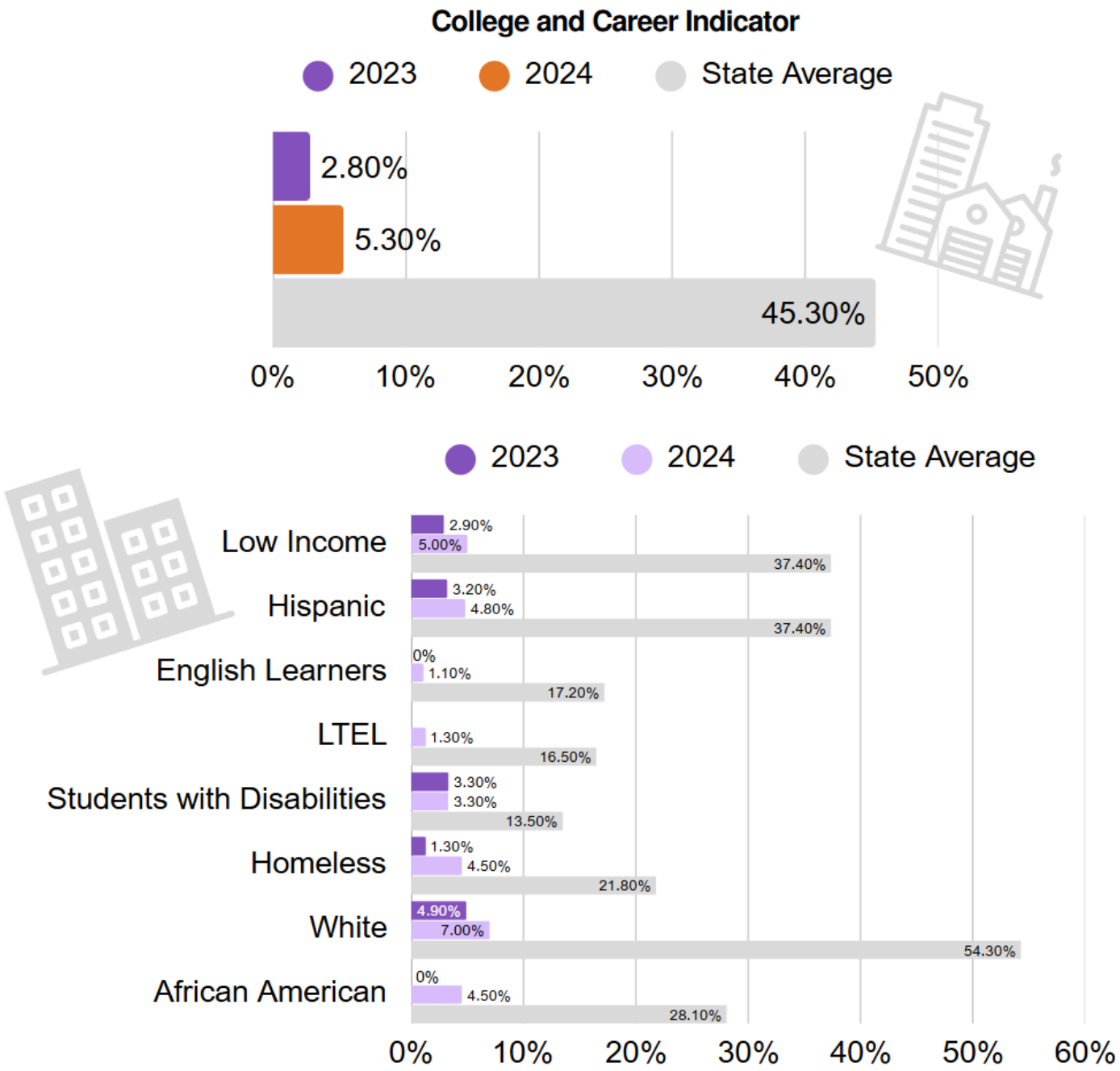
4: Student Achievement
5: Student Engagement
8: Student Outcomes

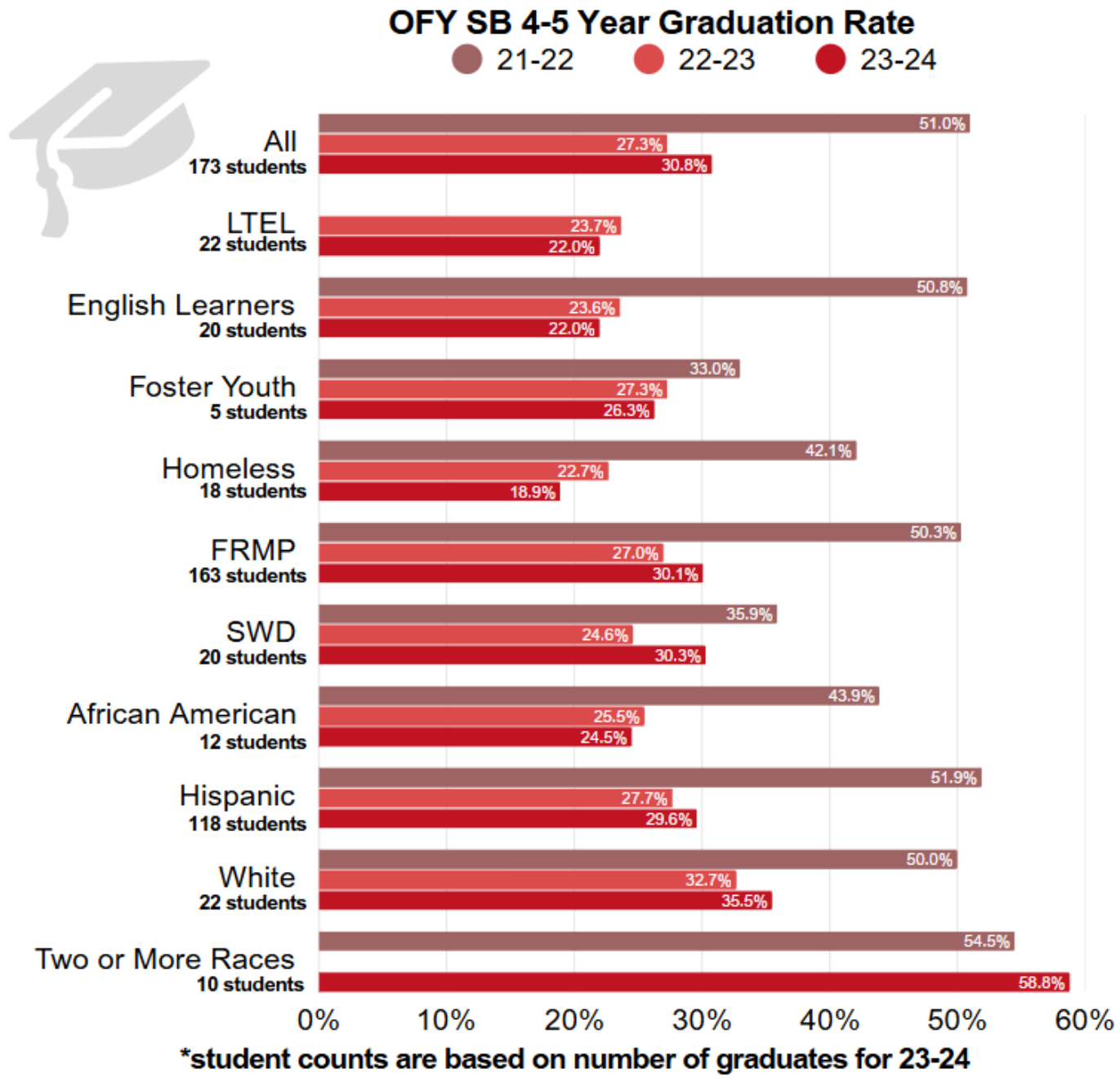
An explanation of why the LEA has developed this goal.

OFY-SB has been identified for Differentiated Assistance for the second year in a row due to performance challenges in graduation rates and College and Career Indicators (CCI) on the 2024 California School Dashboard, resulting in designation for Comprehensive Support and Improvement (CSI). Despite an overall increase in college and career readiness to 5.3% (up 2.5%), disparities persist among key student groups. African American students increased to 4.5% (up 4.5%), and homeless students improved to 4.5% (up 3.2%), but English Learners (1.1%), Long-Term English Learners (1.3%), Hispanic students (4.8%), and students with disabilities (3.3%) remained at low preparedness levels.

Graduation rates, though improved to 30.8% (up 3.5%), continue to highlight challenges for certain subgroups, including declines among African American students (24.5%, down 1%), English Learners (22%, down 1.7%), Long-Term English Learners (22%, down 1.7%), and homeless students (18.9%, down 3.8%). These results underscore the ongoing need for targeted interventions to improve postsecondary preparedness and ensure equitable access to college and career pathways.

Through the implementation of targeted actions outlined in this goal and ongoing monitoring of specified metrics, OFY-SB aims to strengthen college and career readiness while improving graduation rates for all student groups. Key initiatives include expanding dual enrollment opportunities, career technical education (CTE) programs, and post-secondary counseling services to support students' long-term academic and career success.


College and Career Indicator
2023
2024
State Average
2.80%
5.30%
45.30%
0%
10%
20%
30%
40%
50%
2023
2024
State Average
Low Income
2.90%
5.00%
37.40%
Hispanic
3.20%
4.80%
37.40%
English Learners
0%
1.10%
17.20%
LTEL
1.30%
16.50%
Students with Disabilities
3.30%
3.30%
13.50%
Homeless
1.30%
4.50%
21.80%
White
4.90%
7.00%
54.30%
African American
0%
4.50%
28.10%
0%
10%
20%
30%
40%
50%
60%



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Increase Graduation Rates	Graduation Rates on the Fall 2023 CA Dashboard: All Student Level: 27.3% African American: 25.5% English Learners: 23.7% Long Term English Learners: Hispanic: 27.7% Homeless: 22.7% FRMP: 27% SWD: 24.6% White: 32.7%	Graduation Rates on the Fall 2024 CA Dashboard: All Student Level: 30.8% African American: 24.5% English Learners: 22% Long Term English Learners: 22% Hispanic: 29.6% Homeless: 18.9% FRMP: 30.1% SWD: 30.3% White: 35.5%	Not Applicable until 2026	By the release of the 2027 CA Dashboard, increase the graduation rate by 3% or more for student groups identified with low performance on the CA Dashboard.	All Student Level: 3.5%↑ African American: 1%↓ English Learners: 1.7%↓ Long Term English Learners: 1.7%↓ Hispanic: 1.9%↑ Homeless: 3.8%↓ FRMP: 3.1%↑ SWD: 5.7%↑ White: 2.8%↑
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	Not Applicable until 2026	The charters' DASS one-year graduation rate will be at or above X% annually.	7.6%↑
Metric# 3	College and Career	Prepared levels on the Fall 2023 CA Dashboard: All Student Level: 2.8% African American: 0% English Learners: 0% Hispanic: 3.2% Homeless: 1.3% FRMP: 2.9% SWD: 3.3% White: 4.9%	Prepared levels on the Fall 2024 CA Dashboard: All Student Level: 5.3% African American: 4.5% English Learners: 1.1% Hispanic: 4.8% Homeless: 4.5% FRMP: 5% SWD: 3.3% White: 7%	Not Applicable until 2026	By the release of the 2027 CA Dashboard, achieve a 3% or greater increase in the proportion of students from low-performing student groups, as identified on the CA Dashboard, who are prepared on the College and Career Indicator.	All Student Level: 2.5%↑↓ African American: 4.5%↑ English Learners: 1.1%↑ Hispanic: 1.6%↑ Homeless: 3.1%↑ FRMP: 2.1%↑ SWD: Maintained 3.3% White: 2.1%↑

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.	Not Applicable until 2026	Maintain the percentage of students on A-G planning guide at 50% averaged over the next three years.	18.6%↑
Metric# 5	CTE Pathway Completion Rate	Spring 2024: 1.4%	Spring 2025: 2.3%	Not Applicable until 2026	2% of students will complete a CTE Pathway by the end of the 2026-2027 school year.	0.9%↑
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%	Not Applicable until 2026	1% of students will successfully complete A-G & CTE Course Requirements by the end of the 2026-2027 school year	Maintained 0.5%

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

The Charter has fully implemented its plan to increase access to postsecondary opportunities, including Career Technical Education (CTE) programs, Dual Enrollment, Advanced Placement (AP) exams, Seal of Biliteracy support, and experiential learning opportunities. These actions are aligned with the goal of improving college and career readiness and graduation rates for all student groups, particularly our African American, English Learners, Hispanic, Homeless, socioeconomically disadvantaged, Students with Disabilities, and White student populations.

Successes

Diverse Postsecondary Opportunities: CTE programs in Veterinary Science, Cosmetology, and Nursing have provided meaningful, hands-on experiences. Students in Dual Enrollment courses—such as Psychology 101 and Film Appreciation—have earned both high school and college credit while exploring academic interests.

Seal of Biliteracy Expansion: Collaboration between English Language Development staff and postsecondary counselors has led to more students being identified and supported through AVANT and AP testing, helping more EL and Hispanic students qualify for this recognition.

CREW Program Effectiveness: The College Readiness Experience the World (CREW) program has provided a strong support system, offering monthly cohort meetings, one-on-one mentorship, and trips to college campuses and cultural institutions. This has boosted student engagement and confidence in planning for life after high school.
Professional Development: Counselors and pathway coordinators received high-quality, relevant training on supporting underserved youth, college access, and SEL development—ensuring staff are well-prepared to guide students.
Extracurricular Engagement: Events like “Club Rush” and increased access to experiential learning opportunities have helped students, particularly low-income and SWD populations, feel more connected and engaged in school life.

Challenges
Equitable Access: Ensuring consistent participation from students facing challenges like housing instability or chronic absenteeism remains an area for continued improvement.
Sustained Engagement: While many students have taken advantage of postsecondary options, encouraging long-term commitment, especially among those with competing life circumstances, can be difficult and requires ongoing individualized support.

Overall, the implementation of postsecondary access programs has been both strategic and impactful. Student participation in CTE and Dual Enrollment has increased, more students are qualifying for the Seal of Biliteracy, and engagement in experiential learning and extracurricular activities has grown. The alignment of A-G coursework with postsecondary goals has become more intentional, and staff capacity has improved through targeted professional development. While there are still barriers to address in terms of equitable access, the charter is making measurable progress in preparing all students—particularly those in historically underserved groups—for success beyond high school.

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 only minor deviations in Actions 1 and 2. For both of these actions, we found it necessary to reallocate the budgeted salaries to Action 4. This adjustment was made because we exceeded the allotted amount in our CTE program due to the addition of several SkyRocket trips. Notably, one of the trips we added was the American Music Trip, which was highly impactful for students. In addition to learning about the history of American music, students also had the opportunity to learn how to play a musical instrument. The LEA does not anticipate any notable differences between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending for these actions appears to be on track.

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

The actions implemented to increase college and career readiness and graduation rates have proven to be highly effective in supporting students across multiple demographic groups, especially our African American, English Learners, Hispanic, Homeless, socioeconomically disadvantaged, Students with Disabilities, and White students.

The **Career Technical Education (CTE) programs** have successfully provided students with real-world, career-aligned learning experiences that increase engagement and equip them with tangible skills for future employment or continued study. Additionally, the **Dual Enrollment program** has empowered students to earn college credit while still in high school, giving them a head start on their postsecondary education.

The targeted support for earning the **Seal of Biliteracy** has been especially effective among English Learner and Hispanic students, as staff have identified qualifying students early and provided the necessary assessments and interventions to help them meet the requirements.

The **CREW (College Readiness Experience the World) program** has been instrumental in creating a supportive peer-based environment for college exploration. The monthly cohort meetings, one-on-one mentoring, and college exploration trips have increased students' confidence and awareness regarding life after high school.

Furthermore, the **professional development** provided to postsecondary counselors and pathway coordinators has strengthened staff ability to serve and support students with up-to-date knowledge and skills. This, in turn, has enhanced the quality of student guidance and planning.

Finally, the school's efforts to expand **student engagement opportunities** through clubs, experiential learning, and social events have been effective in connecting students to their school communities and increasing their investment in long-term academic planning.

Collectively, these actions have contributed meaningfully to progress toward the charter's goal of improving college and career readiness and graduation rates, as reflected in increased student participation, stronger postsecondary planning, and more students meeting benchmarks such as A-G completion and graduation readiness.

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, there will be no changes made to the planned goal, metrics, target outcomes, or actions for the coming year. Upon reflection of our current practices and review of implementation effectiveness, we found that the strategies in place are yielding positive results and aligning well with the needs of our targeted student groups. Programs such as CTE pathways, Dual Enrollment, CREW, and the Seal of Biliteracy initiative have shown strong engagement and student growth. Our current metrics effectively track progress in key areas, and our outcomes remain ambitious yet achievable. As such, we will maintain our current course of action while continuing to monitor progress and refine implementation as needed throughout the year to ensure continued growth and 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.	$1,081,600.00	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.	$131,500.00	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.	$517,586.00	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.	$141,000.00	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.	$2,543,176.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,637,246	$1,091,471

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
38.74%	5.56%	$1,239,130	38.74%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action #1 Goal 1 Action #2 Goal 1 Action #3 Goal 1 Action #5	Our 2023–24 and 2024–25 Comprehensive Needs Assessments identified several critical challenges faced by unduplicated student groups, particularly socioeconomically disadvantaged students (FRMP), English Learners (EL), and foster youth. Key findings included: • **Transportation Barriers:** FRMP and foster youth students face financial and logistical challenges that limit their ability to attend school regularly. • **Chronic Absenteeism:** CA Dashboard data showed an increase of 5.8 percentage points in chronic absenteeism among FRMP students, reaching **49.3%**, compared to **48.0%** for all students. • **Limited Engagement Opportunities:** Feedback from educational partners highlighted low levels of participation among families—especially those of unduplicated students—in school activities and engagement events. These findings reflect systemic obstacles impacting student attendance, engagement, and connectedness, and they serve as the foundation for the actions outlined in Goal 1.	Each action has been intentionally designed to address the specific needs of our unduplicated student populations while also promoting a positive and supportive environment for all students. **Transportation Support** • **Principal Target:** Designed to support FRMP and foster youth students, who are disproportionately affected by transportation-related barriers to attendance. • **LEA-wide Justification:** Offering transportation assistance schoolwide ensures that all students facing similar challenges—regardless of subgroup—have equitable access to school, reducing absenteeism across the board. **Attendance Strategies** • **Principal Target:** Evidence-based practices, such as incentive programs and parent engagement efforts, are aimed at improving attendance for FRMP, EL, and foster youth students identified as high-risk for chronic absenteeism. • **LEA-wide Justification:** Implementing these strategies schoolwide builds a consistent culture of attendance that supports academic success for all students. **Middle School Trips and Activities** • **Principal Target:** Aimed at improving school connectedness for FRMP students, particularly those in middle school who often experience low engagement.	Our targets for student chronic absenteeism and school connectedness are outlined through specific metrics in our LCAP goals: Goal 1, Metric 1: Decrease overall chronic absenteeism rates on the CA Dashboard by 5% for all students, while also targeting a 5% reduction for socioeconomically disadvantaged and Hispanic students, by the end of the 2026-27 academic school year. Goal 1, Metric 4: At least 80% of students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys annually

		• **LEA-wide Justification:** Offering these experiences to all students enhances overall school climate and reinforces shared experiences, which support attendance and engagement for all. **Family and Community Engagement** • **Principal Target:** Engagement events are designed to specifically uplift the voices of families of FRMP, EL, and foster youth students in school planning and goal setting. • **LEA-wide Justification:** Opening these events to all families fosters inclusive dialogue and collective investment in student success. These actions are **principally directed** toward meeting the unique needs of unduplicated students, as identified in the 2024–25 CNA, and are implemented **schoolwide to promote equity and access**. They are designed to improve outcomes for FRMP, EL, and foster youth students while generating broader schoolwide benefits in attendance, engagement, and school climate.	

Goal 2 Action # 3
Goal 2 Action #4
Goal 2 Action #6
Goal 2 Action #9
	The 2024–25 Comprehensive Needs Assessment, building on findings from 2023–24, confirmed that persistent challenges continue to impact the academic outcomes of our unduplicated student groups—including socioeconomically disadvantaged students (FRMP), English Learners (EL), foster youth, and homeless students.
	
	Key findings include:
	• **Academic Underperformance and Course Completion Gaps:** Foster and homeless students are completing significantly fewer core course units than their peers. Factors contributing to this gap include unstable living conditions, limited academic support, and heightened emotional stress.
	• **Literacy and Writing Proficiency Gaps:** FRMP students are making slower progress in Lexile growth compared to the overall student body. Additionally, EL students continue to face challenges in developing writing proficiency, which is essential for success on the CAASPP. Notably, 65.19% of EL students demonstrated growth in Lexile proficiency, reflecting the need for deeper instructional support.
	• **Economic and Language Barriers:** Low-income, FRMP, and EL students face both financial hardship and language-related challenges that limit access to academic resources and impact engagement and learning.
	
	These conditions, supported by quantitative data and educational partner feedback,
		The 2025–26 LCAP builds on the implementation progress from 2024–25 and maintains the following actions, which are **principally directed toward our most vulnerable student groups** but implemented **LEA-wide** to support broader student success.
		
		Action #4 – Offer Math and Reading Enrichment
		• **Principal Target:** FRMP, EL, foster, and homeless students who face persistent academic challenges due to limited access to academic resources.
		• **Key Components:**
		  ○ Internal benchmark assessments to guide interventions
		  ○ Research-based intervention programs in math and reading
		  ○ Math intervention specialists and tutoring services for individualized support
		• **LEA-Wide Rationale:** While focused on addressing subgroup gaps, implementation across the charter improves instruction and reduces strain on teaching staff, benefiting all students.
		
		Action #6 – Academic Writing Enhancement Program
		• **Principal Target:** Long-Term English Learners needing intensive writing support for CAASPP readiness.
		• **Key Components:**
		  ○ A structured writing sequence aligned to CAASPP expectations
		  ○ Targeted instruction in narrative, explanatory, and argumentative writing
			Our targets for enhancing academic achievement and supporting credit attainment are outlined through specific metrics in our LCAP goals:
			
			Goal 2, Metric 4: 55% of socioeconomically disadvantaged students will increase their Lexile reading band from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2026-27 academic school year.
			
			Goal 2,Metric 5: All foster youth and homeless students will complete an average of
			ELA - 4.5 units
			Math - 5.5 units
			Science - 6 units
			Social Studies - 6.5 units
			by the end of the 2026-27 academic school year.
			
			Goal 2, Metric 6: Our charter aims to show an increase in student mode scores on the ELA CAASPP Writing Extended Response Items over the next three years

	emphasize the need for robust, targeted interventions designed to close achievement gaps and improve access to academic support for these student groups.	• **LEA-Wide Rationale:** The consistent writing framework benefits all students by raising instructional quality and expectations across classrooms.
		
		Action #3 – Provide Literacy Support
		• **Principal Target:** Students with disabilities, homeless students, FRMP, and EL students demonstrating low Lexile performance.
		• **Key Components:**
		  ○ Targeted literacy interventions to close reading gaps
		• **LEA-Wide Rationale:** By raising the literacy levels of our most at-risk students, this action also strengthens the academic foundation for all students schoolwide.
		
		Action #9 – Conduct Progress Meetings with Post-secondary Counselors (PSC)
		• **Principal Target:** Foster and homeless youth who frequently experience academic disruption.
		• **Key Components:**
		  ○ Regular PSC meetings to review attendance and course progress
		  ○ Identification of trends and development of individualized interventions
		• **LEA-Wide Rationale:** Insights gained from these subgroup-specific meetings are used to inform schoolwide practices, improving systems that benefit all students.
		
		These actions remain **principally directed toward unduplicated student groups** as substantiated by the 2024–25 CNA, and their LEA-wide implementation ensures broader	

		instructional and support improvements that promote equity and academic success for all students.	

Goal 3 Action # 1 Goal 3 Action #2 Goal 3 Action #3 Goal 3 Action #4 Goal 3 Action #5	The 2024–25 Comprehensive Needs Assessment (CNA) confirmed that unduplicated student groups—including socioeconomically disadvantaged (FRMP), English Learners (EL), foster youth, homeless students, and Hispanic students—continue to face a range of unique challenges that impact their academic achievement. Key findings include: • **Economic Hardships:** FRMP and low-income students often experience financial instability that limits access to basic needs such as nutrition, housing, and educational resources—conditions that directly affect learning and school participation. • **Language Barriers:** EL students face challenges with academic language acquisition, which hinders engagement and progress in both math and ELA. • **Instability and Trauma:** Foster youth and homeless students often deal with disrupted schooling, emotional stress, and lack of continuity, which interfere with consistent academic performance and attendance. • **Lack of Support Systems:** Many students from unduplicated subgroups lack robust support at home or in their communities, making it harder for them to navigate academic challenges and meet grade-level expectations. CNA data, including subgroup SBAC Math scores and Lexile growth rates, confirm that these challenges disproportionately affect socioeconomically disadvantaged and Hispanic	The 2025–26 LCAP builds upon the implementation of strategies from the 2024–25 year. Each of the following actions under Goal 3 is principally directed toward socioeconomically disadvantaged and Hispanic students, as identified in our CNA, and is implemented schoolwide to ensure all students benefit from enhanced academic support and instructional quality. Action #1 – Math and English Interventions • Target Group: Socioeconomically disadvantaged and Hispanic students with lower SBAC Math scores. • Supports: Specialized instruction, benchmark assessments, research-based intervention programs, and tutoring services. • LEA-Wide Rationale: Applied schoolwide to strengthen academic support systems and instructional practices that benefit all students. Action #2 – Professional Development • Target Group: Instructional staff supporting socioeconomically disadvantaged and Hispanic students. • Supports: Targeted PD focused on individualized instruction, standards alignment, and strategies responsive to CNA-identified needs. • LEA-Wide Rationale: Improves overall instructional capacity, resulting in better outcomes for all students. Action #3 – Quality of Instruction • Target Group: Students in targeted subgroups needing support in meeting core course and A–G requirements.	Our targets to enhance Math and ELA Performance for All Students, with a Focus on Socioeconomically Disadvantaged and Hispanic Students are outlined through specific metrics in our LCAP goals: Goal 3, Metric 1: 30% of students will meet the school's graduation pace of 5 units per month by 2027. Goal 3, Metric 2: Maintain an average core course completion rate of 6 or higher for math and 5 for English by the 2026-27 academic school year. Goal 3, Metric 3: 50% of students who take at least two Renaissance Math assessments will show growth by the end of the 2026-27 academic school year, which in turn we hope to see our red rating move up to orange by the release of the 2027 CA Dashboard. Goal 3, Metric 4: 50% of students who take at least two Renaissance Reading assessments will show growth by the end of the 2026-27 academic year, which we strive to maintain

	students. Teacher feedback further reinforced the need for personalized, structured academic interventions to address these persistent gaps.	• Supports: Small group instruction, individualized support, and focused academic planning. • LEA-Wide Rationale: Improves instructional equity and academic rigor charter wide. Action #4 – Academic Enhancement • Target Group: Socioeconomically disadvantaged, Hispanic, EL, foster youth, homeless, and FRMP students. • Supports: SIOP strategies, lab-based learning, extended instructional time, and tutor/specialist support. • LEA-Wide Rationale: Promotes instructional enrichment for all students while relieving instructional burdens on teachers. Action #5 – Education Technology Platforms • Target Group: Socioeconomically disadvantaged and Hispanic students. • Supports: Data-driven instructional tools to tailor interventions and support Lexile growth. • LEA-Wide Rationale: Enhances personalized learning and progress monitoring for all students. These actions are firmly principally directed toward the needs of our highest-need subgroups as identified in our CNA, while their LEA-wide implementation ensures that all students benefit from a cohesive, inclusive, and high-quality educational environment.	our yellow rating on the release of the 2027 CA Dashboard.

Goal 4 Action # 1 Goal 4 Action #3 Goal 4 Action #4 Goal 4 Action #5	Our 2024–25 Comprehensive Needs Assessment (CNA), which builds on 2023–24 findings and is detailed in our goal analysis and CSI sections, identifies the unique needs, conditions, and circumstances of our unduplicated student groups—particularly English Learners (EL), homeless youth, socioeconomically disadvantaged students, foster youth, and Students with Disabilities (SWD). Key findings include: • **Low College and Career Readiness:** Data from the CA Dashboard and internal metrics indicate that many students—especially within the EL and FRMP groups—are not meeting postsecondary preparedness benchmarks, underscoring a need for enhanced college and career readiness programs. • **Low Graduation Rates:** Graduation rates remain critically low among several student groups, including EL, homeless, socioeconomically disadvantaged, SWD, African American, and Hispanic students. These persistent gaps necessitate focused interventions. • **Limited Postsecondary Planning Support:** Feedback from educational partners highlights a need for more structured postsecondary support, such as assistance with college applications, access to CTE pathways, and opportunities for real-world exploration. • **Student Engagement and Retention:** Data show that students who participate in experiential learning activities—such as college field trips, sports, and	The following Goal 4 actions are designed based on the needs identified in our 2024–25 CNA and are principally directed toward our unduplicated student groups, including English Learners, foster youth, homeless students, socioeconomically disadvantaged students, and Students with Disabilities. They are implemented LEA-wide to ensure broader impact and equitable access to postsecondary opportunities and supports. **Action #1 – Postsecondary Opportunities** Provides targeted access to CTE programs, dual enrollment, AP exams, and Seal of Biliteracy pathways. Designed to address low postsecondary preparedness and graduation rates among EL, FRMP, and SWD students. <u>LEA-Wide Rationale:</u> While tailored to high-need subgroups, these offerings are extended to all students to foster schoolwide readiness and elevate educational quality. **Action #3 – College Readiness Cohorts (CREW Program)** Structured mentoring and college transition support for students—principally directed toward low-income, homeless, and first-generation students—focused on skill development and access to resources. <u>LEA-Wide Rationale:</u> Creates a schoolwide culture of aspiration and guidance while providing targeted support to students facing systemic barriers. **Action #4 – Professional Development** Focuses on building staff capacity—especially among postsecondary counselors and Career	Our targets to enhance graduation rates and college and career indicators across all student demographics with a specific focus on unduplicated students are outlined through specific metrics in our LCAP goals: Goal 4, Metric 1: By the release of the 2027 CA Dashboard, increase the graduation rate by 3% or more for student groups identified with low performance on the CA Dashboard. Goal 4, Metric 3: By the release of the 2027 CA Dashboard, achieve a 3% or greater increase in the proportion of students from low-performing student groups, as identified on the CA Dashboard, who are prepared on the College and Career Indicator. Goal 4, Metric 4: Maintain the percentage of students on A-G planning guide at 50% averaged over the next three years. Goal 4, Metric 5: 2% of students will complete a CTE Pathway by the end of

	camps—demonstrate improved engagement and credit attainment, suggesting these opportunities are vital to academic persistence and success. These findings clearly establish the need for targeted actions to support our unduplicated student groups, with a particular focus on improving postsecondary preparedness and long-term student outcomes.	Pathway Coordinators—to support students from high-need backgrounds with effective advising and planning. LEA-Wide Rationale: All students benefit from improved counseling and postsecondary support systems, enhancing equity and access. **Action #5 – Social Emotional Learning and Experiential Opportunities** Addresses engagement and retention challenges through camps, trips, and sports, particularly benefiting SWD and low-income students by fostering connection and resilience. LEA-Wide Rationale: These inclusive programs support the social-emotional needs of all students, reducing dropout risk and building community engagement. **Why a Schoolwide Approach:** While each action is principally designed for specific subgroups, schoolwide implementation allows us to: • Ensure equitable access to critical programs • Address shared barriers (e.g., trauma, lack of support) experienced across groups • Build a culture of high expectations and opportunity • Deploy resources efficiently to impact the greatest number of students This strategic dual approach maximizes the impact of each action—meeting the unique	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

		needs of our unduplicated students while enhancing outcomes for all learners.	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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

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

Insert or delete rows, as necessary.

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

To determine the contribution of specific limited actions toward meeting the Increased or Improved Services Requirement, the LEA conducted an in-depth analysis of staffing allocations, resource deployment, and service intensity targeting English Learners (ELs), including Long-Term English Learners (LTELs). These services are not implemented charter-wide in a uniform manner, but are principally directed toward the unique needs, conditions, and circumstances of unduplicated students, as substantiated by the 2024–25 Comprehensive Needs Assessment (CNA) and Resource Inequity Review.

Methodology Overview
The LEA calculated the Planned Percentage of Improved Services using:

- The percentage of staff time allocated to support EL and LTEL students.
- The portion of vendor contracts and professional development content aligned to EL-focused support.
- The estimated cost had these actions been implemented using LCFF base funds.

Each proportion was then calculated against total LCFF funding to determine the Planned Percentage of Improved Services for each action.

Action-by-Action Methodology and Justification
Goal 2, Action 1 – Implement Targeted Intervention for English Learners

- Dollars: $380,257
- Planned Percentage: 4.40%
- Methodology:
  - 50% of the EL Coach’s salary was attributed to planning, coaching, and intervention design for EL students.
  - 15% of the Skyrocket contract was allocated to EL-focused intervention delivery.
- Justification: These resources directly support EL and LTEL students through individualized and research-based literacy and math interventions.

Goal 2, Action 2 – EL Individualized Support and Instruction

- Dollars: $413,257
- Planned Percentage: 4.78%

- Methodology:
  - 25% of designated EL teachers' time is focused on EL-specific instruction, sheltered content, and formative monitoring.
  - 35% of the Skyrocket contract addresses scaffolding strategies for ELs.
- Justification: Services reflect differentiated instruction and monitoring for EL and LTEL students, consistent with CNA findings.

Goal 2, Action 5 – Professional Development for Supporting LTEL Students
- Dollars: $349,757
- Planned Percentage: 4.05%
- Methodology:
  - A proportional share of PD costs was calculated based on ELPAC training, reclassification strategies, and implementation of SIOP.
- Justification: PD was designed to strengthen LTEL support, based on historical spending and needs assessment data.

Goal 2, Action 7 – Annual PD for Enhancing EL Student Support
- Dollars: $44,000
- Planned Percentage: 0.50%
- Methodology
  - Cost share was calculated for PD time focused on EL-specific strategies, including reclassification and ELPAC readiness.
- Justification: This training enhances educator capacity to serve EL and LTEL students effectively.

Goal 2, Action 8 – Targeted Language Acquisition Program
- Dollars: $90,000
- Planned Percentage: 1.04%
- Methodology:
  - 10–15% of ELD teachers' time was attributed to developing and implementing the Academic Language Development (ALD) scope and sequence.
- Justification: This program directly supports EL and LTEL students who demonstrate low Lexile growth and have not met reclassification criteria.

Total Contribution Summary

Action	Amount	% of Improved Services
Goal 2, Action 1 – Targeted Interventions	$380,257	4.40%
Goal 2, Action 2 – Individualized Instruction	$413,257	4.78%
Goal 2, Action 5 – LTEL Professional Development	$349,757	4.05%
Goal 2, Action 7 – EL-Focused PD	$44,000	0.50%
Goal 2, Action 8 – Language Acquisition Program	$90,000	1.04%
Total	**$1,277,271**	**14.77%**

These limited actions are **principally directed** toward unduplicated student groups, particularly EL and LTEL students, in alignment with the findings of the 2024–25 CNA. Through a strategic combination of targeted staff time, instructional services, and professional development, these actions collectively contribute **14.77%** toward the LEA's **38.74%** Increased or Improved Services Requirement.
This approach reflects the LEA's sustained and strategic investment in equity-driven supports that are demonstrably improving outcomes for high-need student group

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 continues to strategically utilize the concentration grant add-on funding to increase the number of staff providing direct services to students at schools where more than 55 percent of enrollment consists of English Learners, FRMP students, and foster youth. This funding remains a critical component in expanding targeted support and intervention efforts to close academic achievement gaps, improve college and career readiness, and enhance social-emotional learning opportunities for our unduplicated student groups.

Increasing the Number of Staff Providing Direct Services
A substantial portion of the additional concentration grant add-on funding is allocated to the expansion of instructional and support staff who directly engage with students in high-need schools. This includes:

- Hiring Additional Core Subject Teachers (Math, English, Science) to reduce class sizes and provide targeted intervention for unduplicated students struggling in foundational subjects. (Aligned with Goal 2, Action 4 & Goal 3, Action 3)
- Expanding EL Specialists and Paraprofessionals to provide specialized language development instruction for English Learners, ensuring they receive targeted, differentiated support based on their language proficiency needs. (Aligned with Goal 2, Action 4)
- Adding More Postsecondary Counselors and Career Pathway Coordinators to increase college and career readiness supports for high-need students. This includes one-on-one academic planning, FAFSA support, college application assistance, and access to career technical education (CTE) pathways. (Aligned with Goal 4, Actions 1, 2, and 3)
- Expanding the Role of Mental Health and Social-Emotional Learning (SEL) Staff to address the emotional and psychological challenges experienced by foster youth, homeless students, and other at-risk populations. (Aligned with Goal 3, Action 3)

Retaining and Expanding Support Services
In addition to increasing the number of staff, the LEA is enhancing responsibilities and expanding service hours for existing educators and support staff to maximize student engagement and success:

- Postsecondary Counselors and Teachers are receiving additional funding to provide after-school college and career readiness workshops, FAFSA nights, college visitation trips, and informational sessions for students and families. These expanded supports ensure unduplicated students receive critical postsecondary guidance and resources. (Aligned with Goal 4, Actions 1, 2, and 3)
- Intervention Teachers and Specialists are being supported to offer extended learning sessions beyond the regular school day, allowing unduplicated students to receive targeted tutoring, intervention services, and academic enrichment opportunities that address their specific learning gaps. (Aligned with Goal 2, Action 4 & Goal 3, Action 3)

Since the LEA has than 55 percent of the student population consists of English Learners, FRMP students, and foster youth, the concentration grant add-on funds are strategically to ensure increased access to direct services. The funding decisions were based on:

- Student Performance Data from CAASPP, Renaissance Star assessments, and course completion rates, identifying academic and intervention needs in math, English, and science.
- Attendance and Engagement Data, showing that targeted support improves chronic absenteeism and engagement for high-need student groups.
- Feedback from Educational Partners, including students, families, and staff, emphasizing the need for more personalized academic and social-emotional support services.

By leveraging the additional concentration grant add-on funding to expand and retain staff at schools with a high concentration of unduplicated students, the LEA ensures that the most vulnerable student populations receive direct, individualized support in core academic areas, postsecondary planning, and social-emotional development. The increased staffing levels and extended services remain aligned with our 2025–26 LCAP goals, reinforcing our commitment to equity, improved student outcomes, and college and career readiness for all.

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.

2025-26 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 %)
2025-26	$ 22,293,116	$ 8,637,246	38.744%	0.000%	38.744%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 13,425,241	$ 1,039,000	$ -	$ -	$ 14,464,241.00	$ 4,103,420	$ 10,360,821

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Implement Transportation Support	All Students	Yes	LEA-Wide	N/A	All Schools	On-going	$ -	$ 79,500	$ 79,500	$ -	$ -	$ -	$ 79,500	0.000%
1	2	Develop Attendance Strategies	All Students	Yes	LEA-Wide	N/A	All Schools	On-going	$ -	$ 37,000	$ 37,000	$ -	$ -	$ -	$ 37,000	0.000%
1	3	Organize Middle School Trips and Activities	All Students	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ -	$ 141,917	$ 141,917	$ -	$ -	$ -	$ 141,917	0.000%
1	4	Survey Middle School Students and Parents	All Students	No	Schoolwide	N/A	All Schools	On-going	$ 34,000	$ -	$ 34,000	$ -	$ -	$ -	$ 34,000	0.000%
1	5	Increase Family and Community Engagement	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ -	$ 37,000	$ 37,000	$ -	$ -	$ -	$ 37,000	0.000%
1	6	Targeted Student Support and Learning Recovery	Students Below Grade Level	No	Schoolwide	N/A	All Schools	On-going	$ 1,039,000	$ -	$ -	$ 1,039,000	$ -	$ -	$ 1,039,000	0.000%
2	1	Implement Targeted Intervention for English Learners	English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 25,000	$ 355,257	$ 380,257	$ -	$ -	$ -	$ 380,257	0.000%
2	2	EL Individualized Support and Instruction	English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 137,500	$ 275,757	$ 413,257	$ -	$ -	$ -	$ 413,257	0.000%
2	3	Provide Literacy Support	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 112,500	$ -	$ 112,500	$ -	$ -	$ -	$ 112,500	0.000%
2	4	Offer Math and Reading Enrichment	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 186,000	$ 212,500	$ 398,500	$ -	$ -	$ -	$ 398,500	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	Long Term English Learners and English Learners	Yes	Limited	English Learners	All Schools	On-going	$ -	$ 349,757	$ 349,757	$ -	$ -	$ -	$ 349,757	0.000%
2	6	Academic Writing Enhancement Program	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	English Learners	Yes	Limited	English Learners	All Schools	On-going	$ -	$ 44,000	$ 44,000	$ -	$ -	$ -	$ 44,000	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
2	9	Conduct Progress Meetings with PSC Department	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 100,000	$ -	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
2	10	Promoting pathways and extracurricular activities to our SPED Students	Students with Disabilities	No	Schoolwide	N/A	All Schools	On-going	$ 90,000	$ 309,918	$ 399,918	$ -	$ -	$ -	$ 399,918	0.000%
2	11	Enhance Educational Opportunities for SPED Students	Students with Disabilities	No	Schoolwide	N/A	All Schools	On-going	$ 150,000	$ 720,000	$ 870,000	$ -	$ -	$ -	$ 870,000	0.000%
3	1	Math and English Interventions	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 210,000	$ 39,000	$ 249,000	$ -	$ -	$ -	$ 249,000	0.000%
3	2	Professional Development	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ -	$ 517,206	$ 517,206	$ -	$ -	$ -	$ 517,206	0.000%
3	3	Quality of Instruction and Academic Enhancement	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 880,920	$ 627,456	$ 1,508,376	$ -	$ -	$ -	$ 1,508,376	0.000%
3	4	Education Technology Platforms	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ -	$ 976,000	$ 976,000	$ -	$ -	$ -	$ 976,000	0.000%
3	5	Intervention and Data Tracking	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 300,000	$ 1,882,191	$ 2,182,191	$ -	$ -	$ -	$ 2,182,191	0.000%
4	1	Post-Secondary Opportunities	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 50,000	$ 1,031,600	$ 1,081,600	$ -	$ -	$ -	$ 1,081,600	0.000%
4	2	Post-Secondary Planning	All Students	No	Schoolwide	N/A	All Schools	On-going	$ 131,500	$ -	$ 131,500	$ -	$ -	$ -	$ 131,500	0.000%
4	3	Provide College Readingess Cohorts	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 151,500	$ 366,086	$ 517,586	$ -	$ -	$ -	$ 517,586	0.000%
4	4	Professional Development	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 63,000	$ 78,000	$ 141,000	$ -	$ -	$ -	$ 141,000	0.000%
4	5	Social Emotional Learning	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 262,500	$ 2,280,676	$ 2,543,176	$ -	$ -	$ -	$ 2,543,176	0.000%

2025-26 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
$ 22,293,116	$ 8,637,246	38.744%	0.000%	38.744%	$ 11,989,823	0.000%	53.783%	Total:	$ 11,989,823
								LEA-wide Total:	$ 10,712,552
								Limited Total:	$ 1,277,271
								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	N/A	All Schools	$ 79,500	0.000%
1	2	Develop Attendance Strategies	Yes	LEA-Wide	N/A	All Schools	$ 37,000	0.000%
1	3	Organize Middle School Trips and Activities	Yes	LEA-Wide	Low-Income	All Schools	$ 141,917	0.000%
1	5	Increase Family and Community Engagement	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 37,000	0.000%
2	1	Implement Targeted Intervention for English Learners	Yes	Limited	English Learners	All Schools	$ 380,257	0.000%
2	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 413,257	0.000%
2	3	Provide Literacy Support	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 112,500	0.000%
2	4	Offer Math and Reading Enrichment	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 398,500	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	Yes	Limited	English Learners	All Schools	$ 349,757	0.000%
2	6	Academic Writing Enhancement Program	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 90,000	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	Limited	English Learners	All Schools	$ 44,000	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	Limited	English Learners	All Schools	$ 90,000	0.000%
2	9	Conduct Progress Meetings with PSC Department	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 100,000	0.000%
3	1	Math and English Interventions	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 249,000	0.000%
3	2	Professional Development	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 517,206	0.000%
3	3	Quality of Instruction and Academic Enhancement	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 1,508,376	0.000%
3	4	Education Technology Platforms	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 976,000	0.000%
3	5	Intervention and Data Tracking	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 2,182,191	0.000%
4	1	Post-Secondary Opportunities	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 1,081,600	0.000%
4	3	Provide College Readingess Cohorts	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 517,586	0.000%
4	4	Professional Development	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 141,000	0.000%
4	5	Social Emotional Learning	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 2,543,176	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,745,466.00	$ 9,606,476.96

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	$ 150,000	$ 53,129
1	2	Develop Attendance Strategies	Yes	$ 29,625	$ 31,812
1	3	Organize Middle School Trips and Activities	Yes	$ 467,000	$ 361,120
1	4	Survey Middle School Students and Parents	No	$ 34,000	$ 28,415
1	5	Increase Family and Community Engagement	Yes	$ 500,158	$ 513,441
1	6	Targeted Student Support and Learning Recovery	No	$ 753,973	$ 767,950
2	1	Implement Targeted Intervention for English Learners	Yes	$ 396,280	$ 295,334
2	2	EL Individualized Support and Instruction	Yes	$ 352,530	$ 348,886
2	3	Provide Literacy Support	Yes	$ 106,250	$ 92,847
2	4	Offer Math and Reading Enrichment	Yes	$ 152,000	$ 78,754
2	5	Annual Professional Development for Supporting LTEL Students	Yes	$ 272,280	$ 330,739
2	6	Academic Writing Enhancement Program	Yes	$ 106,250	$ 87,469
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	$ 60,288	$ 37,248
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	$ 106,250	$ 88,905
2	9	Conduct Progress Meetings with PSC Department	Yes	$ 100,000	$ 102,482
2	10	Promoting pathways and extracurricular activities to our SPED Students	No	$ 359,000	$ 338,685
2	11	Enhance Educational Opportunities for SPED Students	No	$ 872,000	$ 805,868
3	1	Math and English Interventions	Yes	$ 116,000	$ 82,164
3	2	Professional Development	Yes	$ 374,264	$ 290,563
3	3	Quality of Instruction and Academic Enhancement	Yes	$ 438,000	$ 560,771
3	4	Education Technology Platforms	Yes	$ 535,000	$ 542,831
3	5	Intervention and Data Tracking	Yes	$ 760,000	$ 738,386
4	1	Post-Secondary Opportunities	Yes	$ 379,280	$ 671,595
4	2	Post-Secondary Planning	No	$ 156,500	$ 267,443
4	3	Provide College Readingess Cohorts	Yes	$ 401,500	$ 521,081
4	4	Professional Development	Yes	$ 364,288	$ 222,112
4	5	Social Emotional Learning	Yes	$ 1,402,750	$ 1,346,448

2024-25 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)
$ 8,637,246	$ 7,569,993	$ 7,398,116	$ 171,877	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	$ 150,000	$ 53,128.67	0.000%	0.000%
1	2	Develop Attendance Strategies	Yes	$ 29,625	$ 31,812.13	0.000%	0.000%
1	3	Organize Middle School Trips and Activities	Yes	$ 467,000	$ 361,120.22	0.000%	0.000%
1	5	Increase Family and Community Engagement	Yes	$ 500,158	$ 513,440.67	0.000%	0.000%
2	1	Implement Targeted Intervention for English Learners	Yes	$ 396,280	$ 295,333.81	0.000%	0.000%
2	2	EL Individualized Support and Instruction	Yes	$ 352,530	$ 348,885.86	0.000%	0.000%
2	3	Provide Literacy Support	Yes	$ 106,250	$ 92,846.93	0.000%	0.000%
2	4	Offer Math and Reading Enrichment	Yes	$ 152,000	$ 78,753.68	0.000%	0.000%
2	5	Annual Professional Development for Supporting LTEL Students	Yes	$ 272,280	$ 330,738.58	0.000%	0.000%
2	6	Academic Writing Enhancement Program	Yes	$ 106,250	$ 87,469.45	0.000%	0.000%
2	7	Annual Professional Development for Enhancing EL Student Support	Yes	$ 60,288	$ 37,247.78	0.000%	0.000%
2	8	Targeted Language Acquisition Program to Elevate Lexile Scores	Yes	$ 106,250	$ 88,905.02	0.000%	0.000%
2	9	Conduct Progress Meetings with PSC Department	Yes	$ 100,000	$ 102,481.73	0.000%	0.000%
3	1	Math and English Interventions	Yes	$ 116,000	$ 82,164.22	0.000%	0.000%
3	2	Professional Development	Yes	$ 374,264	$ 290,562.66	0.000%	0.000%
3	3	Quality of Instruction and Academic Enhancement	Yes	$ 438,000	$ 560,771.37	0.000%	0.000%
3	4	Education Technology Platforms	Yes	$ 535,000	$ 542,831.05	0.000%	0.000%
3	5	Intervention and Data Tracking	Yes	$ 760,000	$ 738,385.61	0.000%	0.000%
4	1	Post-Secondary Opportunities	Yes	$ 379,280	$ 671,595.45	0.000%	0.000%
4	3	Provide College Readingess Cohorts	Yes	$ 401,500	$ 521,081.05	0.000%	0.000%
4	4	Professional Development	Yes	$ 364,288	$ 222,111.90	0.000%	0.000%
4	5	Social Emotional Learning	Yes	$ 1,402,750	$ 1,346,448.45	0.000%	0.000%

2024-25 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)
$ 22,293,116	$ 8,637,246	0.000%	38.744%	$ 7,398,116	0.000%	33.186%	$ 1,239,129.71	5.558%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: San Bernardino | Date Resource Inequity Review was conducted: 2/28/25

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

*Note: Responses to questions 1 through 3 **need** to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.*

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	● **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 and 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.

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

	● **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.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	**Academic Support Gaps for ELL and SPED Students** **Why It's a Priority:** ● ELL and SPED students consistently perform below their peers in English, Math, and Science. ● Lack of targeted interventions and appropriate accommodations hinders their progress. **Planned Actions:** ● Expand ELL and SPED intervention programs, including more structured tutoring and scaffolding support in core subjects. ● Increase teacher training on differentiated instruction for diverse learning needs. ● Develop vocabulary-building and literacy strategies specific to ELL students in all subjects. **2. Chronic Absenteeism and Student Engagement Barriers**

Why It's a Priority:

- Homeless and foster youth have higher dropout rates due to lack of transportation and engagement.
- Students are missing critical learning time, leading to lower credit attainment and graduation rates.

Planned Actions:

- Provide transportation solutions such as shuttle services and Uber gift cards.
- Implement attendance incentives, such as recognition boards and rewards for consistent attendance.
- Strengthen parent and family engagement efforts to ensure students receive support at home.

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

Why It's a Priority:

- Low enrollment in AP, CTE, and A-G courses limits students' post-secondary opportunities.
- Students, especially from underserved backgrounds, lack awareness of these pathways.

Planned Actions:

- Develop structured outreach and counseling to inform students about AP, CTE, and A-G requirements.
- Offer hybrid AP and CTE courses to increase accessibility.
- Ensure CTE programs are gender-inclusive and expand STEM-related career pathways.

4. Misalignment Between Curriculum and Assessment Standards

Why It's a Priority:

- Science and Math curricula do not fully align with CAST and SBAC assessments, impacting proficiency rates.
- ELL students struggle due to gaps in vocabulary and content accessibility.

	Planned Actions: ● Revise Math and Science curriculum to align with state assessments. ● Introduce small-group instruction for Science and structured test prep courses. ● Implement vocabulary-building strategies for ELL students in all core subjects. **5. Gaps in Credit Completion and Graduation Tracking** **Why It's a Priority:** ● Many students fall behind on credit attainment, delaying their graduation timeline. ● Homeless and ELL students have lower graduation rates compared to other student groups. **Planned Actions:** 3. Develop an early warning system to track struggling students and provide interventions. 4. Require monthly academic progress check-ins with counselors and teachers. 5. Offer credit recovery and flexible learning options for students who are behind.
6. How does the Charter plan on addressing these inequities?	**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:** 7. Increase graduation rates, particularly among ELL, SPED, homeless, and foster youth populations. 8. Improve credit completion rates, ensuring more students meet graduation requirements on time.
9. 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.	**Transportation Barriers Beyond School Control:** While the school can offer some transportation assistance, broader systemic issues—such as lack of reliable public transit in certain areas—continue to affect student attendance. **Limited Access to Affordable Housing and Stability for Homeless and Foster Youth:** Housing instability contributes to chronic absenteeism and inconsistent academic progress, but solutions require policy changes beyond the school's control. **Higher Education and Workforce Pipeline Challenges:** Limited availability of community college and career training partnerships in certain regions makes it harder for students to

	access postsecondary opportunities.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: San Bernardino School Year: **2024-2025**

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)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our DELAC and SSC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our 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
- ➔ 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

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

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.

English, Math, Science, Academic engagement (core course completion, MSP) graduation and drop out rates, and college and career focus.

- Academic Performance Variances:
    - Overall declines in proficiency: Multiple focus areas (Science, Math, English) report a decline in students meeting or exceeding standards, with some improvements in certain grade levels or subgroups.
    - ELL and Special Education (SPED) students struggling: Across multiple subject areas, ELL and SPED students tend to have lower proficiency levels.
    - Math and Science have concerning trends: Science lacks resources, labs, and intervention support. Math shows a drop in standards met despite some areas of improvement.
- Enrollment Growth and its Impact:
    - Increased student enrollment has resulted in challenges in maintaining academic performance levels.
    - Specific subgroups (e.g., FRMP, Foster Youth, Homeless students) are experiencing fluctuating engagement and performance levels.
- College & Career Preparedness Gaps:
    - Low enrollment and participation in AP and CTE programs.
    - Students lack awareness of A-G requirements and college pathways.
    - Need for stronger promotion of AP, CTE, and college credit courses.
- Barriers to Graduation & Student Engagement:
    - Chronic absenteeism, lack of transportation, and personal barriers significantly affect at-risk students (Homeless, Foster Youth, ELL).
    - SPED students and ELL populations show concerns in graduation rates.
    - Low engagement in core subjects and inconsistent completion of coursework.

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

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 following 6 areas of focus will be the charters' priorities in the upcoming school year:

1. **English, Math, Science, Academic engagement (core course completion, MSP) graduation and drop out rates, and college and career focus.**
    a. Addressing these challenges through structured support systems, curriculum alignment, and increased access to resources will create more equitable educational opportunities, particularly for ELL, SPED, foster, and homeless students. By using this data to drive informed decision-making, schools can improve student success rates, enhance post-secondary preparedness, and foster a more supportive and effective learning environment.

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.

Area of Focus:
Root Causes:

- **Lack of Resources & Intervention Support:**
    - No science teacher, science tutor, or lab access impacts Science scores.
    - Limited AP and CTE program offerings and accessibility hinder college preparedness.
    - Lack of structured interventions for struggling Math and English students.
    - Lack of Student Awareness and Guidance on Graduation Requirements
- **Barriers to Student Engagement & Attendance:**
    - Chronic absenteeism due to transportation issues (homeless/foster youth).
    - Students not understanding academic expectations (e.g., A-G requirements).
    - Lack of incentives for older students to take required tests.

    - Chronic absenteeism and late engagement with coursework lead to delayed graduation.
    - Special education students struggle with attendance and course pacing, leading to lower graduation rates.
- **Curriculum & Instruction Gaps:**
    - Science and Math curricula do not align with CAST/SBAC expectations.
    - SPED students face challenges due to instructional methods not being well-adapted.
    - ELL students struggle with vocabulary and comprehension due to inadequate scaffolding.
    - Some students lack motivation due to unclear post-high school plans.
- **Structural Challenges in Course Offerings:**
    - AP, CTE, and A-G participation is low due to course availability, awareness, and student preparedness.
    - Course completion rates are low due to inconsistent academic expectations and lack of academic tracking tools.
    - Low participation in college prep and career readiness programs (AP, CTE, A-G).
    - Students may not see the immediate benefits of completing all graduation requirements.

Measurable Outcomes:

To ensure accountability and track progress, there are measurable outcomes linked to the root causes identified in the data.

- **Lack of Resources & Intervention Support**
    - Hire a science tutor and math SGI Math teacher at all sites.
    - Increase science proficiency (CAST test scores) by 10% in 2025 compared to 2024.
    - Increase math standards met by 5% annually through expanded SGI support.
    - Improve SPED and ELL pass rates in science by 15% in 2025 through targeted interventions.
    - Provide targeted academic interventions (tutoring, mentorship) to improve ELL and homeless student completion rates by 15% by 2025.
    - Implement monthly progress tracking for these populations to ensure they stay on pace.
    - Increase access to transportation and flexible learning options, reducing absenteeism by 20% by Spring 2025.

- **Barriers to Student Engagement & Attendance**

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

- Reduce chronic absenteeism rate by 20% by Spring 2025 through transportation initiatives (e.g., Uber gift cards, shuttles).
- Increase homeless and foster youth test participation by 30% in 2025 by implementing tracking systems and incentives.
- Improve retention rates by 15% by offering consistent engagement activities such as recognition boards and incentives.
- Increase monthly attendance for at-risk students by 10% in 2024-25 through parent engagement programs.

- **Curriculum & Instruction Gaps**
  - Align 100% of science and math curricula to CAASPP and CAST standards by Spring 2025.
  - Increase AP course enrollment by 25% in 2025 through awareness campaigns and hybrid course offerings.
  - Raise A-G completion rate by 10% by 2026 through early intervention and structured counseling.
  - Increase CTE pathway completion from 0% to 15% in 2025 through expanded offerings and outreach.
  - Increase dual enrollment in college courses by 25% by 2026 through partnerships with local colleges and early outreach.

- **Structural Challenges in Course Offerings & Completion Rates**
  - Increase core course completion by 20% in 2025 through improved SGI and targeted tutoring.
  - Improve English and math completion rates by 15% annually through individualized intervention plans.
  - Reduce dropout rates by 10% by Spring 2026 through structured academic planning and cohort-based learning.
  - Ensure 80% of students meet monthly credit goals by 2025 through improved tracking systems and interventions.

- **Disparities in College & Career Readiness**
  - Increase female enrollment in STEM CTE courses by 20% through targeted outreach in 2025.
  - Boost overall AP exam pass rate by 10% in 2025 through hybrid AP support programs.
  - Increase awareness of college pathways, as measured by survey responses, by 30% in 2025 through outreach events.
  - Grow dual enrollment in college courses by 25% by 2026 through strategic partnerships with local colleges.

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:

Successes and Strengths:

Improving Graduation Rates in Some Student Groups

- Hispanic student enrollment and graduation rates have increased.
- SPED students are graduating at the same rate as general education students.

Growth in Academic Performance in Specific Areas

- 12th-grade science standards met increased by 10% in 2024.
- ELL students improved in English SBAC scores, rising from 2.5% to 7.5% meeting standards.
- 8th-grade math "nearly met" category increased by 7.19%.

Successful Online Learning Engagement

- Online program shows **higher consistency in credit attainment** compared to in-person learning.
- Many students are successfully completing coursework in an independent, flexible format.

Positive Trends in Student Support Systems

- Increased staffing in ELL and SPED departments has helped improve student outcomes.
- Expansion of SGI (Small Group Instruction) in math and English provides more structured learning opportunities.

Effective College & Career Readiness Strategies

- Increased student participation in A-G coursework compared to previous years.
- New efforts in CTE and AP awareness are beginning to increase student interest.

Efforts to Improve Attendance & Engagement

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

- Implementation of attendance incentives and recognition programs is helping engagement.
- Parent engagement initiatives have started improving communication about academic expectations.

Structured Academic Interventions

- Some schools have introduced early intervention systems for struggling students.
- Tutoring and targeted support programs are beginning to show positive impacts.

Challenges and Concerns:

Declining Academic Performance

- Decrease in students meeting or exceeding standards in Science, Math, and English.
- ELL and SPED students struggle significantly, with low proficiency rates.

Gaps in College & Career Readiness

- Low participation in AP, CTE, and A-G courses due to limited awareness and accessibility.
- Many students lack guidance on post-secondary options and career pathways.

Chronic Absenteeism & Student Engagement Barriers

- High rates of absenteeism, particularly among homeless and foster youth.
- Lack of transportation prevents some students from attending in-person learning.
- Inconsistent participation in testing and coursework affects achievement data.

Graduation Rate Disparities

- ELL and homeless students have declining graduation rates.
- Credit completion gaps delay student progress toward graduation.
- Special education students may not receive the necessary accommodations for success.

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

Misalignment Between Curriculum and Assessments

- Science and Math curricula do not fully align with CAASPP and CAST test expectations.
- Independent study structures may not provide sufficient support for hands-on learning.

Limited Access to Academic Support and Resources

- Lack of a dedicated science tutor, lab resources, and intervention programs.
- AP and CTE programs are not widely available or promoted across all sites.

Student Motivation & Awareness Gaps

- Many students do not fully understand graduation requirements and credit tracking.
- Some students lack engagement due to unclear academic expectations and support.

Trends and Themes:

Academic Performance Disparities

- Decline in students meeting or exceeding standards, especially in Science, Math, and English.
- ELL and SPED students consistently underperform compared to general education students.

Enrollment Growth and Its Impact

- Increased student enrollment presents challenges in maintaining academic performance.
- Specific subgroups (FRMP, Foster Youth, Homeless) face unique barriers affecting progress.

College & Career Readiness Gaps

- Low enrollment in AP, CTE, and A-G courses due to lack of awareness and accessibility.
- Students require more structured support and motivation for post-secondary pathways.

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

Attendance and Engagement Challenges

- Chronic absenteeism and transportation barriers impact academic success.
- Foster and homeless youth struggle with enrollment consistency, affecting test participation and graduation rates.

Curriculum and Instruction Misalignment

- Science and Math curricula do not fully align with assessment standards, impacting proficiency rates.
- Need for more hands-on, structured support in English and Math for struggling students.

Graduation Rate Disparities

- While some student groups (Hispanic, SPED) show improvement, ELL and homeless student graduation rates are declining.
- Attendance, course completion, and lack of structured academic planning contribute to delayed graduations.

Need for Targeted Interventions and Support Systems

- More tutoring, intervention specialists, and targeted resources are required for struggling students.
- Parental involvement, mentorship programs, and engagement strategies can help bridge existing gaps.

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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