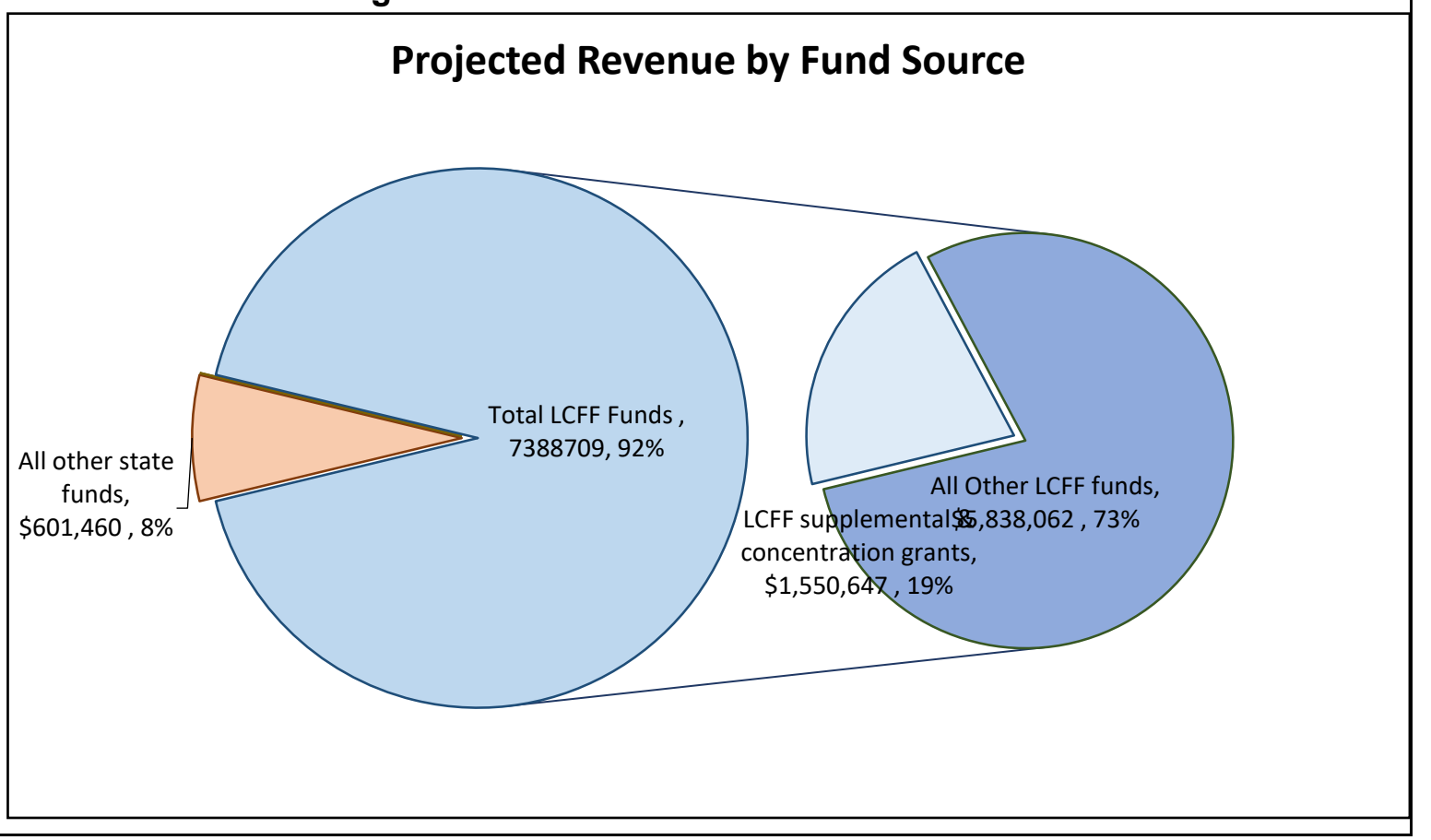
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options For Youth San Gabriel
CDS Code: 19-75291-1996016
School Year: 2025-2026
LEA contact information: Jodi Moreno, Principal jmoreno@ofy.org, (626) 282-0390

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

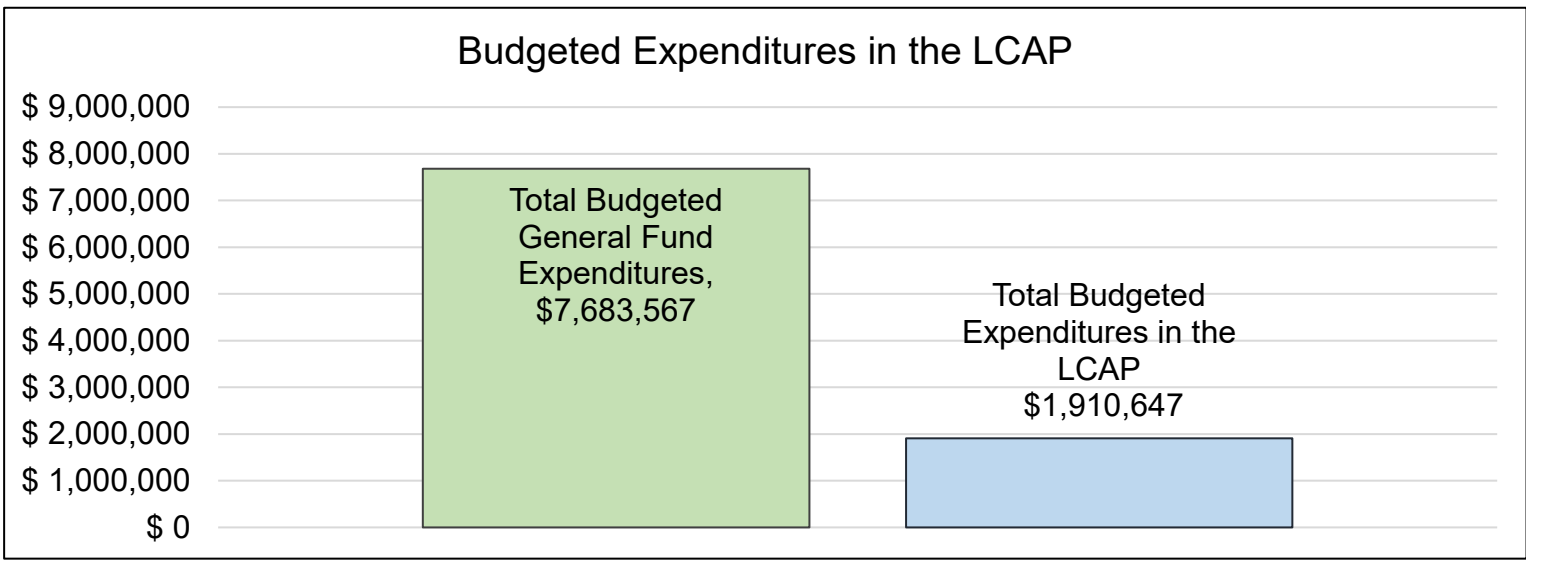


This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Gabriel is $7,990,169.00, of which $7,388,709.00 is Local Control Funding Formula (LCFF), $601,460.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $7,388,709.00 in LCFF Funds, $1,550,647.00 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 Gabriel 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 Gabriel plans to spend $7,683,567.00 for the 2025-2026 school year. Of that amount, $1,910,647.00 is tied to actions/services in the LCAP and $5,772,920.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

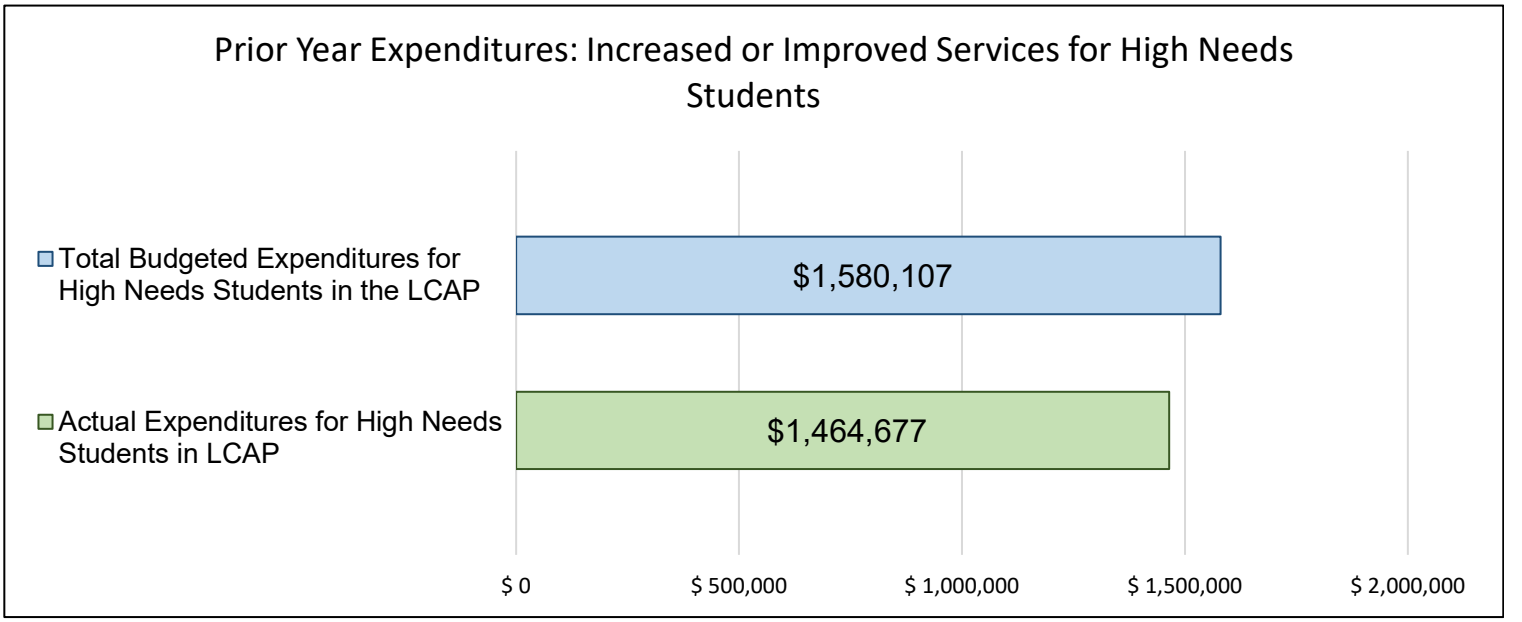
To ensure smooth operations, the General Fund covers several key expenses not outlined in the LCAP. In 2025–26, this includes items such as business operations staff salaries, lease payments, materials and supplies, regulatory fees, and overhead costs associated with school management and district administration.

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

In 2025-2026, Options For Youth San Gabriel is projecting it will receive $1,550,647.00 based on the enrollment of foster youth, English learner, and low-income students. Options For Youth San Gabriel must describe how it intends to increase or improve services for high needs students in the LCAP. Options For Youth San Gabriel plans to spend $1,550,647.00 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 Gabriel 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 Gabriel 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 Gabriel's LCAP budgeted $1,580,107.00 for planned actions to increase or improve services for high needs students. Options For Youth San Gabriel actually spent $1,464,677.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $115,430.00 had the following impact on Options For Youth San Gabriel's ability to increase or improve services for high needs students:

As of the end of the third quarter (March 2025), expenditures for high needs students total $1,464,677.16 out of the $1,580,107.00 budgeted in our LCAP. This figure reflects spending for the first three quarters of the academic year.

While current expenditures are slightly below the anticipated amount, this variance is attributed to the scheduled timing of certain planned activities, services, and staffing costs occurring in the final quarter (June 2025). Importantly, this delay in spending has not impacted the quality or availability of actions and services provided to high needs students to date.

We remain committed to ensuring that all planned improvements and support services are fully implemented. The remaining funds are expected to be utilized in accordance with the planned timeline, and we anticipate meeting the full budgeted amount by the end of the academic year. Our goals for supporting high needs students remain on track, and all intended outcomes are expected to be achieved.

Local Control and Accountability Plan

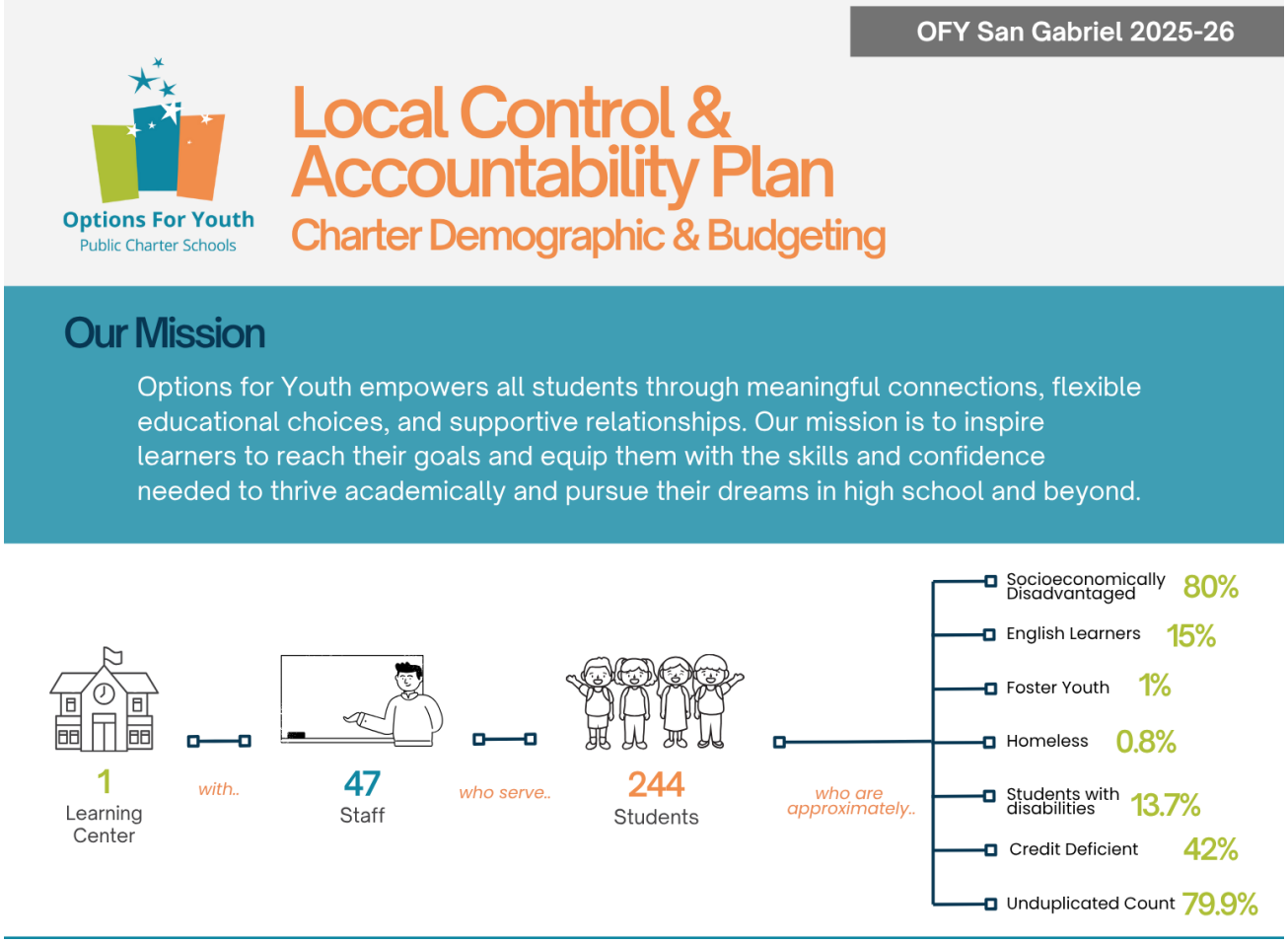
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth San Gabriel	Jodi Moreno, Principal	jmoreno@ofy.org, (626) 282-0390

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. LEAs may also provide information about their strategic plan, vision, etc.



Educational Philosophy
Options for Youth (OFY) is a network of charter schools dedicated to providing quality educational opportunities for all students, regardless of background. Our approach centers on student empowerment, individualized support, and creating safe, nurturing learning environments that foster both academic and personal growth. We believe that education is a vital tool for societal advancement, shaping students into self-motivated, competent, and lifelong learners who contribute meaningfully to their communities.

Our instructional model is student-centered, equitable, and rigorous, designed to accommodate diverse learning needs. By integrating flexibility, collaboration, and responsiveness into our teaching methods, we ensure that each student receives the personalized support necessary to achieve academic success and credit progression.

Educational Program
Options for Youth San Gabriel is a single-site charter school with an Online Program component, located in the city of San Gabriel. The school serves approximately 250 students in grades 7–12, with enrollment fluctuating throughout the academic year due to its open enrollment policy. The student body includes a diverse population of students between the ages of 12 and 22.

OFY-San Gabriel attracts students for various reasons, including the opportunity for accelerated progress, a smaller learning environment, flexible scheduling, individualized attention, and multiple learning modalities offered within its blended program. Our model allows students and their families to actively participate in selecting the learning format that best supports their post-secondary goals.

Comprehensive Learning Experience
OFY-San Gabriel collaborates with the District to provide a proven, effective educational alternative for high-risk youth who may not thrive in traditional school settings. We serve at-promise students through a flexible blended learning model, incorporating a strong social-emotional curriculum and a high level of one-on-one teacher interaction. Our well-qualified educators deliver rigorous, differentiated instruction, early academic intervention, and an extended school year of 240 instructional days to maximize student success.

Educational Services
Recognizing that at-promise students often face academic, social, and emotional challenges at higher rates than their peers, OFY-San Gabriel is committed to providing targeted support that fosters both academic achievement and personal growth. Many of our students have experienced significant setbacks, skill gaps, or disconnection from traditional schooling due to academic and non-academic factors.

As an alternative educational option, OFY-San Gabriel prioritizes a holistic approach, addressing both academic and socio-emotional needs through personalized attention. Our goal is to equip students with the necessary skills and resources to succeed in school, graduate, and pursue their future aspirations.

Lifelong Learners
OFY-San Gabriel believes that a well-educated individual in the 21st century is a lifelong learner equipped with essential academic and non-academic skills. We aim to develop students who:

- Comprehend and analyze grade-level texts
- Communicate effectively in both oral and written formats

- Apply mathematical concepts to real-world problem-solving
- Understand the scientific method and its practical applications
- Exhibit initiative, adaptability, leadership, and accountability in their personal and professional lives

Strategic Use of Learning Recovery Emergency Block Grant (LREBG) Funds
In addition to LCFF and other state and federal funding sources, OFY-San Gabriel will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement learning recovery initiatives. These initiatives focus on supporting academic learning recovery and promoting the social-emotional well-being of students and staff.

Established in response to the COVID-19 pandemic, the LREBG provides one-time funding through the 2027–28 school year to assist schools in long-term recovery efforts. OFY-San Gabriel's strategic plan for using these funds to improve student outcomes in the 2024–25 school year is outlined in this LCAP plan.

Reflections: Annual Performance

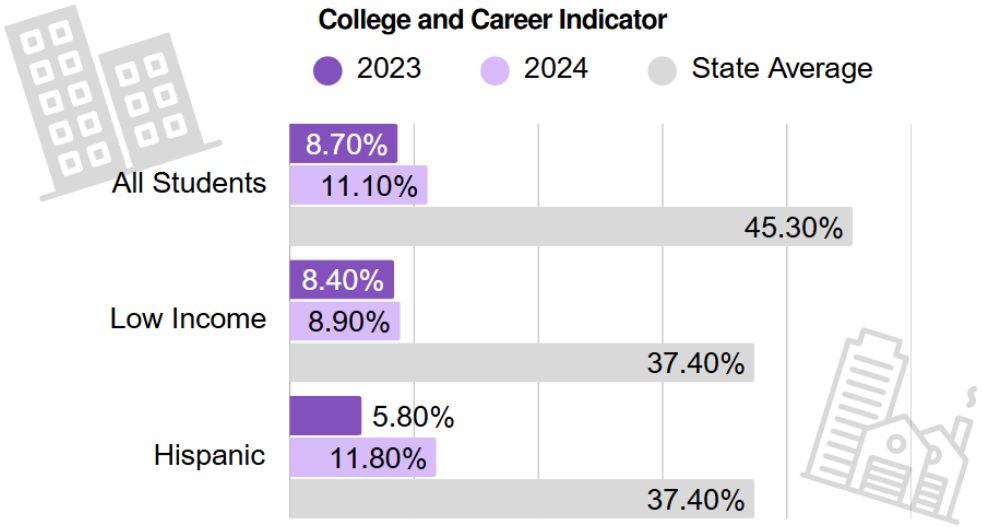
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

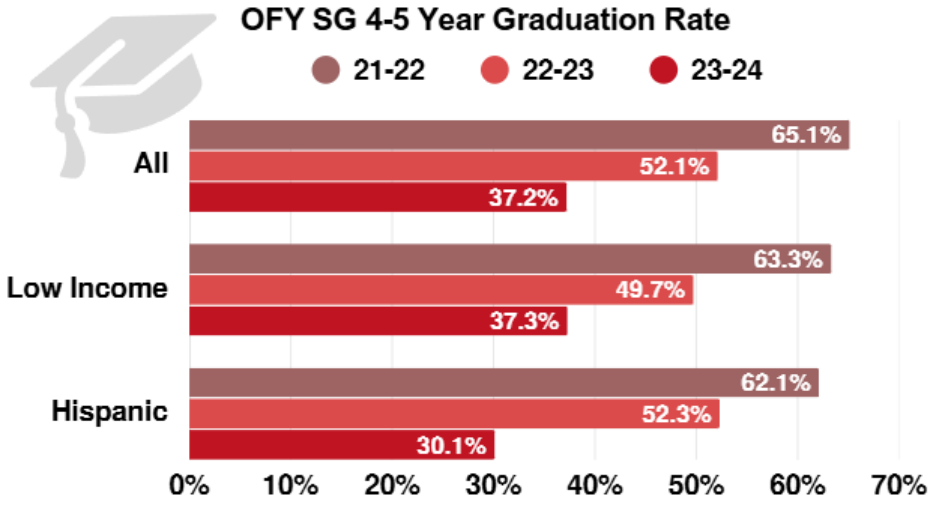
Based on our data from the years 2021-2024, our charter has demonstrated significant achievements across various key metrics. Our English Learner (EL) reclassification rates have consistently surpassed 75%, a remarkable improvement from our initial baseline of 37.5%. This notable increase reflects the effectiveness of our educational programs in facilitating language proficiency among our students. Additionally, our Lexile scores have shown steady growth, consistently exceeding our predetermined goals and indicating substantial academic progress among our EL student population showing a 96.29-point gain within the last 2 years with our 3-year outcome goal is to maintain or exceed a 56-point gain. Further success is proven with 70.6% of our EL students making progress towards English language proficiency. Furthermore, our charter has consistently delivered above the benchmark of 5 core courses per subject annually, underscoring our commitment to providing a comprehensive and rigorous curriculum. Additionally, our dual enrollment continues to increase within this 3-year LCAP plan with last year having 33 students completed a College Credit Course exceeding our 8-student annual goal. Such programming helps to increase college and career awareness and supports our charter initiative towards increasing positive results on our California dashboard indicator. In the areas of school safety and connectedness, our goal is to maintain or increase the percentage of students and parents reporting a sense of belonging and safety, as reported on all educational partner surveys. We have maintained above a 90% of students and parents reporting a sense of belonging and safety annually through Educational Partner engagement survey, proving our set actions for this LCAP cycle to show effectiveness through our parent engagement strategies. These achievements underscore our dedication to academic excellence, student success, and continuous improvement, positioning our company as a leader in the education sector.

Following the outcomes revealed by the Fall 2023 California Dashboard, OFY San Gabriel attained a red or very low rating in the performance indicators of Graduation Rates and College/Career, as illustrated in the accompanying infographic.
Several contributing factors have been identified, including a lack of comprehensive career and technical education (CTE) courses, need to increase support for senior cohorts, and need for increased exposure to post-secondary opportunities. To address these challenges, our LCAP outlines a strategic plan aimed at enhancing student success and improving these performance indicators. By expanding our CTE

course offerings, we aim to provide students with relevant skills and experiences that prepare them for various career pathways. Additionally, through targeted support programs for senior cohorts, we intend to increase graduation rates by providing necessary resources and guidance to ensure their successful transition to post-secondary education or the workforce. Furthermore, our plan includes initiatives to increase exposure to post-secondary opportunities through partnerships with local colleges, universities, and businesses, thereby equipping students with the knowledge and resources needed to pursue higher education and career pathways aligned with their interests and goals. 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.

Goal 2, Action 1-Postsecondary Advancement Programs
Goal 2, Action 2 -College credit course enrollment
Goal 2, Action 3-CTE Program Enhancement for Improved Graduation and Readiness Outcomes
Goal 2 Action 4-Enhancing Student Readiness with Comprehensive Post-Secondary Events





Upon review of the 2024 CA Dashboard and local data, OFY San Gabriel has determined its areas of strength as the following:

English Language Arts – Orange Performance Level
ELA performance decreased by 6.4 points, changing the overall status to 20.3 points below standard. Subgroup data highlights:

- Socioeconomically Disadvantaged: 33.2 points below standard (↓ 17.5 points)
- Hispanic: 23.2 points below standard (↓ 16.6 points)

Mathematics – Orange Performance Level
Mathematics performance maintained 2.9 points, yet remains 103.6 points below the standard, signaling the need for sustained intervention and support. Subgroup data highlights:

- Socioeconomically Disadvantaged: 114.8 points below standard (= -2.4 points)
- Hispanic: 110.2 points below standard (= -1.3 points)

Graduation Rate – Red Performance Level
With 37.2% of expected students graduated, there was a decline of 14.9%, increasing graduation rates remains a top priority. Decline in graduation rates is visible amongst the following subgroups:

- Hispanic: 30.1% graduated (↓ 22.2%)
- Socioeconomically Disadvantaged: 37.3% graduated (↓ 12.4%)

College/Career Readiness – Yellow Performance Level
With 11.1% of students identified as prepared, the College/Career Indicator increased by 2.4% from the previous year. While overall improvement is evident, disparities remain among key subgroups, requiring continued intervention and support.

- Hispanic: 11.8% prepared (↑ 6.0%)
- Socioeconomically Disadvantaged: 8.9% prepared (↑ 0.5%)
- Students with Disabilities: 5.6% prepared (↑ 5.6%)
- English Learners: 0.0% prepared (↓ 13.3%)
- Long-Term English Learners: 0.0% prepared (↓ 8.3%)
- White: 9.1% prepared (↓ 6.3%)

While Hispanic, SWD, and Socioeconomically Disadvantaged students showed gains, the English Learner and Long-Term English Learner populations saw significant declines, requiring targeted interventions in Dual Enrollment, CTE pathways, and post-secondary planning to ensure equitable access to college and career preparation.

Learning Recovery Emergency Block Grant (LREBG) Fund:
OFY San Gabriel has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are outlined in Goal 3, Actions 4.

The 2024 California School Dashboard highlights persistent challenges in Graduation Rates, Mathematics, and English Language Arts (ELA) at OFY San Gabriel. To address these critical areas, Learning Recovery Emergency Block Grant (LREBG) funds will be strategically allocated to provide targeted interventions, expanded learning opportunities, and student support services that directly contribute to academic Mia recovery and increased student engagement.

Reflections: Technical Assistance

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

Not Applicable

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 Gabriel

Support for Identified Schools

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

Options for Youth - San Gabriel (OFY-SG) has been identified for Comprehensive Support and Improvement (CSI) for the 2024-25 academic year. In response, the LEA is committed to reflecting on current practices and making necessary program adjustments to enhance student outcomes. Our primary objectives include increasing the graduation rate, improving Math performance, and strengthening College and Career preparedness. Based on the latest data, OFY-San Gabriel's three-year graduation rate average is 51.5%, reflecting a 14.9% decrease from 2022-23 to 2023-24. Given this decline, our focus will be on implementing targeted interventions to improve student retention and graduation outcomes. As part of our reflection process, we will share the Fall 2023 California School Dashboard performance data with all educational partners and collaboratively establish program goals based on key indicators such as Math SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into the 2024-27 Local Control and Accountability Plan (LCAP), ensuring alignment between CSI focus areas and LCAP priorities. Feedback from educational partners was gathered through a comprehensive survey conducted each semester and through various engagement events throughout the year.

The development of OFY-San Gabriel's 2024-25 SPSA/CSI Plan/LCAP was informed by the findings of the new Comprehensive Needs Assessment (CNA) and input from the Parent Advisory Committee. To meet or exceed the 68%-70% graduation rate target, we will continue to assess and refine instructional practices and student retention strategies across all grade levels. Additionally, OFY-San Gabriel is committed to positively impacting our 4- and 5-year graduation rate, 37.2% as reflected on the California School Dashboard. The LEA's updated CSI Plan was formulated alongside the 2024-27 LCAP, utilizing insights from the Fall 2024 California School Dashboard, the 2024-25 Comprehensive Needs Assessment, and internal data analysis. This plan includes identifying and implementing Evidence-Based Interventions (EBIs) and addressing resource inequities to support student success. By integrating the goals, metrics, and actions outlined in the LCAP, we ensure a cohesive approach that aligns with the Single Plan for Student Achievement (SPSA).

The 2025-26 CSI Plan will reflect updated implementation strategies and outcome data based on the most recent CNA findings. All data charts will be revised accordingly to guide ongoing improvement efforts.

LCAP goals that align to our SPSA/CSI/LCAP focus areas are as follows:

1. Grate Rate 4th-5th year Grad Rate for the LEA has significantly decreased in 23-24 compared to previous years due to current state measure changes; LEA will have an increased focus towards interventions and initiatives in this area.

2. College and Career Indicator: Increase College and Career Readiness indicators, encouraging dual enrollment at nearby community colleges for college credit, enrolling students in more CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).

3. SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence-based intervention programs that show best effective results (Freckle, etc.).

Comprehensive Needs Assessment Findings:
The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and A-G Completion & Participation:
-Overall enrollment has decreased from 2023 to 2024 (from 558 to 338)
-Increase in % students participating in A-G from 2022-2023 to 2023-2024 (58.1% to 75.4%)
-Overall, prepared students increased from 22-23 (8.7%) to 23-24 (11.1%), increase of 2.4%
-2023 to 2024, our percentage of students approaching prepared decreased except for ELL students (EL increased by 3.8%)
-Overall, A-G participation rates are around 70+% in 2024, but A-G completion rates for the same year are around 20%
-Higher grade levels have lower participation percentage.
-Examples in 2024:
    -9th: 96.7%
    -10th: 85.9%
    -11th: 67.9%
    -12th: 51.7%
-Students with disabilities A-G Participation: 2022-23: Only 44.4% participating, 23-24 increased to 75.9% participation; increased by 31.5%.
-Foster Youth A-G completion increased from 0.0% to 25.0% during 2022-2023 to 2023-2024 school year.
-Homeless A-G participation increased from 2022-2023 (24.1%) to 2023-2024 (72.7%)

EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):
-Core course completion fluctuated between 6.0 and 8.0 for all years.
-Progression for ELL students in the current year is in the 90% range, whereas in 23/24, the average was around 80%.
-Attainment in 23/24 was around 20% to 40% and is now between 50% and 70%.
-We noticed that there was no significant change in both core course completion (Math, English, Science, Social Science)
-We observed that EL students are struggling with the core courses and overall participation.
-EL students increased in grade performance from 5.5% in 2022/23 to 9.4% in 2024/25
-Average LTEL has improved.
-Reading level and math has improved/ doubled.
-Lexile growth has decreased each year over the last three years.

-EL Students are completing more than 7 units in mathematics per year.

SBAC Math and ELA, Lexile, Math GLE, Reading GLE:
-ELA: 23-24 the standards met at each grade level declined (% of students)
-ELA: SPED increased measurably in 22-23, but there was not enough data for 23-24.
-ELA: Standards nearly met 23-24, grade levels, 7th and 11th increased while 8th grade significantly decreased.
-ELA: Standards met dropped for 8th grade in the 23-24 school year.
-ELA: 2022 and 2023 for Hispanics, “standards met” was consistent but in 2024 it decreased to 23.53%.
-2024 SY Math: 7th & 8th grade increased in 2024 within standards met, but 11th grade decreased.
-Math: 11th grade went up in standards nearly met & exceeded in 2024.
-FMRP: ELA: 22 & 23 standards met/exceeded went from mid-40%s to 25%
-Math: Standards met decreased in 2023 with 16.03% decreased to 7.14% in 2024.

Graduation Rates, Drop Out Rates, Chronic Absenteeism:
-2021-2024 our SPED students had 24 grads eligible to graduate but only 14 graduated.
-Total grad rate decreased by 15% from the 21-22 school year to the 22-23 school year.
-Our homeless population had a 13.8% decrease in graduate rate from 21-22 school year to 22-23.
-EL students' grad rate went down 21.1% from 21-22 to 22-23 school year.
-Foster students' grad rate increased from 1 student in the 21-22 school year to 6 students in 22-23 school year, a 500% increase.
-Combined 4-5-year grad rate for the 21-22 school year was 65.1%. In the 22-23 school year, combined 4-5-year grad rate declined to 52.1%. But our 1-year grad rate in 2022 was 87.8%.
-Both school years had the same amount of EL grads. 12 graduated in 21-22 school year; that number decreased to 8 for the 22-23 school year.
-FRMP students rate declined 13.7% and our Hispanic students declined 9.8%

Area of Focus: College & Career Indicators and A-G Completion & Participation:
Root Causes:
- A-G participation decreases for higher grade level students because some students come in needing to retake classes they earned a D in, requiring them to finish more credits to complete A-G. They may not want to commit to A-G if that means they have to retake several core courses.
- Increase in A-G participation percentages could be linked to drop in enrollment of students
- A-G Participation/Completion vs % Prepared: this could be because they are only completing A-G and not completing the second component that is required for the student to be considered “prepared”.
- Lower A-G Completion could be because students are expressing a greater interest in attending technical or community college rather than attending a 4-year college, so the A-G completion appears to be additional work that would not benefit them overall.
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Measurable Outcome: *The charter will begin to track starting 9th graders/early 10th graders to have more of an impact with starting these students on A-G and track if there is a higher A-G completion rate compared with students who start high school elsewhere. Counselors will work with 10th graders to get started on CTE Pathways to complete the pathway before graduating.*

Area of Focus: EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):
Root Causes:

- LTELS were only collected starting in 2023-2024
- Students withdraw after 2-3 months due to struggling and wanting to practice more with peers.
- GLE for Reading: students are taking the RenStar with EL Teachers, who are making sure students are not rushing and that students are taking their time and reading questions out loud.
- GLE- Being in the classroom with student's vs on the floor could impact the dedication and improvement in numbers.
- Students could be transferring what they learned in reading testing to math testing since their GLE in math has improved.
- The learning gaps from COVID could be impacting their Lexile Growth.
- The percentage of students with growth in Lexile is decreasing each year, but the GLE in reading for students is increasing each year.
- Credit attainment and progression increase could be because of new EL teacher expectations, accountability, parent/guardian, communication, and IS Teacher (All Educational Partners)

Measurable Outcome: *The Charter will implement Interventions and Achievement chats for students who are falling behind, with all stakeholders. Will be utilizing Freckle/Intervention programs and having students complete work during appointment times.*

Area of Focus: SBAC Math and ELA, Lexile, Math GLE, Reading GLE:
Root Causes:

- Communication approach to our students about the importance of testing.
- Special populations take longer to get back into routines, especially if they were affected (also on a social emotional aspect).
- Interventions were different between the years we are comparing (Exact Path, etc.)
- School is focusing on more resources for Math more so than ELA as we focused on those scores (to improve).
- There are more classes for ELA being offered in our online program.
- Teachers not knowing if our enrichment classes made an impact on student testing.
- Using virtual testing may not be taken as seriously as in-person testing.

Measurable Outcome: *The charter aims to maintain or improve its SBAC Math & English tiers for each student group with our intervention curriculum, Exact Path by providing supplemental ELA and Math Support through new curriculum and practice tests. Additionally, increase student academic engagement participation to help students increase motivation towards academics.*

Area of Focus: Graduation Rates, Drop Out Rates, Chronic Absenteeism:
Root Causes:
Dropout rate: 22-23 to 23-24, dropout rates decreased across all populations with exception of Homeless students
All students decreased from 6% to 2.8%
Combined 4- and 5-year Overall grad rate has decreased:

- 22: 192 participants, 65% grad rate
- 23: 163 students, 52.1% grad rate
- 24: 129 students, 37.2% grad rate.

ELL: Each year, 4- and 5-year grad rates has decreased
- 22: 63.2%
- 23: 42.1%
- 24: 30%

FRMP: Each year, 4- and 5-year grad rates has decreased
- 22: 63.3%
- 23: 49.7%
- 24: 37.3%

SWD: Combined 4- and 5-year Grad rate decreased
- 22: 58.3%
- 23: 47.6%
- 24: 25%

Combined 4- and 5-year total students in grad rate slightly decrease
- 21-22-: 24%
- 22-23: 21%
- 23-24: 20%

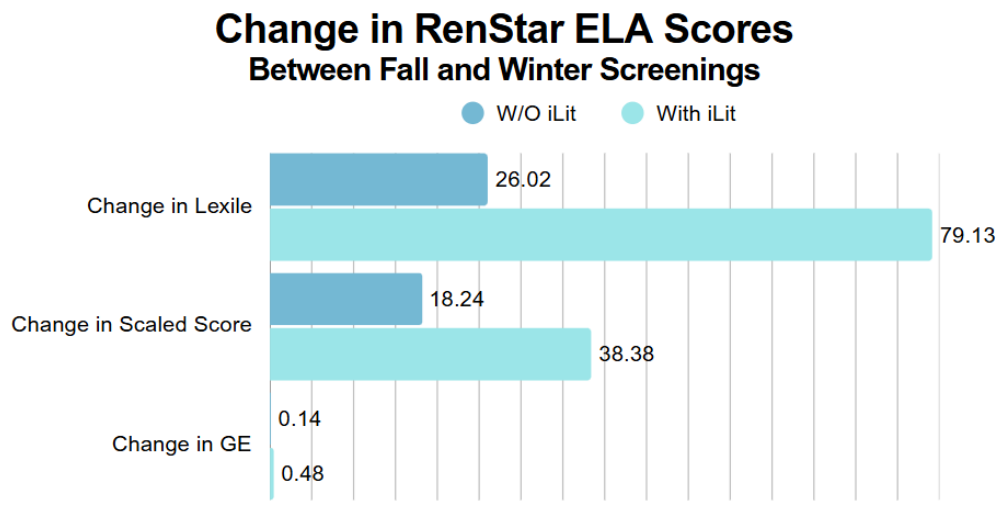
Measurable Outcome: *Charter strives to maintain our overall DASS a one-year graduation rate at or above 68-70% through 2026-27. Charter aims to improve 4-5-year graduation rate status on our California Dashboard by creating graduation cohorts. Additionally, charter aims to decrease middle school chronic absenteeism rates by 10% across all student groups through support of middle school cohorts.*

The following 3 areas of focus will be the charters' priorities in the upcoming school year:
Grate Rate: 4th-5th year Grad Rate for the LEA has significantly decreased in 23-24 compared to previous years due to current state measure changes; LEA will have an increased focus towards interventions and initiatives in this area.

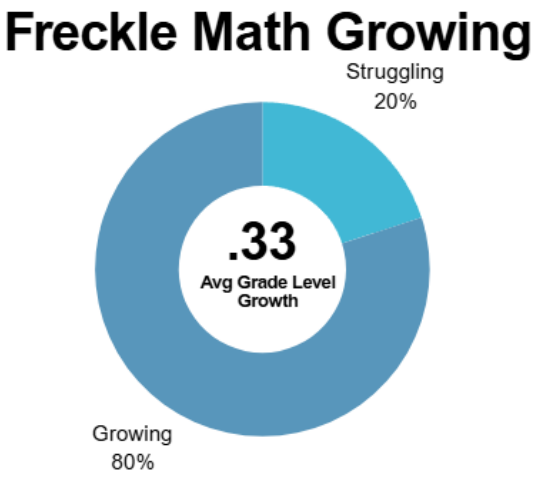
College and Career Indicator: Increase College and Career Readiness indicators, encouraging dual enrollment at nearby community colleges for college credit, enrolling students in more CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).

SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence-based intervention programs that show best effective results (Freckle, etc.

Data Utilized to conduct our Comprehensive Needs Assessment:
The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenSTAR), College and Career Measures, RenSTAR Reading and Math Results, Evidence Based Interventions (Math & English), graduation rate. Qualitative data gathered for the CNA include Educational Partner surveys and staff feedback.



Freckle Math Intervention:
Student intervention will be determined based on RenSTAR mathematics test results. Teachers and counselors will analyze achievement data for students identified as needing intervention or urgent intervention to develop appropriate support plans. For the 2024-25 school year, the LEA will implement Freckle-Math as the primary intervention tool. Freckle-Math, which is integrated within the RenSTAR testing platform, provides personalized learning paths tailored to each student's specific needs in mathematics. To enhance intervention efforts, students may be scheduled for math enrichment sessions where they will receive targeted support from a Math Intervention Specialist (MIS) or Math tutor. These sessions, conducted one-on-one or in small groups, will guide students through their Freckle learning plans while allowing for direct instruction and individualized assistance. Freckle-Math will pinpoint areas where students need improvement and generate customized learning sequences to help them progress. Math Intervention Specialists and tutors will receive training to effectively lead these sessions and will regularly collaborate to refine best practices. Additionally, math teachers will be trained to integrate Freckle into their classroom instruction, using the platform to address gaps in student understanding. Through a combination of structured interventions and the use of Freckle, our goal is to improve student performance and equip them with the skills needed to succeed in grade-level mathematics.



Educational Partner Involvement Process

Parent Advisory Committee Educational Partner Engagement:
SSC members were nominated and then elected to serve for a one-year term. All members received overview training on the following to ensure robust dialogue and engagement.

- Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
- School Safety Plan
- Requirements for the SPSA - Development, progress monitoring and approval
- Plan development cycle/approval process and timelines
- Local Control & Accountability Plan
- Student data analysis strategies

All agendas and meeting notices were posted to our websites to further encourage participation.
PAC Meeting Dates: 11/14/2024, 3/13/2025, 4/18/2025

Options for Youth - San Gabriel (OFY-SG) is committed to ensuring the inclusion of all Educational Partners in the Local Control and Accountability Plan (LCAP) process. Principals and administrators collaborated to develop Fall and Spring LCAP surveys, administered to students, parents, and staff. Furthermore, they convened regularly with the School Leadership team to deliberate on LCAP goal development and ensure alignment with the diverse needs of all students. EL Specialists, Special Education Specialists, and additional teachers actively participated in LCAP meetings, contributing to the development of metrics and action items tailored to Students with Disabilities (SWD) and English Learners (EL) and Long-Term English Learners (LTEL). LCAP Surveys are conducted biannually to gather feedback from staff, parents, and students, informing the refinement of OFY-SG's educational program and shaping LCAP goals for the upcoming school year. OFY-San Gabriel has proactively engaged Educational Partners through Achievement chats to solicit direct feedback for crafting a comprehensive instructional plan. Teachers have also provided input through center meetings, reflecting on conversations held via phone and Google Hangouts with parents. Some parents have reached out via phone calls, email, and social media to offer feedback and pose questions. We promote ongoing feedback through live interactions such as Google Hangouts, phone calls (for those without internet access), texts, and social media to enhance communication with all Educational Partners continuously. Teachers maintain weekly contact with families to foster an open line of communication, facilitating live feedback, inquiries, and contributions to the overarching plan.

OFY - San Gabriel communicated with families and students via emails, newsletters, and text messages, distributing our educational partner surveys in Fall 2024 and Spring 2025. The survey link was also shared on the school's social media platforms. To ensure accessibility to a wider range of families, surveys for students and parents/guardians were available in both English and Spanish. These feedback surveys remain our primary means of gathering information and maintaining connections with our students and families. Throughout the school year, we emphasize the significance of surveys, providing advance notice of survey releases and encouraging increased participation to enhance feedback quality.

Throughout the academic year, our dedicated staff actively engage in Professional Learning Communities (PLCs). These collaborative forums serve as platforms where significant topics are spotlighted, and collective brainstorming takes place. Following these enriching discussions, we conduct surveys to gather valuable feedback from our teachers. This feedback serves as a compass, guiding our future Professional Development initiatives and shaping the content of subsequent PLCs.
Our PLCs convene a minimum of three times annually, delving into topics related to staff growth and support. We place a strong emphasis on enhancing the student experience, exploring ways to expand and improve it. Additionally, our instructional staff benefit from individualized connections—at least twice a year—where we identify areas for their professional growth. Collaborating with our skilled instructional coaches, we chart a course for progress through observations and post-observation meetings. Reflection is woven into the fabric of our year, providing numerous opportunities for growth. As we prepare for upcoming school years, our staff feels well-prepared and continues to evolve as educators, each tailored to their specific areas of development. Beyond PLCs, we gather additional insights from center meetings and an In-Service held in August, December, and June. Furthermore, we proudly share highlights from our plan with the Parent Advisory Committee (PAC) and our educational partners through digital communication channels.

CNA Educational Partner meeting was held in the 2024-25 school year to discuss needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR, California Dashboard and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all Educational Partners during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a variety of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers, Post-Secondary Counselor, Special Education Teachers, English Learner Specialist and instructional support staff.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met in person on January 10, 2025 to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council feedback.

Resource Inequities Review conducted on February 10,2025
The outcomes of the comprehensive needs' assessment provided us the three areas of focus necessary to address systematic learning needs.

A-G Completion and College & Career Preparedness Disparities
-Higher-grade level students have lower A-G participation rates, likely due to needing to retake courses.
-A-G completion rates are significantly lower than participation rates, suggesting barriers to full completion.
-Hispanic students and FRMP students show lower rates of college and career preparedness.

English Learner (EL) and Long-Term English Learner (LTEL) Challenges
-EL students struggle with core courses and overall participation.
-Lexile growth has decreased over the past three years.
-Credit attainment and progression improvements may not be sufficient to close gaps.

Graduation Rate
-The 4th-5th year graduation rate has significantly declined.
-Homeless students and EL students experienced substantial drops in graduation rates.
-SWD (Students with Disabilities) and FRMP students also saw declining graduation rates.

Chronic Absenteeism and Student Engagement Issues
-Middle school chronic absenteeism remains a major concern.
-Online students show lower participation in college credit, AP courses, and CTE Pathways.

Testing and Academic Performance Disparities
-SBAC scores for certain grade levels (e.g., 8th grade ELA) have declined.
-Special education (SPED) student performance data is inconsistent across years.

We have conducted a thorough analysis of our program and budget, identifying four key areas that require attention to ensure a more equitable distribution of resources. Here is an overview of our plans to address these issues:

A-G Completion and College & Career Preparedness Disparities
Early Tracking & Academic Counseling
We will implement an early identification system to track 9th and 10th graders' A-G progress.
Increase student access to academic counseling to ensure proper course selection and on-track completion.
Provide personalized academic plans to support students who need to retake courses for A-G eligibility.
Strengthen student engagement efforts in AP courses to encourage higher-level learning.

Community College Partnerships
Expand dual enrollment opportunities with local community colleges to provide students with access to college-level coursework.
Create targeted outreach to historically underrepresented students to increase participation in these programs.

Increased Career & Technical Education (CTE) Opportunities
Ensure equitable access to CTE programs for students from diverse backgrounds, including EL and FRMP students.

English Learner (EL) and Long-Term English Learner (LTEL) Challenges

Expanded EL-Specific Instruction & Curriculum Support

Implement evidence-based instructional programs (e.g., iLit, Freckle) to support language development.
Provide targeted small-group intervention sessions focusing on reading comprehension, academic vocabulary, and writing skills.
Increase designated ELD instruction within core content areas to enhance English proficiency while ensuring access to grade-level coursework.

Monitoring & Data-Driven Instruction

Conduct regular Lexile growth and RenStar assessments to track EL/LTEL progress and adjust interventions accordingly.
Use Achievement Chats to provide personalized feedback and progress monitoring for EL students.
Implement teacher training on differentiated instruction strategies to support EL learners in all subject areas.
Implement structured literacy interventions to target declining Lexile growth over the past three years.

Graduation Rates

Early Identification and Graduation Cohort Tracking

Our goal is to establish graduation cohorts to monitor student progress from the 9th grade onward.
Utilize data-driven interventions to identify at-risk students and provide targeted support.
Implement personalized graduation plans for students falling behind in credits.

Expanded Credit Recovery and Intervention Programs

Increase opportunities for students to recover credits through flexible scheduling, online learning platforms, and extended learning options.
Provide additional tutoring, mentoring, and small-group instruction for students struggling in core subjects.

Chronic Absenteeism and Student Engagement Issues

Personalized Attendance Support Plans

Conduct Achievement Chats with students and families to develop action plans for improving attendance.
Establish direct communication strategies for students with excessive absence

Culturally Responsive & Interest-Based Learning

Increase access to electives, clubs, and extracurricular activities to foster student engagement.
Expand student leadership programs to encourage participation and create a sense of belonging

These inequities were identified as having the greatest impact on student outcomes, and the Charter's School Improvement Plans will focus on closing these gaps through targeted interventions, curriculum enhancements, and student support initiatives.

Monitoring and Evaluating Effectiveness

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

To ensure that all Educational Partners remain informed about Option For Youth (OFY) San Gabriel's progress toward achieving the goals outlined in the 2024-27 LCAP/SPSA/CSI Plan, the LEA will implement a structured approach to tracking and evaluating key metrics and actions.

Data collection and Analysis:

- Regular collection of data from multiple sources, including:
  - California School Dashboard outcomes
  - Internal data from RenSTAR Benchmark testing and formative assessments
  - Individual student tracking and documentation
- Implementation of quarterly monitoring cycles to assess the effectiveness of CSI strategies
- Annual analysis of CSI implementation and its impact on student learning outcomes
- Collaboration with Educational Partners to analyze data related to:
  - College and career readiness performance
  - Graduation rates
  - Internal benchmark assessments

Stakeholder Collaboration

- Charter staff will conduct quarterly data reflection sessions to evaluate progress and make necessary adjustments
- The Parent Advisory Committee (PAC) will actively participate in monitoring CSI implementation, providing feedback during meetings held throughout the school year
- Educational Partner engagement events will provide opportunities to review and discuss CSI progress at least once per semester
- Monthly meetings between Post-Secondary School Counselors and school leadership to identify students in need of intervention and ensure timely support
- Annual Comprehensive Needs Assessment, including feedback from Educational Partners, to identify growth areas and refine interventions

Student Progress Monitoring and Interventions

- Continued assessment and implementation of evidence-based interventions to address learning loss and improve student achievement
- Focus areas include:
  - Maintaining or exceeding a 68% graduation rate
  - Reducing Chronic Absenteeism
  - Improving math proficiency through targeted interventions
- Utilization of RenSTAR assessments three times per year to:
  - Measure student growth in mathematics
  - Identify skill gaps and provide individualized interventions
  - Compare student progress nationally and across charter schools
- Senior Tracker implementation to monitor student progress toward graduation and proactively address concerns

Reporting and Capacity Building

- School leadership and staff will compile and share data with Educational Partners quarterly
- The School Board will receive regular reports on CSI progress and outcomes
- Staff will have access to:
  - Monthly intervention trackers
  - Professional development focused on improving CSI metrics and student outcomes
- Parents will be engaged through:
  - Parent Engagement events
  - Semesterly Achievement Chats to enhance their capacity to support student success

Through continuous evaluation and collaboration, Options for Youth San Gabriel remains committed to refining and strengthening its CSI plan to ensure all students receive the support they need to succeed academically and beyond.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (teachers, principals, administrators, other school personnel)	Staff have engaged in multiple opportunities to contribute to the development of the LCAP, including In-Service meetings, bi-weekly center meetings, weekly leadership meetings, department meetings, staff surveys, and LCAP Focus Group meetings. Throughout these meetings, leadership has reviewed the LCAP's plans, actions, and metrics, providing staff with a platform to voice concerns and highlight key areas for improvement in the upcoming LCAP. The LEA conducted in-services and PLC's on the following dates: 8/1/2024, 9/26/2024, 10/24/2024, 4/24/2025 offering dedicated times for collaborative discussion and skill development among staff members. A number of staffs participated in the Comprehensive Needs Assessment and looked at data over the last three school years to identify focus areas, priorities, possible root causes, and measurable outcomes the school could implement to address the needs of our students on 1/10/2025.
Parents/Guardians	Parents/guardians have been encouraged to participate in school events, surveys, and parent teacher conferences. Our parents/guardians were invited to attend Back-to-School-night on August 26,2024 (During these events parents were invited to join our Parent Advisory Committee and other groups such as DELAC.) and our Open House on April 17, 2025. This school year, our school held a semesterly Lion Awards Night to honor and recognize our student accomplishments, where parents/guardians and families were invited to attend on December 17, 2024 and Spring scheduled for May 29,2025. Our Fall LCAP survey was open for parent/Guardian responses from 9/03/2024-10/04/2024. Our Spring School Climate Survey was open for parent/Guardian responses from 01/24/2025-2/17/2025. Additionally, our teachers meet with parents and students every semester for Parent/Teacher Conference that ran 1/06/2025-1/10/2025 and 05/27/2025-6/4/2025. Our parent engagement is fostered through these various avenues, providing opportunities for collaboration and involvement in their child's education and strengthening partnerships with our school towards fostering a supportive and engaged community committed to student success.
Governing Board	The Governing Board meets regularly to discuss charter updates and goals, monitor the progress of the school, school finances including grant plan and spending, review LCAP/SPSA/CSI progress, and discuss the direction of the school. OFY-San Gabriel conducted board meetings on the following dates: September 19, 2024, December 3, 2024, January 24, 2025, April 10, 2025, May 22, 2025 and June 27, 2025.

PAC	The Parent Advisory Committee met on the following dates 11/14/2024, 3/13/2025, 4/18/2025. During these meetings, school leadership presented LCAP progress updates on our metrics, actions, and allocations and asked for feedback from the committee on ways to improve in areas needing improvement. The PAC meetings have created further awareness regarding our extracurricular activities. By enhancing our avenues of communication with multiple modalities of communication regarding our educational outings, athletic programs, and activities has helped to increase engagement. Parents and students continue to request the increase of CTE courses, college preparation paths and increased extracurricular workshops. LEA will continue to expand access to CTE courses and college preparation pathways, and enhance extracurricular workshops to better support student engagement and success.
Authorizer/SELPA	The SELPA Consultation: OFY-San Gabriel presented the 2025-26 LCAP to the SELPA on 4/16/2025. During the March 27th oversight visit, San Gabriel underwent its annual review, during which authorizers observed various instructional activities, including small group instruction, English Learner (EL) intervention, and Independent Study appointments. They also reviewed curriculum and Special Education (SPED) files. Observers noted the classrooms' strong focus on instruction and high academic standards for all students, as well as the availability of student support services. Additionally, they highlighted the importance of providing comprehensive support for EL students to improve graduation rates within this demographic.

Insert or delete rows, as necessary.

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

The development of the LCAP was directly shaped by valuable input from our educational partners—parents, students, and staff—gathered through surveys, focus groups, and advisory committee meetings. These insights helped identify key student and staff needs, guiding our focus toward improving student outcomes, enhancing academic support, and fostering a strong sense of school connectedness.

Each LCAP goal was influenced by this engagement process:

Goal 1: Targeted Support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students
Based on feedback from staff and the Parent Advisory Committee (PAC), the charter identified a need to strengthen support for English Language Learners (ELLs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged students. To address this, the charter developed a specialized English Language Development (ELD) course tailored for LTELs, distinct from other English learner programs. This course focuses on writing, academic vocabulary, active engagement, and oral language skills, incorporating College Board and AVID strategies to enhance study skills and learning strategies. These efforts aim to ensure equitable access to rigorous instruction and improve academic outcomes for targeted student groups.

Goal 2: Expanding Course Offerings and Postsecondary Preparation
Educational partner feedback, including the LCAP Fall 2023 survey, highlighted the need for a more engaging and robust curriculum that

better prepares students for post-secondary success. With only 43.48% of students expressing interest in their courses of study, the charter expanded access to college credit and Career Technical Education (CTE) courses. Particular emphasis was placed on Hispanic and Socioeconomically Disadvantaged students, who were identified on the California Dashboard as performing at the lowest levels. These initiatives aim to enhance student engagement, provide meaningful career pathways, and ensure equitable opportunities for all students to pursue higher education and career success.

Goal 3: Strengthening School Connectedness and Educational Partner Engagement.
In response to low levels of parent participation and engagement—evidenced by a 16.21% response rate on the Spring 2024 School Climate Survey and only 43.90% of parents attending school activities—the charter prioritized strengthening school connectedness and educational partner involvement. New initiatives, such as Parent Engagement events and Achievement Chats, were introduced to improve communication, foster a sense of belonging, and encourage greater collaboration between families and the school. These efforts aim to create a supportive environment where students, parents, and staff feel valued and actively engaged in the educational process.

The development of the LCAP reflects a collaborative approach, ensuring that all initiatives align with the unique needs of students while addressing key concerns raised by educational partners. By actively engaging with parents, students, and staff, Options for Youth San Gabriel remains dedicated to fostering an educational environment that supports academic achievement, personal growth, and long-term success. Through ongoing evaluation and refinement, the charter will continue to prioritize student-centered improvements driven by stakeholder feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	By the end of the 2027 academic year, English Language Learners (ELL), Long Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP) will demonstrate academic growth, progress toward post-secondary goals and an increased graduation rate through targeted, individualized instruction tailored to their unique needs and learning styles by providing quality curriculum and instruction	Focus

State Priorities addressed by this goal.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Our recent Comprehensive Needs Assessment (CNA) identified significant achievement gaps among English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students.

While the latest CA Dashboard data shows a 5.1% increase in the progression in English Learners' toward proficiency, continued focus and support are necessary to sustain and accelerate this growth.

Additionally, math performance remains an area for improvement, with SBAC results showing that 66.3% of students did not meet standards and RenSTAR data indicating that 72.07% of students are performing below grade level.

To address these disparities, the LEA is prioritizing targeted instructional methods, specialized resources, and evidence-based interventions in both ELA and math. This goal is essential to ensuring equitable access to high-quality education, improving reclassification rates for English Learners, and supporting all students in meeting post-secondary success benchmarks by the end of the 2027 academic year. Through consultation with educational partners, including the Parent Advisory Committee (PAC), this goal was identified as a top priority to close achievement gaps and promote long-term academic growth.

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 rates	Internal data Spring 2024: 75% Reclassification Rate	Internal data Spring 2025:: 62.5% Reclassification Rate	Not Applicable until 2026	Annually the charter aims to maintain or increase the EL-eligible student reclassification rate at75% or higher.	9.9% ↓
Metric# 2	SpEd Graduation rates	Fall 2023 CA Dashboard: 47.6%	Fall 2024 CA Dashboard: 25%	Not Applicable until 2026	SpEd students will increase their graduation rate by 3% on the 2027 CA Dashboard.	22.6% ↓
Metric# 3	Math Grade Equivalency	RenSTAR Spring 2024: 0.9 GLE	RenSTAR Spring 2025: 1.6 GLE	Not Applicable until 2026	The average GLE in Math for the all student level will increase by 1.0 annually. This aligns with our objective to advance from an orange rating to a yellow rating in our Math CAASPP performance indicator by the release of the 2027 CA Dashboard.	0.7↑

Metric# 4	LTEL Reading Grade Equivalency	Internal Data All students: 0.95 LTEL: 1.01	Internal Data All students: 1.6 LTEL: 2.0	Not Applicable until 2026	The all student level and LTEL students will have an average GLE increase of 1.0 in reading annually. This aligns with our objective to increase and/or maintain our yellow rating in our ELA CAASPP performance indicator by the release of the 2027 CA Dashboard.	All students: 0.65↑ LTEL: 0.99↑
Metric# 5	ELPI	Fall 2024 CA Dashboard: 52% making progress towards English language proficiency.	Spring 2024 CA Dashboard: 57.1% making progress towards English language proficiency.	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.	5.1%↑

Metric# 6	Local Indicator - Priority 2: Implementation of State Standards	Fall 2023 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and	Fall 2024 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and	Not Applicable until 2026	Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 –Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and	1. Professional Development: Maintained rating 2. Instructional Materials: Maintained Rating 3. Policy & Program Support: Maintained Rating 4. Implementation of Standards: Maintained Rating 5. Engagement of School Leadership: Maintained Rating

		Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards		Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	

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.

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

Successes: The LEA was successful in implementation of allocations within Goal 1 although there were a few challenges. We successfully implemented intervention support and instruction for our students with disabilities creating enhanced targeted support towards students IEP's. LEA also successfully implemented EL Individualized Support and Instruction conducting EL-specific assessments (such as ELPAC and Reclassification data analysis) and supporting reclassification rates to maintain or increase our targeted goal by 2027. Additionally, LEA has been successful in the implementation and completion of iLit, and the professional development undertaken by the English Learner Specialists.

Challenges: The LEA experienced some implementation challenges with College Board and AVID techniques to develop and strengthen LTELs' study skills and learning strategies faced several challenges. Many LTEL students required additional support to adapt to these structured approaches, as they were not accustomed to the level of academic rigor and independence these strategies demand. Additionally, limited staff training and familiarity with AVID methodologies initially hindered effective implementation. Time constraints within the instructional schedule also made it difficult to consistently integrate these strategies without taking away from core content instruction. Furthermore, varying levels of student engagement and motivation posed obstacles, as some LTELs struggled with self-discipline and the organizational skills needed to fully benefit from these techniques. Addressing these challenges required ongoing professional development, targeted student support, and adjustments to instructional delivery to ensure that all LTELs could effectively engage with and apply these learning strategies.

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 charter has no material differences between budgeted and actual expenditures to report.

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

Most of the actions outlined within Goal 1 are proving to show effectiveness based on the LEA's current data and monitoring progress. Latest CA Dashboard data shows a 5.1% increase in the progression in English Learners' toward proficiency. Goal 1 Action 2, 3 & 4 are also proving to show effectiveness towards reaching LEA's desired EL reclassification of 75% annually, currently at 62.5%. We are confident that the goal will be reached by the end of the 2025 school year. Continued focus and support are necessary to sustain and accelerate this growth, the actions relating to SWD goal progress (Goal 1-Action 1) to show success towards our 3 year goal.

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.

The LEA will be continuing with the metrics and actions outlined within Goal 1 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Students with Disabilities (SWD) Intervention Support and Instruction	Special Education (SPED) teachers and paraprofessionals will have abundant opportunities to attend workshops, take part in planning days, and receive coaching to enhance their ability to provide students with high-quality, differentiated instruction and intervention support that aligns with Common Core standards. This effort will be specifically targeted towards supporting Students with Disabilities. Furthermore, OFY SG will organize post-secondary transition events for all Students with Disabilities in collaboration with educational partners, ensuring active student engagement and the achievement of post-secondary transition goals. Additionally, caseload managers will conduct thorough reviews of Individualized Education Programs (IEPs) upon enrollment to assess the necessity for re-evaluation, adjustments to services, and readiness for state testing.	$300,000.00	No
Action #2	EL Individualized Support and Instruction	The EL Specialist's goal is to furnish Individual Learning Plans (ILPs) for English Learner (EL) students, offering tailored support that aligns with the English Language Arts/English Language Development (ELA/ELD) Framework via the Bilingual Scholars Program. This program empowers EL Specialists to conduct EL-specific assessments (such as ELPAC and Reclassification data analysis), track the progress of EL and Reclassified Fluent English Proficient (RFEP) students, oversee the completion of supplementary curriculum to address learning disparities, and employ instructional tactics to provide integrated and designated ELD support.	$67,000.00	Yes
Action #3	Implementation of Research Based Interventions	The Charter school will introduce evidence-based intervention programs aimed at aiding students in addressing learning gaps identified through assessments of their math and reading scores.	$180,000.00	Yes
Action #4	Targeted LTEL (AVID) Curriculum/Instruction	Develop and strengthen LTELs’ study skills and learning strategies by implementing College Board and Advancement Via Individual Determination (AVID) techniques.	$15,000.00	Yes
Action #5	All Staff Professional Development:	The Charter is committed to providing continuous professional development opportunities for all teachers and administrators. These opportunities will include workshops, coaching sessions, and collaborative planning time focused on selected intervention programs tailored to accommodate diverse learners.	$70,000.00	Yes
Action #6	EL Professional Development:	In addition to general professional development, specialized sessions will be offered to enhance the skills and awareness of our EL Specialists. These sessions aim to improve reclassification rates and progress on the English Language Proficiency Assessments for California (ELPAC).	$40,000.00	Yes

Action #7	LTEL Professional Development:	Separate professional development offerings will be provided specifically for Long-Term English Learners (LTELs). These sessions will target intervention programs and strategies tailored to support the unique needs of LTELs, fostering their academic growth and success.	$25,000.00	Yes

Goal #	Description	Type of Goal
Goal #2	The charter will enhance student success and readiness for post-secondary endeavors by increasing overall graduation rates to move out of CSI identification, as well as improving performance on the College and Career Indicator by exposing students to college credit and CTE courses to all of our students. We will emphasize attention on Hispanic and Socioeconomically Disadvantaged students as they were identified on the California Dashboard as falling in the lowest performance level.	Focus

State Priorities addressed by this goal.

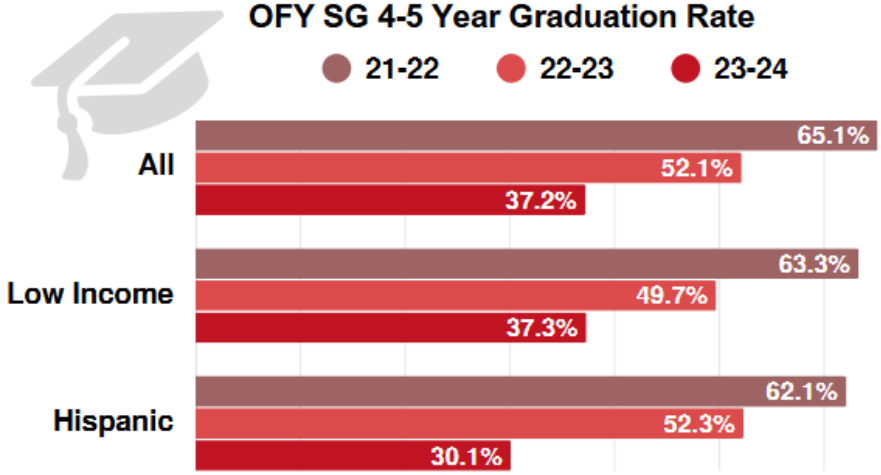
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

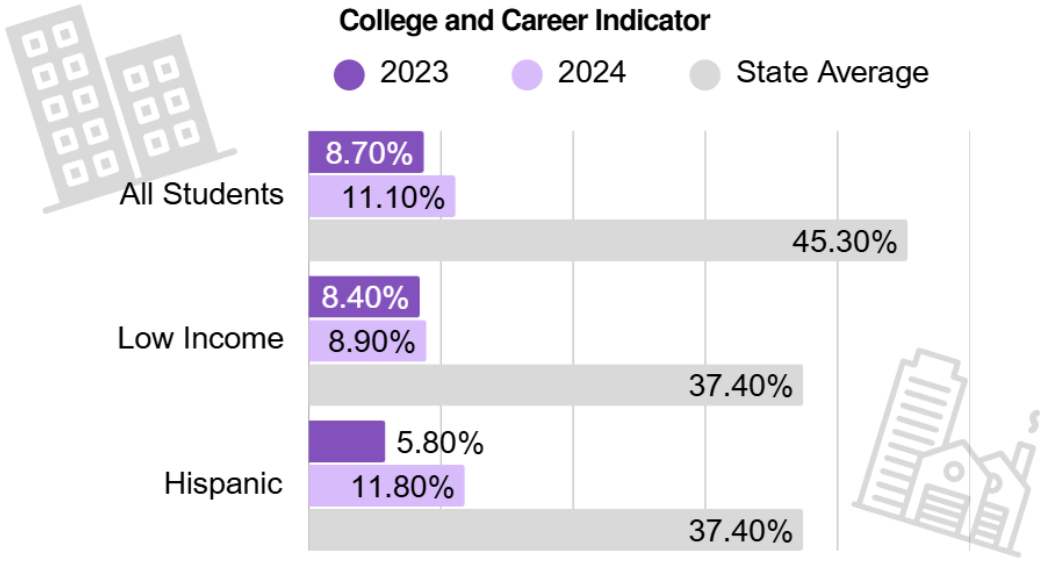
An explanation of why the LEA has developed this goal.

Guided by a comprehensive analysis through our Comprehensive Needs Assessment (CNA), our school has identified key areas for focused improvement, including academic achievement, graduation rates, and addressing opportunity gaps.

The latest CA Dashboard data and internal assessments highlight the need for targeted support, particularly for English Language Learners and socioeconomically disadvantaged students, to ensure sustained academic progress. Root causes identified through stakeholder engagement, including input from teachers, administrators, parents, and community members, emphasize challenges such as gaps in foundational skills upon enrollment, low student engagement in intervention courses, and the need for more experiential learning opportunities to strengthen postsecondary pathways.

To address these gaps, we aim to enhance intervention programs, align curriculum with student needs, and provide hands-on learning experiences that increase motivation and career readiness. Improving graduation rates remains a top priority, as higher rates lead to better preparedness for higher education and the workforce. By aligning our goals with state and local mandates and setting clear, measurable targets, we are committed to equipping all students with the skills and knowledge necessary for long-term success.


OFY SG 4-5 Year Graduation Rate
21-22
22-23
23-24
All
65.1%
52.1%
37.2%
Low Income
63.3%
49.7%
37.3%
Hispanic
62.1%
52.3%
30.1%


College and Career Indicator
2023
2024
State Average
All Students
8.70%
11.10%
45.30%
Low Income
8.40%
8.90%
37.40%
Hispanic
5.80%
11.80%
37.40%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	A-G Completion The charter will strive to Increase the percentage of students meeting A-G requirements, allowing for expanded postsecondary opportunities. (graduating A-G)	Fall 2023 CA Dashboard: All Students: 66.7% Hispanic: 60% Socioeconomically Disadvantaged: 60%	Fall 2024 CA Dashboard: All Students: 76.9% Hispanic: 87.5% Socioeconomically Disadvantaged: 87.5%	Not Applicable until 2026	By maintaining our overall A-G Completion rate of 2% for all students through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 10.2%↑ Hispanic: 27.5%↑ Socioeconomically Disadvantaged: 27.5%↑
Metric# 2	College Credit Courses Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	Fall 2023 CA Dashboard: All Students: 33.3% Hispanic: 20% Socioeconomically Disadvantaged: 40%	Fall 2023 CA Dashboard: All Students: 38.5% Hispanic: 37.5% Socioeconomically Disadvantaged: 12.5%	Not Applicable until 2026	The charter aims to have 5% of all students complete dual enrollment college classes through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 5.2%↑ Hispanic: 17.5%↑ Socioeconomically Disadvantaged: 27.5%↓
Metric# 3	CTE pathway completion Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	Fall 2023 CA Dashboard: All: 8.3% (1) Hispanic: 0% Socioeconomically disadvantaged: 0%	Fall 2024 CA Dashboard: All: 0% Hispanic: 0% Socioeconomically disadvantaged: 0%	Not Applicable until 2026	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the CA Dashboard as well as students with the lowest CCI performance on the CA dashboard.	All - 8.3↓ Hispanic - Maintained Socioeconomically disadvantaged - Maintained

Metric# 4	Core Course Credit Completion	Internal Data Spring 2024: All students: ELA - 5.8 Math - 4 Science - 4.9 Social Studies - 3.9	Internal Data Spring 2025: All students: ELA - 7.4 Math - 6.6 Science - 6.8 Social Studies - 8.4	Not Applicable until 2026	The charter strives for all students to complete at least 5.3 units per core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.	All students: ELA - 1.6↑ Math - 2.6↑ Science - 1.9↑ Social Studies - 4.5↑
Metric# 5	Dass one-year grad rates	Internal Data Fall 2023: 58% Fall 2023 CA Dashboard: N/A	Internal Data Fall 2024: 49.1% Fall 2024 CA Dashboard: 90.6%		By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.	Internal Data Fall 2024: 8.9%↓ Fall 2024 CA Dashboard: 90.6% Baseline

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.

All of the planned actions and services outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes: The LEA was successful in implementation of allocations within Goal 2 although there were a few challenges. We successfully implemented Post-Secondary Advancement Programs through the development and implementation of Senior Cohort programming called R.I.S.E.(Resilient Individuals Striving for Excellence). The program is focuses on career exploration, college awareness, and soft skills. LEA has also increased awareness and student involvement towards College Credit Course Enrollment through student activities and announcements. Lastly, through the Enhancing school Readiness through post-secondary activities, such as college tours, college

application workshops and FAFSA workshops, students and parents have been able to understand and navigate the post-secondary decisions.

Challenges: The LEA experienced some implementation challenges with enhancing our Career Technical Education (CTE) programs. Limited course offerings, scheduling conflicts, and a lack of awareness about CTE opportunities often prevent students from fully engaging in programs that align with their interests and postsecondary goals. Our ability to offer hands-on, industry-aligned experiences has also proven to be a challenge. Although this will be a complete first year, we are hopeful that 2025-26 participation will increase and current participants will continue to finish their CTE pathway.

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 charter has no material differences between budgeted and actual expenditures to report.

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

The Actions outlined within Goal 2 are proving to be effective based on the LEA's current data and monitoring of progress. Actions related to student improving college readiness/preparedness (Goal 2-Action 1, 2 & 4) are proving effective with data towards A-G completion showing an increase of 10.2% for all students and mostly significantly with our Hispanic and Socioeconomically Disadvantaged students increasing 27.5%. The LEA has also shown an increase in College Credit Courses in all students by 5.2% and 17.5% in Hispanic students. The LEA is confident that by the end of 2025 school year, Core Course Completion will be on track towards desired goal progress as students are currently finishing out their school year courses. LEA's Homeless and Foster goal (Goal 2 Action 5) is also proving successful with 88.9% (internal data) of Homeless students participating in A-G graduation track and through resources and post-secondary mentoring can reach completion.

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.

The LEA will be continuing with the metrics and actions outlined within Goal 2 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Postsecondary Advancement Programs	Students will have the chance to participate in a variety of activities aimed at post-secondary exploration, including attending college and career fairs, going on college and career-focused trips, taking part in workshops and Career and Technical Education (CTE) programs, career pathway cohorts, working towards achieving the Biliteracy Seal, and sitting for Advanced Placement (AP) courses/exams. Additionally, they will have access to guidance from a post-secondary student success team to assist them in navigating the path towards graduation. This initiative is designed to improve academic outcomes, specifically focusing on graduation rates and college and career readiness indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	$165,000.00	Yes
Action #2	College credit course enrollment	Students will have access to dual enrollment opportunities, enabling them to enroll in college courses alongside their high school curriculum. This initiative not only grants students college credits but also significantly contributes to boosting graduation rates. Additionally, it provides students with valuable exposure to post-secondary environments, helping them acclimate to the rigors of college life prior to graduation. By integrating dual enrollment programs, we aim to propel students toward the "Prepared" status on the College and Career Dashboard, indicating their readiness for success in both academic and professional endeavors beyond high school. This initiative is designed to improve academic outcomes, specifically focusing on graduation rates and college and career readiness indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	$135,000.00	Yes

Action #3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	This initiative aims to bolster Career Technical Education (CTE) to significantly improve graduation rates and enhance the college and career readiness of our students, with a special focus on the socioeconomically disadvantaged and Hispanic populations. To achieve this, we will invest in: • Supplies and Course Development: Investing in state-of-the-art materials and developing courses that meet evolving industry demands. • Transportation: Providing reliable transportation to enable student participation in off-campus CTE opportunities. • Post-Secondary Salaries: Supporting competitive salaries for CTE educators to attract and retain qualified professionals. This action is designed to directly address key performance indicators on the California Dashboard, ensuring targeted support and resource allocation to enhance educational outcomes for our most vulnerable groups.	$95,000.00	Yes
Action #4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	This initiative is designed to broadly support students' transition to post-secondary education and careers through a series of engaging events. These events aim to inspire, inform, and celebrate students as they navigate the various milestones toward graduation and beyond. Activities include college and career fairs, informational workshops, and celebratory events, each tailored to equip students with the knowledge, resources, and confidence needed for their next steps. This program emphasizes readiness and community support, helping students achieve their post-secondary aspirations effectively	$77,000.00	Yes

Action #5	Homeless & Foster Youth Services	This initiative aims to enhance the educational and personal development of Homeless and Foster Youth through consistent and comprehensive support. Post-Secondary Counselors will conduct bi-semester meetings with these students to review their academic progress, explore workforce opportunities, and refine their post-secondary plans. The charter will also be focusing on tracking Homeless and Foster Youth student engagement and growth in socially and emotionally supportive courses and activities. Integral components include focused conferences for tailored guidance, ongoing staff development to better serve these populations, and the dedicated involvement of Post-Secondary Counselors to ensure consistent support and advocacy for each student's needs. This approach ensures that Homeless and Foster Youth receive the focused attention and resources necessary to thrive academically and personally.	$40,000.00	Yes

Goal #	Description	Type of Goal
Goal #3	The charter aims to advance Priorities 3 and 6 by fostering a secure and supportive learning environment. This will involve enhancing School Connectedness Educational Partner Engagement opportunities and promoting a sense of safety and belonging among all Educational Partners, with special attention to Foster Youth, Homeless, LTEL, EL, SWD, and FRMP students. Additionally, Priority 1 will be addressed to uphold the quality of maintenance, operations, facilities, and teacher assignments. Progress will be monitored annually to assess the need for adjustments or prioritization of this goal.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Parent and Family Engagement
Priority 5: Student Engagement
Priority 6: Local Climate Survey

An explanation of why the LEA has developed this goal.

Through ongoing engagement with educational partners such as the Parent Advisory Committee, Open House, Back to School Night, and Achievement Chats, our school has identified a clear need to prioritize school connectedness and engagement. Feedback from students, parents, and staff consistently highlights the importance of fostering a strong relationship between home and school.

Research and survey data confirm that stronger school engagement correlates with improved academic performance, attendance, and retention rates. As such, our focus is on increasing student empowerment and participation from all educational partners.

A specific area identified through surveys is online safety, where students have expressed concerns regarding safe engagement on social media. This aligns with our broader goal of enhancing school climate, particularly in the domain of safety, which includes ensuring clear rules, protection from harm, and supportive environments both on and offline.

By improving the connection between students, parents, and the school community, we aim to foster a safer, more supportive environment that encourages academic success and social development while reducing chronic absenteeism and dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Suspension Rates	Fall 2023 CA Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended	Not Applicable until 2026	The charter will strive to maintain annual suspension rates at or below 1.5%.	Maintained 0% suspended
Metric# 2	School Climate Survey	Spring 2024 School Climate Survey: Online Safety Response Medians • Student Group: 3.5 Median Score • Parent Group: 4.0 Median Score • Staff Group: 4.0 Median Score Spring 2024 School Climate Survey: Parent Response rate: 16.21%	Spring 2025 School Climate Survey: Online Safety/Peer Pressure Response Medians • Student Score: 3.86 Median Score • Parent Score: 4.5 Median Score • Staff Score: 3.36 Median Score Spring 2025 School Climate Survey: Parent Response rate: 23.4%	Not Applicable until 2026	The Online Safety rating on the School Climate Survey will maintain or increase to 4.0 or higher for all survey groups by the end of the Spring 2027 survey. The Parent Participation reaching 20% or more response rate by the end of 2027.	Online Safety/Peer Pressure: • Staff scores declined by 0.64 points decline • Student increased by 0.36 points • Parent scores increased by 0.53 points • Parent Response rate: 8.09% increase participation
Metric# 3	Chronic Absenteeism	California Dashboard 2023: 32.9%	California Dashboard 2024: 35%	Not Applicable until 2026	Decrease middle school chronic absenteeism rates by 10% across all student groups. Aiming for a Yellow color designation on the 2027 CA Dashboard	2.1%↑

Metric# 4	Basic Services	Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: 29.5% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints:0 At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code	Fall 2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: 40.7% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints:0 At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code	Not Applicable until 2026	Annually: Teaching Assignment Monitoring Outcomes: No more than 35% Out Of-Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0	Teaching Assignment Monitoring Outcomes: 11.3%↑ (Out-of-Field) (Ineffective) Textbook Insufficiencies: Maintained 0 Facilities Inspections: Maintained 100% Number of Uniform Complaints: Maintained 0

		reference mentioned above for alternative settings. Using this report In the 2022-2023 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	reference mentioned above for alternative settings. Using this report In the 2023-2024 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.			
Metric# 5	Dropout Rates	Spring 2024 Internal Data: 0% Middle School 2.7% High School	Spring 2025 Internal Data: 0% Middle School .4% High School	Not Applicable until 2026	Maintain middle school and high school dropout rates below 5% annually.	Middle School Maintained 0% High School 2.3%↓

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.

All of the planned actions and services outlined in Goal 3 have been fully implemented as intended identified within the LCAP.

Successes: As a result of the successful implementation of the actions outlined in Goal 3, the LEA has made progress towards increased parent involvement and engagement in our school. The LEA have shown an increase in social-emotional engagement and participation through increased social-emotional activities and events. The school safety action (Goal 3-Action 3) has been fully implemented and provided a safe/caring school environment.

Challenges: The LEA did not experience any challenges with Implementing the Actions for Goal 3.

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 charter has no material differences between budgeted and actual expenditures to report.

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

The Actions outlined within Goal 3 are proving to be effective based on the LEA's current data and monitoring of progress. Actions related educational partner engagement and Social Emotional Development (Goal 3-Action 1-3) are proving effective with data showing a sustained 0% suspension rate and dropout rate below 5% (0.4% internal data). Additionally, we have seen an increase in 8.09% parent participation in our School Climate Surveys providing further feedback towards school improvement and addressing needs. Our school safety action is showing success with parents and students reporting their feelings towards Online safety and Peer pressure areas. Students increased their survey score by 0.36 points towards the highest score of a 5. Parent scores increased the survey score by 0.53 points toward the highest score of a 5. The LEA is confident that by the end of 2027 school year, growth and measurement towards desired outcomes can be achieved.

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.

The LEA will be continuing with the metrics and actions outlined within Goal 2 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Involvement and Educational Partner Engagement	The charter will offer diverse engagement opportunities for Educational Partners multiple times annually across various platforms to address feedback and input regarding areas such as instruction, support services, school atmosphere, and operational matters, among others.	$130,000.00	Yes
Action #2	Social Emotional Development Opportunities	All students will have access to a variety of social and emotional development programs, activities, and resources (both in physical and virtual settings) to facilitate diverse avenues for connecting and cooperating with their peers, educators, Special Education personnel, and the wider community. Students will have options to participate in experiential learning excursions and camps, field trips, social-emotional learning curricula, sports, student council involvement, and student-led events. Will particularly benefit RFMP students by providing tailored support to address their unique emotional and psychological needs, fostering a conducive environment for their holistic development and academic success.	$446,647.00	Yes
Action #3	School Safety	To enhance school safety and security measures by appointing a dedicated School Safety Coordinator, who will oversee the development and implementation of comprehensive safety protocols, emergency response plans, and proactive initiatives to ensure a secure learning environment for all students, staff, and visitors.	$65,000.00	Yes

Action #4	Targeted Student Support and Learning Recovery (LREBG)	This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and improving student well-being through two research-based programs: EmpowerU and Goalbook. The LEA will continue implementation of EmpowerU, a Tier 1 and Tier 2 intervention that blends a digital social-emotional learning (SEL) curriculum with one-on-one virtual coaching. Research shows that EmpowerU's evidence-based approach improves student resilience, engagement, mental health, and academic outcomes—making it a critical support for students disproportionately impacted by the pandemic, including English Learners, Foster Youth, and students from low-income backgrounds. In addition, the LEA will continue use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs, English Learners, and those who have experienced learning loss. Metric to measure effectiveness: LCAP Goal 3 – Metrics 3 & 5	$60,000.00	No

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
$1,550,647	$142,740

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
25.56%	1.473%	$85,969.84 carryover	26.56%

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 #3	A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in January 2025 identified key challenges impacting English Learners (EL), Long-Term English Learners (LTEL), low-income (LI) students, and Foster Youth. The findings, supported by data from the 2024 California School Dashboard and input from educational partners, highlight specific barriers requiring targeted interventions. While these actions will be implemented schoolwide, they are principally directed toward these student groups to ensure they receive the necessary support to close achievement gaps. **Key Needs Identified in 2024-25** • Low-Income Students (LI): Identified needs will have a targeted response to the academic and social-emotional needs of our low-income students, who are disproportionately affected by barriers to learning such as limited access to resources, inconsistent school attendance, and increased exposure to trauma and economic instability. These interventions—ranging from evidence-based literacy and math supports to tiered behavioral and mental health programs—are designed to provide personalized, high-impact instruction and wraparound support. By using data to identify specific learning gaps and monitor progress, the school ensures that interventions are responsive and adaptive to student needs. This action directly addresses the opportunity gap by creating equitable conditions for learning, increasing access to grade-level content, and improving academic outcomes for low-income students. CNA data for this student group	To effectively address the unique challenges faced by unduplicated student groups, the LEA is implementing research-based interventions tailored to support English Learners (ELs), Long-Term English Learners (LTELs), students eligible for the Free and Reduced-Price Meal Program (FRMP), homeless students, and foster youth. How It Addresses Need(s): • **Targeted Academic and Social-Emotional Support:** Provides research-based interventions, including tutoring and socio-emotional resources, to help ELs, LTELs, FRMP-eligible students, homeless students, and foster youth overcome barriers like language proficiency gaps, economic instability, and trauma. These supports include extended learning opportunities, mental health services, and individualized academic interventions. • **Expanded Access to Bilingual and Culturally Relevant Instruction:** Implements dual-language programs, bilingual instructional aides, and culturally responsive teaching practices to support ELs and LTELs in gaining proficiency in English while maintaining their home language literacy skills. • **Transportation and Attendance Incentives:** Offers transportation assistance, expanded bus routes, and attendance incentives for low-income students and foster youth to reduce chronic absenteeism and ensure regular school attendance. • **Trauma-Informed and Stability-Oriented Services for Foster Youth:** Enhances case management, increases access to school counselors, and integrates trauma-informed training for	**Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a yellow rating by the 2027 CA Dashboard release.

	showed that SBAC results in ELA for school year 22 & 23 standards met/exceeded went from mid 40%s to 25% and in Math, Standards met decreased in 2023 with 16.03% decreased to 7.14% in 2024. • English Learners (EL) & Long-Term English Learners (LTEL): The implementation of research-based interventions will have a strategic effort to address the unique linguistic and academic needs of English Learners (ELs) and Long-Term English Learners (LTELs). Many EL and LTEL students face challenges in accessing grade-level content due to gaps in academic vocabulary, language fluency, and inconsistent language supports. This action includes the use of the Sheltered Instruction Observation Protocol (SIOP) model to provide structured, research-based strategies that integrate language development with content instruction. SIOP strategies, along with designated and integrated ELD supports, promote comprehensible input, academic discourse, and increased student engagement. CNA findings and reflections on 23-24 data shows that overall students maintained 2.9 points in SBAC but by leveraging assessment data and language proficiency levels, educators can target interventions that accelerate English language acquisition, support reclassification efforts, and close achievement gaps and help advance students to meet standards. This approach ensures ELs and LTELs receive equitable access to rigorous instruction and are prepared for academic success.	staff to better support the unique needs of foster youth and homeless students, ensuring they receive consistent academic and emotional support despite placement changes. • **Data-Driven Personalization and Continuous Improvement:** Regular progress monitoring, including GLE data, ensures interventions are adjusted to meet the evolving needs of unduplicated student groups. This approach allows for targeted modifications in instruction and resource allocation to maximize effectiveness. **Why LEA-Wide?** • Equitable Access to Support Across All Schools: Ensures that all unduplicated students, regardless of school location, receive consistent and high-quality support to close achievement gaps. • Systematic Implementation and Resource Allocation: Centralized coordination allows for strategic deployment of specialized staff and intervention programs, ensuring consistency and efficiency in addressing student needs. Through LCAP Goal 1, Action 3, the LEA commits to continuously evaluating and refining interventions to ensure their effectiveness in supporting unduplicated student groups, ultimately improving engagement, retention, and academic success.	

	• Foster Youth: Foster youth, who frequently face disruptions in their education due to placement changes, trauma, and limited access to consistent academic and emotional support. These students are at higher risk for academic underperformance, chronic absenteeism, and social-emotional challenges. This action includes targeted academic interventions, trauma-informed practices, and consistent monitoring to provide foster youth with stable, individualized support. By utilizing evidence-based programs and progress monitoring tools, educators can respond proactively to gaps in learning and engagement. Additionally, collaboration with foster liaisons and support services ensures a holistic approach that addresses both the academic and emotional well-being of each student. This action is designed to promote school stability, increase engagement, and support positive educational outcomes for foster youth. **Data Trends** Student Achievement Data: • EL-24-25 Math GLE Average: 8.3 • EL-24-25 ELA GLE Average: 9.2 • LTEL-24-25 Math GLE Average:7.4 • LTEL-24-25 ELA GLE Average: 9.2 • Foster Youth 24-25 Math GLE Average: 8.7 • Foster Youth 24-25 ELA GLE Average: 8.7 Attendance & Credit • EL 24-25 Chronic Absenteeism:10% (7th-8th)		

	• EL 24-25 Chronic Absenteeism: 21.6% (6th-12th) • LTEL 24-25 Chronic Absenteeism: 12.5% (7th-8th) • LTEL 24-25 Chronic Absenteeism: 25.6% (6th-12th) • Foster Youth 24-25 (7th-8th) Chronic Absenteeism: 0% • Foster Youth 24-25 (6th-12th) Chronic Absenteeism: 100% Educational Partner Feedback: • 12.5% of students *somewhat* believe the school offers enough intervention opportunities, suggesting a significant perception gap in access to academic support. These findings reinforce the need for continued support to improve access, engagement, and completion rates in support programs, ensuring that low-income students, ELs, and Foster Youth receive the resources necessary for academic success.		

Goal 1 Action #5	A Comprehensive Needs Assessment (CNA) conducted in January 2025 identified critical gaps in staff training that impact the success of English Learners (EL), Foster Youth (FY), and socioeconomically disadvantaged students (FRMP). Findings from the 2024 California School Dashboard and educational partner feedback highlight the need for targeted professional development to equip educators with the necessary skills to support these student groups effectively. While this initiative will be implemented schoolwide, it is principally directed toward unduplicated students to improve their academic and social-emotional outcomes. • **English Learners (ELs):** To better support English Learners (ELs) and Long-Term English Learners (LTELs), educators need expanded professional development in differentiated instruction, bilingual strategies, and structured language acquisition programs. Training should focus on evidence-based practices that promote language development, such as integrated and designated ELD, while also incorporating culturally responsive teaching and targeted literacy strategies. Building educator capacity in these areas is essential to increasing student engagement, supporting reclassification, and accelerating academic achievement for EL and LTEL populations. • **Foster Youth (FY) & Socioeconomically Disadvantaged Students (FRMP**): To effectively support foster youth and socioeconomically disadvantaged students, educators need a stronger foundation in trauma-informed	To ensure equitable access to high-quality education, all staff will participate in professional development tailored to the needs of unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and homeless/foster youth. These trainings will equip educators with evidence-based strategies to address language barriers, socioeconomic challenges, and academic engagement gaps, fostering a more inclusive and supportive learning environment. How It Addresses Need(s): • **Professional Development Focused on Equity and Inclusion:** Professional development will focus on culturally responsive teaching, differentiated instruction, and trauma-informed practices to ensure educators are equipped to support ELs, LTELs, FRMP students, and homeless/foster youth. These trainings will provide staff with practical strategies to address language barriers, socioeconomic challenges, and academic engagement gaps. To address this, professional development should include training on effective family engagement strategies, culturally responsive communication, and tools for ongoing dialogue with families. • **Strengthening Instruction for English Learners:** Training will include designated and integrated ELD instructional strategies, bilingual education techniques, and best practices in language scaffolding to enhance EL and LTEL student engagement and academic success.	**Metric 6: Local Indicator – Priority 2: Implementation of State Standards** Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards **Metric 3: Math Grade Equivalency** Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a

	practices, an understanding of chronic attendance barriers, and the implementation of equity-focused interventions. These students often experience unstable living conditions, food insecurity, and other socioeconomic stressors that directly impact their ability to engage and succeed in school. Professional development should prioritize building teacher capacity in social-emotional learning, restorative practices, and leveraging community partnerships to create supportive, responsive learning environments that address both academic and non-academic needs. • **Overall Staff Readiness:** According to the Fall 2024 LCAP survey, 61.54% of staff reported that current professional development aligns with their instructional needs. However, the data also reveals a gap in training specifically designed to support unduplicated student groups. Additionally, 57.7% of respondents felt that professional development has positively impacted their instructional skills. These findings highlight the need for more targeted, practical professional learning opportunities that are directly connected to improving classroom instruction and outcomes for all students, especially those with the greatest needs. Professional Development Relevance: • 50% of surveyed staff are satisfied with current professional development offerings. • 34% of surveyed staff feel neutral about current Professional Development	• **Consistency in Support and Intervention:** By ensuring all staff—teachers, administrators, and support personnel—receive training on equity-driven instructional approaches and intervention strategies, students receive consistent, high-quality support across all classrooms and learning environments. • **Social-Emotional and Trauma-Informed Training:** Educators will be trained in trauma-informed practices, social-emotional learning strategies, and restorative justice approaches to better support foster youth, homeless students, and those facing economic hardship, ensuring a more inclusive and responsive school climate. • **Data-Driven Professional Learning Cycles**: Ongoing assessments and teacher feedback will inform the continuous improvement of professional development offerings, ensuring they remain aligned with the needs of unduplicated student groups and effectively enhance instructional practices. **Why LEA-Wide?** • **Systemic Impact on Student Success**: Implementing professional development on an LEA-wide basis ensures uniform expectations, shared instructional strategies, and a cohesive support system for unduplicated student groups, regardless of the school site or grade level. This consistency enhances student outcomes by reducing disparities in instructional effectiveness. • **Building a Sustainable, Inclusive Learning Culture:** A districtwide	yellow rating by the 2027 CA Dashboard release.

	opportunities that meet the needs of their position. • 30.8% of surveyed staff feel they have access to professional development focused on social emotional learning. Student Achievement Data: • EL-24-25 Math GLE Average: 8.3 • EL-24-25 ELA GLE Average: 9.2 • LTEL-24-25 Math GLE Average:7.4 • LTEL-24-25 ELA GLE Average: 9.2 • Foster Youth 24-25 Math GLE Average: 8.7 • Foster Youth 24-25 ELA GLE Average: 8.7 Educational Partner Feedback: • Parent engagement data shows that only 22.5% of parents report meeting with their child's teacher a few times per year, and 28.7% report meeting just once annually. This indicates a need to strengthen home-school communication and build stronger partnerships between families and educators. These findings reinforce the urgent need for targeted professional development under LCAP Goal 1, Action 5 to enhance teacher effectiveness in addressing the unique challenges of unduplicated student groups, ensuring equitable access to high-quality instruction and support services.	approach promotes collaboration, shared accountability, and best practice dissemination among educators, fostering an inclusive and equitable learning environment for all students while principally directing efforts toward unduplicated student groups. By implementing LEA-wide professional development, we ensure that all educators are equipped with the skills and strategies necessary to support unduplicated student groups effectively. This investment in staff learning fosters equitable access to high-quality instruction, strengthens student engagement and academic success, and creates a more inclusive and supportive school environment for all learners.	

Goal 2 Action #1 Action #2 Action #3 Action #4	A Comprehensive Needs Assessment (CNA) and the 2024 California School Dashboard outcomes identified significant gaps in Graduation Rates and College/Career Readiness, particularly for low-income students, foster youth, and English learners (ELs). These student groups face systemic barriers that limit their ability to access post-secondary education and career pathways. • **Low-Income and Foster Youth:** Socioeconomic barriers often limit access to essential college and career readiness resources such as financial aid guidance, academic counseling, and mentorship. Additionally, many students face a lack of familial support due to economic hardship, making it more difficult for them to explore and navigate post-secondary pathways confidently and successfully. • **English Learners (ELs)**: Language proficiency gaps can hinder English Learners' success in core academic courses, limiting their eligibility for college and career readiness opportunities. Furthermore, cultural misunderstandings about higher education and limited exposure to post-secondary pathways often create additional barriers to participation in Advanced Placement (AP) courses, Career Technical Education (CTE) programs, and dual enrollment opportunities. Current data shows that only 16.7% of English Learners are "Approaching Prepared" on the College and Career Indicator (CCI), revealing a significant gap in post-secondary readiness for this student group. **2024-25 Data Trends**	Actions and How They Are Principally Directed Toward Subgroups Providing equitable and inclusive educational opportunities is central to preparing all students for success beyond high school. By offering college credit courses and expanding Career Technical Education (CTE) offerings schoolwide, we aim to address the diverse needs of our student population and ensure that every student has access to opportunities that support their academic and career aspirations. How It Addresses Need(s): • **Broad Access to College Credit Courses:** Offering college credit courses to all students, regardless of background or academic standing, provides an equitable opportunity for academic advancement and prepares students for post-secondary success. • **Targeted Support for Unduplicated Students:** CTE courses and college readiness initiatives are designed to support EL, LTEL, FRMP, and foster youth, offering alternative pathways to success by focusing on skill development rather than solely on language proficiency or traditional academic measures. These programs provide structured career exploration, internships, and mentorship opportunities tailored to address the unique challenges faced by these student groups. • **Financial Aid and Postsecondary Navigation Support:** Low-income students and foster youth will receive targeted assistance in completing financial aid applications, understanding scholarship opportunities, and navigating	Ensure that all students complete at least 5.3 units per core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year **Metric 5: DASS Graduation Rate (One-Year)** Achieve a one-year graduation rate of at least 70% by 2026-27

	College/Career Readiness Performance: • EL 23-24: 16.7 Approaching Prepared/18.5% Not Prepared • Foster 23-24: Null • Low-Income Students 23-24:66.7% Approaching Prepared/80.4% Not Prepared • EL 23-24: 66.7% A-G Completion • Low-Income 23-24: 53.1% A-G Completion Graduation Rates: • EL 23-24: 75.00% Graduation Rates • Foster 23-24: Null • Low-Income Student 23-24: 62.9% Graduation Rate Educational Partner Feedback: • 36.3% of surveyed Parents think there should be additional CTE programs offered to students • 52.4% of surveyed students feel that somewhat there should be more new options for CTE programs • 60% of surveyed Staff think there should be additional CTE programs and course offerings • 22.7% of students feel that somewhat school offers enough dual-enrollment courses These findings emphasize the urgent need for targeted interventions to improve college and career readiness for unduplicated student groups. By expanding equitable access to CTE pathways, financial aid support, mentorship, and culturally responsive programming, we can ensure that all students—regardless of socioeconomic status or language background—	college admissions to mitigate systemic barriers to higher education. • **Specialized Academic Counseling and Mentorship**: Unduplicated student groups will have access to dedicated academic counselors and mentors who provide guidance on course selection, career pathways, and post-secondary readiness strategies to increase graduation rates and college/career preparedness. Why LEA-Wide? • Equity and Inclusivity: Providing these courses schoolwide ensures that all students, including those from historically underserved backgrounds, have access to the same opportunities, promoting a culture of high expectations and academic excellence. • Holistic Preparation for All: By expanding CTE offerings schoolwide, we ensure that every student, regardless of their personal background or challenges, receives exposure to practical skills, career pathways, and academic rigor that prepare them for the evolving workforce. By implementing these actions on a schoolwide basis, we ensure that all students, especially those from unduplicated groups, have the resources, support, and opportunities they need to succeed academically and professionally. These efforts align with our commitment to fostering a diverse, skilled, and successful future workforce.	

	are empowered to pursue their post-secondary aspirations.		

Goal 3 Action #1 Action #2	Identified Needs and Conditions of Subgroups: A Comprehensive Needs Assessment (CNA) and the 2024 California School Dashboard outcomes revealed significant gaps in social-emotional development, particularly for low-income students, foster youth, and English learners (ELs). These student groups face systemic barriers that limit their access to necessary social-emotional learning opportunities and supportive environments. • **Low-Income and Foster Youth:** Socioeconomic challenges often limit students' access to critical supports that nurture emotional intelligence and resilience, such as counseling services, after-school programs, and extracurricular activities. Students from low-income backgrounds may also face unstable home environments, making it difficult to develop healthy coping skills and emotional regulation. Foster youth are especially impacted, as frequent placement changes can disrupt their social-emotional growth and hinder the formation of consistent, supportive relationships with trusted adults. • **English Learners (ELs):** Language barriers can limit English Learners' full participation in social-emotional learning (SEL) opportunities, as difficulties with comprehension and communication often hinder meaningful engagement. Cultural differences and a lack of representation in SEL frameworks may also make it challenging for EL students to see themselves reflected in the content, reducing their sense of connection and belonging within the school community. These factors can impact their ability to	Actions and How They Are Principally Directed Toward Subgroups: Engaging parents and educational partners is essential to ensuring that students have the strong support networks they need for academic and social-emotional success. By implementing schoolwide initiatives focused on enhancing parent involvement and community engagement, we aim to foster collaboration and provide equitable access to resources for all students, particularly those from unduplicated groups. How It Addresses Need(s): • **Support for Unduplicated Students:** Parent involvement and educational partner engagement will be designed to address the unique needs of FRMP, Foster Youth, EL, and LTEL students by providing tailored resources and support, strengthening their academic and social-emotional outcomes. These include workshops on trauma-informed parenting, multilingual family engagement sessions, and mentorship programs specifically for at-risk students. • **Expanded Access to Social-Emotional Learning (SEL) Programs:** Culturally responsive SEL curricula will be integrated to ensure ELs can engage meaningfully with social-emotional content, while targeted support groups will provide foster youth and low-income students with a safe space to develop emotional resilience and peer connections. • **Extracurricular and After-School Opportunities:** To ensure equitable access, additional funding and resources will be allocated to increase participation in after-school programs, student	**Metric 1: Suspension Rates** Maintain annual suspension rates at or below 1.5% **Metric 2: School Climate Survey** Achieve an Online Safety rating of 4.0 or higher for all survey groups by the end of the Spring 2027 survey. Parent participation should reach 20% or more by the end of 2027. **Metric 3: Chronic Absenteeism** Decrease middle school chronic absenteeism rates by 10% across all student groups, aiming for a Yellow color designation on the 2027 CA Dashboard **Metric 5: Dropout Rates** Maintain middle school and high school dropout rates below 5% annually

	develop key social-emotional skills and access the support they need to thrive. **Social-Emotional Development Participation**: • EL 23-24: 78.9% SEL participation • Foster Youth 23-24: Null • Low-Income 23-24: 69.0% **Student Well-Being Indicators**: • 4.56/5 Students feel connected and belonging • 3.86/5 Students feel pressure on social media to fit in. • 4.41 Students feel students are friendly to other students. **Educational Partner Feedback**: • 48.8% of surveyed Parents feel that they are a part of the school community • 35% of surveyed Parents feel neutral about connection with school adults • 4.73/5 of Parents feel that the school is a safe place. • 4.81/5 Parents feel their student goals are supported by their teachers. These findings highlight the critical need for focused interventions to enhance social-emotional development among unduplicated student groups. By increasing access to culturally relevant programs, providing additional language support, and ensuring equal opportunities in extracurricular activities, we can create an environment where all students are empowered to grow emotionally and academically.	leadership activities, and social-emotional workshops, particularly for foster youth and low-income students who may not otherwise have access to such opportunities. Why LEA-Wide? • **Creating a Collaborative Culture:** By implementing these initiatives schoolwide, we foster a culture of collaboration and mutual respect among all educational partners, ensuring that every student has access to the benefits of this strong support network. • **Holistic Development and Well-Being:** Providing schoolwide social-emotional opportunities ensures that every student, particularly those from unduplicated groups, has access to equitable resources that support their emotional and academic growth, leading to a positive and inclusive school culture. By making parent involvement and educational partner engagement schoolwide, we ensure that all students—especially those from unduplicated groups—are supported in their academic and social-emotional development. This approach aligns with our commitment to fostering a collaborative, inclusive environment that contributes to the success and well-being of every student.	

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 1 Action #2 Action #6	Through the Comprehensive Needs Assessment (CNA), internal data, and feedback from educational partners, the LEA identified the following unique needs for English Learners (ELs): • Barrier to Academic Success: Limited language proficiency continues to be a significant barrier to academic success for English Learners, often impacting their ability to access grade-level content, engage in classroom discussions, and perform on assessments. To overcome these challenges, EL students require targeted, individualized language development supports that align with their current proficiency levels. These supports are essential to ensuring equitable access to instruction, fostering meaningful participation in the learning environment, and promoting academic growth across content areas. • Need for Targeted Support: English Learners require personalized and intentional support to address their diverse language development needs. These students often need additional scaffolding, vocabulary instruction, and opportunities for structured academic discourse to access grade-level content. Their unique linguistic needs include developing both social and academic language skills across all subjects. Providing targeted, data-driven interventions ensures that EL students can fully engage with instruction, participate meaningfully in classroom activities, and progress toward English proficiency and academic success. • English Learners often face difficulty adjusting to the school environment due to cultural differences, unfamiliar social	How It Addresses Need(s): • Individualized Learning Plans (ILPs): The creation of ILPs specifically tailored for EL students addresses the unique linguistic and academic needs of these students by providing personalized support in alignment with the English Language Arts/English Language Development (ELA/ELD) Framework through the Bilingual Scholars Program. This ensures that each EL student receives targeted interventions to support their language development and academic success. • EL-Specific Assessments and Monitoring: Regular assessments like the ELPAC and reclassification data analysis help identify EL students' language proficiency levels and track their progress over time. This data-driven approach ensures that interventions are effective and that EL students receive the necessary support to advance through their language proficiency stages. This includes using OPTEL form when considering reclassification for eligible students. • Supplementary Curriculum and Instructional Strategies: The implementation of a supplementary curriculum specifically designed to address learning gaps, along with instructional strategies tailored to EL students, ensures that they receive integrated and designated English Language Development (ELD) support. This addresses the challenge of language proficiency that many EL students face. • Specialized Professional Development for EL Specialists: Professional development focused on enhancing EL specialists' expertise ensures they are equipped with	**Metric 1 - Reclassification Rates** Annually maintain or increase the EL-eligible student reclassification rate at 75% or higher **Metric 5-ELPI** Maintain at least 55% of English Language Learners make progress on their ELPAC level, maintaining a high ELPI, by the release of the 2027 CA Dashboard. **Metric 5-DASS one-year graduation rates:** By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.

	norms, and language barriers. These factors can lead to feelings of isolation, anxiety, or disconnection from the school community, which in turn may impact academic performance and overall well-being. Their unique needs include intentional social-emotional support, opportunities to celebrate their cultural backgrounds, and consistent access to adults who understand and affirm their experiences. Providing culturally responsive practices, inclusive peer interactions, and structured opportunities for EL students to build relationships, develop a sense of belonging, and thrive both socially and academically. • English Learners have unique cultural and linguistic backgrounds that require educators to adopt inclusive, culturally responsive teaching practices. To effectively support these students, educators need professional development that builds cultural competence and equips them with strategies to validate students' identities, experiences, and ways of learning. This training is essential for creating classroom environments where EL students feel seen, respected, and connected. Culturally responsive teaching not only enhances student engagement and belonging but also helps close opportunity gaps by making instruction more relevant and accessible. • Teachers may not yet have the specialized training needed to effectively support English Learners, particularly when it comes to overcoming language barriers and navigating cultural or social differences. EL students have unique instructional needs that require the use of	the latest strategies for teaching EL students, improving both instructional quality and outcomes for ELs. This specialized training also targets improving reclassification rates and ELPAC scores. Why It's Solely for a EL Students: • Tailored to Language Proficiency Needs: These actions are designed specifically for EL students because they face unique challenges related to language proficiency that other students do not. While general interventions may support all students, EL students require specialized instruction and assessment to address their language acquisition process. • Targeted Support for Reclassification and ELD: EL students require additional support to reach the level of proficiency needed for reclassification as Fluent English Proficient (RFEP). The focus on reclassification data, ELD support, and specific interventions ensures that these students can progress through language development stages effectively. By implementing these targeted actions and supports, we ensure that EL students receive the necessary resources to overcome their language barriers, excel academically, and integrate socially. These measures are designed specifically to meet their needs, promoting academic achievement and overall well-being while aligning with state and local priorities for student equity.	

	scaffolded language development strategies, culturally responsive practices, and intentional support to access core content. Building teacher capacity in these areas is essential to ensuring equitable learning opportunities and improving outcomes for EL students. • Development: need for ongoing professional development to equip educators with the tools and strategies necessary to effectively support English Learners (ELs). As EL students face unique challenges related to language acquisition, academic content access, and cultural adjustment, one-time training sessions are not sufficient to meet their evolving needs. Continuous professional learning allows teachers to deepen their understanding of language development, implement scaffolded instruction, and integrate culturally responsive teaching practices into their daily instruction. Ongoing training also ensures that educators stay current with evidence-based approaches and compliance requirements, fostering a more inclusive and equitable learning environment where EL students can thrive academically and socially. Given these findings, specific actions were designed to address the significant disparities in academic performance and progression among unduplicated student groups.		

Goal 1 Action #4 Action #7	Through the Comprehensive Needs Assessment (CNA), internal data, and feedback from educational partners, the LEA identified the following unique needs for Long Term English Learners (LTELs): • Long-Term English Learners (LTELs) present unique challenges due to their extended time in the educational system without achieving full English proficiency. These students often struggle with a combination of language gaps, academic underachievement, and disengagement, despite being enrolled in school for many years. • LTELs frequently have significant gaps in both their social and academic language skills, which can affect their ability to access grade-level content, engage meaningfully in classroom discussions, and demonstrate their knowledge on assessments. Current data reading LTEL-24-25 ELA GLE Average: 9.2. • LTELs may experience frustration and a lack of motivation as they encounter barriers to reclassification. Addressing their needs requires targeted language support, culturally relevant curriculum, and a focus on building both language proficiency and academic confidence to ensure these students have equitable opportunities to succeed. • Through personalized and targeted interventions, we aim to offer Long-Term English Learners (LTELs) the specialized academic support necessary to help them meet grade-level expectations and excel academically. These interventions will be tailored to address the specific language gaps and academic challenges LTELs face, providing them with the tools,	How It Addresses Need(s): • The actions focuses on developing and strengthening the study skills and learning strategies of Long-Term English Learners (LTELs). By incorporating proven methodologies such as those from College Board and Advancement Via Individual Determination (AVID), the action targets the specific academic challenges LTELs face. These techniques help students improve their organizational skills, time management, critical thinking, and self-advocacy, which are essential for success in rigorous coursework. • Additionally, this approach fosters a growth mindset, encouraging LTELs to take ownership of their learning. By equipping students with these tools, the action addresses their need for structured support in overcoming barriers to academic achievement, ensuring they are better prepared for success in both language acquisition and overall academic performance. Why It's Solely for LTEL Students: • LTEL students face unique challenges due to their prolonged identification as English learners without achieving proficiency. Their academic and linguistic needs differ from other students who are either English proficient or new to the English learner designation. The focus on developing study skills and learning strategies is specifically tailored to address the barriers that LTELs face in accessing the curriculum and progressing academically. • Additionally, the LTEL Professional Development initiative is dedicated to equipping educators with specialized	**Metric 1 - Reclassification Rates** Aim to maintain or increase the reclassification rate of EL-eligible students to 75% or higher annually. **Metric 4 - LTEL Reading Grade Equivalency** Achieve an average increase of 1.0 GLE in reading annually for all students and LTELs, aiming for a yellow rating in the ELA CAASPP by the 2027 CA Dashboard release. **Metric 5 - ELPI** Maintain a high ELPI level, with at least 55% of English Language Learners making progress on their ELPAC by the 2027 CA Dashboard release. **LCAP Goal 2, Metric 5 - DASS One-Year Graduation Rates** Maintain a DASS one-year graduation rate of 68-70% through 2026-27 to positively impact the 4-5-year graduation rate on the California Dashboard.

	resources, and strategies needed to succeed. By fostering an environment of continuous learning and targeted support, we can help LTELs build both their language proficiency and academic confidence, and goal to meet reclassification. • Expanding professional development for teachers focused on Long-Term English Learners (LTELs) is essential to effectively address the unique academic and language needs of these students. LTELs often require specialized strategies and interventions to overcome their extended challenges with language acquisition and academic skills. By providing teachers with ongoing training in culturally responsive teaching, differentiated instruction, and targeted language development techniques, we equip them with the tools needed to better support LTELs in the classroom. Expanded professional development ensures that teachers are equipped to identify and address the specific barriers LTELs face, helping close achievement gaps and fostering a more inclusive, equitable learning environment. By investing in the continuous development of our educators, we aim to enhance their capacity to support LTELs effectively, fostering an inclusive learning environment that enables LTELs to thrive academically and socially.	knowledge and strategies that are uniquely suited to the needs of LTEL students. This professional development ensures that teachers can effectively differentiate instruction, provide targeted interventions, and use culturally responsive pedagogy, which is critical to meeting the distinct academic and socio-emotional needs of LTELs. These efforts ensure LTELs receive the support required for their success, making it a focused intervention solely for this group. Each of these actions is specifically designed to meet the unique and complex needs of LTEL students, providing the specialized support necessary to help them overcome academic barriers and successfully progress through their education.	

Goal 2 Action #5	Through the Comprehensive Needs Assessment (CNA), internal data, and feedback from educational partners, the LEA identified the following unique needs for Homeless and Foster Youth: • These students often face significant challenges related to instability in housing and family dynamics, which can severely impact their academic performance and emotional well-being. Internal data revealed that many of these students experience chronic absenteeism of 31.1% students 6th-12th grade, difficulty accessing consistent educational resources, and lack of stable support networks. Additionally, feedback from educators, counselors, and community partners highlighted the need for targeted support services, such as trauma-informed counseling, stable housing referrals, and increased access to after-school programs. Addressing these unique needs requires a comprehensive approach that includes both academic interventions and social-emotional support to help Homeless and Foster Youth succeed in their educational journeys. By addressing these key challenges through dedicated services, we aim to support the academic success, emotional well-being, and overall development of homeless and foster youth, helping them overcome barriers and achieve their full potential.	How It Addresses Need(s): • Post-Secondary Counseling and Support: Regular meetings with post-secondary counselors, at least semi-annually or as needed, ensure that homeless and foster youth have access to critical guidance for their educational and career pathways. This consistent support helps them stay on track with their goals, access transportation assistance, and secure basic necessities. • Targeted Counseling Services: Specialized counseling services are provided to address the unique social-emotional challenges faced by homeless and foster youth. These services help them cope with trauma, manage stress, and build the resilience needed to succeed academically. • Academic Support Programs: Academic interventions tailored to the specific needs of homeless and foster youth ensure they receive the necessary support to overcome gaps in their learning. These programs focus on helping students stay on track and excel in their education despite challenges outside of school. • Mentoring Opportunities: By offering mentoring, we provide students with a stable, caring adult role model to guide them through their educational and personal challenges. Mentoring fosters a sense of belonging and supports emotional and social development. • Community Partnerships: Collaborations with community agencies help expand access to additional resources and wraparound services. These partnerships ensure that the holistic needs of homeless and foster youth are addressed, from stable housing to healthcare.	**Metric 5-DASS one-year graduation rates**: By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric. **Metric 4 - Core Course Credit Completion** The charter aims for all students to complete a minimum of 5.3 units in each core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.

		Why These Actions Are Solely for Homeless and Foster Youth: • Instability and Trauma: Homeless and foster youth face frequent disruptions in their living situations, impacting their academic success and social-emotional well-being. • Lack of Basic Necessities: These students may not have stable housing, consistent access to food, transportation, or healthcare, which creates barriers to attending school and succeeding academically. • Social-Emotional Challenges: The unique emotional and psychological struggles faced by homeless and foster youth require targeted counseling and mentoring. • Increased School Mobility: Homeless and foster youth often experience higher rates of school mobility, disrupting their education and making it harder to stay on track. • Holistic Needs: Beyond academic support, these students require access to wraparound services like housing, transportation, and community resources to overcome barriers to success. • Sense of Belonging: Due to their circumstances, these students may feel isolated or disconnected from the school community, so services are designed to foster inclusion and a sense of belonging.	

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 services toward meeting the increased or improved services requirement, we conducted an assessment of services specifically for English Learner (EL) and Long-Term English Learner (LTEL) students. This assessment included:

- Analysis of past and recent trends in servicing these student populations.
- Evaluation of language proficiency levels and academic performance data.

- Input from educators and support staff regarding the specific needs of EL and LTEL students.

Estimated Allocation: 12.98% of EL Specialist Salary $12,655.50
Estimated Dollars: $97,500 of LCFF S/C Funding

Estimated Allocation: 12.98% of Post-Secondary Counselor Salary $10,189.30
Estimated Dollars: $78,500 of LCFF S/C Funding

Justification:
EL Specialist Allocation (12.98%): The EL Specialist plays a critical role in providing targeted support for English language acquisition and development. The allocation of $12,655.50 ensures that resources are prioritized toward helping EL and LTEL students with language proficiency.

Post-Secondary Counselor Allocation (12.98%): The remaining 12.98% is allocated to the Post-Secondary Counselor's salary to support Foster Youth. This funding ensures that Foster Youth receive consistent wraparound services and resources, helping them maintain stability in their academic journey.

By allocating 25.95% of the increase in services to staff salaries, we ensure that resources are used primarily to provide direct, specialized services to EL, LTEL, and Foster Youth students, addressing their unique needs and improving their academic outcomes.

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 plans to strategically allocate the additional concentration grant add-on funding, due to having an unduplicated student group count above 55%, to increase staff support and resources for English Learners, Low-Income students, and foster youth.

The funding will be used to retrain staff and provide additional instructional time, ensuring these student groups receive targeted support. Specifically, funds will cover the salaries of positions such as EL Specialists, tutors, and paraprofessionals who provide direct services, as well as compensation for offering extended instructional time (Goal 1, Action 2 & Action 4).

These staff members will play a critical role in delivering specialized instructional support aimed at facilitating student progression, identifying learning gaps, and narrowing achievement disparities. The LEA will implement strategies like integrated instruction for EL and LTEL students, as well as targeted interventions for Foster Youth and Homeless students to address attendance issues (Goal 2, Action 5).

The LEA also intends to retain Post-Secondary Counselors and Teachers, who will take on additional responsibilities, such as after-school and night school instructional support. Additionally, the funds will be used to expand Social-Emotional Development programming to benefit RFMP students—our highest student population—by providing tailored support to address their unique emotional and psychological needs, which will contribute to both their personal and academic growth (LCAP Goal 2, Action 2).

Moreover, 15% of the concentration grant will be directed toward the recruitment and retention of staff dedicated to working with unduplicated student groups. The LEA will focus on attracting highly qualified educators through competitive compensation packages and professional development opportunities. Retention efforts will include mentorship programs, career advancement pathways, and recognition initiatives, fostering a strong sense of commitment and ensuring the continuity of high-quality services for these students.

These investments in recruitment, retention, and direct services will directly align with LCAP Goal 1, Action 5 (All Staff Professional Development), Goal 1, Action 6 (EL Professional Development), and Goal 1, Action 7 (LTEL Professional Development). By strategically using the concentration grant funding, the LEA is dedicated to enhancing academic success and providing equitable educational opportunities for all students, particularly those facing economic challenges.

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	$ 1,580,107	7.088%	0.000%	7.088%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,550,647	$ 360,000	$ -	$ -	$ 1,910,647.00	$ 596,750	$ 1,313,897

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	Students with Disabilities (SWD) Intervention Support and Instruction	Students with Disabilities	No			All Schools	Ongoing	$ 65,750	$ 234,250	$ -	$ 300,000	$ -	$ -	$ 300,000	0.000%
1	2	EL Individualized Support and Instruction	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 12,000	$ 55,000	$ 67,000	$ -	$ -	$ -	$ 67,000	0.000%
1	3	Implementation of Research Based Interventions	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 100,000	$ 80,000	$ 180,000	$ -	$ -	$ -	$ 180,000	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	English Learners, Long Term English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 9,000	$ 6,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
1	5	All Staff Professional Development	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 20,000	$ 50,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
1	6	EL Professional Development	English Learners, Low-Income, Foster Youth	Yes	Limited	English Learners	All Schools	Ongoing	$ 20,000	$ 20,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
1	7	LTEL Professional Development	Long Term English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 8,000	$ 17,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
2	1	Postsecondary Advancement Programs	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 130,000	$ 35,000	$ 165,000	$ -	$ -	$ -	$ 165,000	0.000%
2	2	College credit course enrollment	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 15,000	$ 120,000	$ 135,000	$ -	$ -	$ -	$ 135,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 15,000	$ 80,000	$ 95,000	$ -	$ -	$ -	$ 95,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 17,000	$ 60,000	$ 77,000	$ -	$ -	$ -	$ 77,000	0.000%
2	5	Homeless & Foster Youth Services	Foster and Homeless Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$ 30,000	$ 10,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 90,000	$ 40,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
3	2	Social Emotional Development Opportunities	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ -	$ 446,647	$ 446,647	$ -	$ -	$ -	$ 446,647	0.000%
3	3	School Safety	English Learners, Low-Income, Foster Youth	Yes	LEA-Wide	All	All Schools	Ongoing	$ 65,000	$ -	$ 65,000	$ -	$ -	$ -	$ 65,000	0.000%
3	4	Targeted Student Support and Learning Recovery (LREBG)	All Students	No			All Schools	Ongoing	$ -	$ 60,000	$ -	$ 60,000	$ -	$ -	$ 60,000	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	$ 1,580,107	7.088%	0.000%	7.088%	$ 1,550,647	0.000%	6.956%	**Total:**	$ 1,550,647
								LEA-wide Total:	$ 1,363,647
								Limited Total:	$ 187,000
								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	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	$ 67,000	0.000%
1	3	Implementation of Research Based Intervei	Yes	LEA-Wide	All	All Schools	$ 180,000	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instructic	Yes	Limited	English Learners	All Schools	$ 15,000	0.000%
1	5	All Staff Professional Development	Yes	LEA-Wide	All	All Schools	$ 70,000	0.000%
1	6	EL Professional Development	Yes	Limited	English Learners	All Schools	$ 40,000	0.000%
1	7	LTEL Professional Development	Yes	Limited	English Learners	All Schools	$ 25,000	0.000%
2	1	Postsecondary Advancement Programs	Yes	LEA-Wide	All	All Schools	$ 165,000	0.000%
2	2	College credit course enrollment	Yes	LEA-Wide	All	All Schools	$ 135,000	0.000%
2	3	CTE Program Enhancement for ImprovedC	Yes	LEA-Wide	All	All Schools	$ 95,000	0.000%
2	4	Enhancing Student Readiness with Compre	Yes	LEA-Wide	All	All Schools	$ 77,000	0.000%
2	5	Homeless & Foster Youth Services	Yes	Limited	Foster Youth	All Schools	$ 40,000	0.000%
3	1	Parent Involvement and Educational Partne	Yes	LEA-Wide	All	All Schools	$ 130,000	0.000%
3	2	Social Emotional Development Opportunitie	Yes	LEA-Wide	All	All Schools	$ 446,647	0.000%
3	3	School Safety	Yes	LEA-Wide	All	All Schools	$ 65,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,795,105.00	$ 1,745,390.26

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	Students with Disabilities (SWD) Intervention Support and Instruction	No	$ 300,000	$ 212,298
1	2	EL Individualized Support and Instruction	Yes	$ 80,000	$ 62,499
1	3	Implementation of Research Based Interventions	Yes	$ 170,000	$ 280,580
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 30,000	$ 4,202
1	5	All Staff Professional Development	Yes	$ 70,000	$ 51,413
1	6	EL Professional Development	Yes	$ 40,000	$ 36,285
1	7	LTEL Professional Development	Yes	$ 30,000	$ 19,170
2	1	Postsecondary Advancement Programs	Yes	$ 200,000	$ 172,588
2	2	College credit course enrollment	Yes	$ 45,000	$ 40,033
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 100,000	$ 107,314
2	4	Enhancing Student Readiness with Comprehensive	Yes	$ 90,000	$ 58,003
2	5	Homeless & Foster Youth Services	Yes	$ 50,000	$ 37,889
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 140,000	$ 146,397
3	2	Social Emotional Development Opportunities	Yes	$ 535,107	$ 448,305
3	3	School Safety	No	$ 70,000	$ 47,272
3	4	Targeted Student Support and Learning Recovery	No	$ 844,998	$ 21,143

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)
$ 1,550,647	$ 1,580,107	$ 1,464,677	$ 115,430	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	2	EL Individualized Support and Instruction	Yes	$ 80,000	$ 62,499	0.000%	0.000%
1	3	Implementation of Research Based Interventions	Yes	$ 170,000	$ 280,580	0.000%	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	$ 30,000	$ 4,202	0.000%	0.000%
1	5	All Staff Professional Development	Yes	$ 70,000	$ 51,413	0.000%	0.000%
1	6	EL Professional Development	Yes	$ 40,000	$ 36,285	0.000%	0.000%
1	7	LTEL Professional Development	Yes	$ 30,000	$ 19,170	0.000%	0.000%
2	1	Postsecondary Advancement Programs	Yes	$ 200,000	$ 172,588	0.000%	0.000%
2	2	College credit course enrollment	Yes	$ 45,000	$ 40,033	0.000%	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	$ 100,000	$ 107,314	0.000%	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	$ 90,000	$ 58,003	0.000%	0.000%
2	5	Homeless & Foster Youth Services	Yes	$ 50,000	$ 37,889	0.000%	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	$ 140,000	$ 146,397	0.000%	0.000%
3	2	Social Emotional Development Opportunities	Yes	$ 535,107	$ 448,305	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)
$ 5,838,062	$ 1,550,647	0.000%	26.561%	$ 1,464,677	0.000%	25.088%	$ 85,969.84	1.473%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFY-San Gabriel

Date Resource Inequity Review was conducted: Feb 10, 2025

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?	**A-G Completion and College & Career Preparedness Disparities** • Higher-grade level students have lower A-G participation rates, likely due to needing to retake courses. • A-G completion rates are significantly lower than participation rates, suggesting barriers to full completion. • Hispanic students and FRMP students show lower rates of college and career preparedness. **English Learner (EL) and Long-Term English Learner (LTEL) Challenges** • EL students struggle with core courses and overall participation. • Lexile growth has decreased over the past three years. • Credit attainment and progression improvements may not be sufficient to close gaps. **Graduation Rates** • The 4th-5th year graduation rate has significantly declined. • Homeless students and EL students experienced substantial drops in graduation rates. • SWD (Students with Disabilities) and FRMP students also saw declining graduation rates. **Chronic Absenteeism and Student Engagement Issues** • Middle school chronic absenteeism remains a major concern. • Online students show lower participation in college credit, AP courses, and CTE

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

	pathways. **Testing and Academic Performance Disparities** ● SBAC scores for certain grade levels (e.g., 8th grade ELA) have declined. ● Special education (SPED) student performance data is inconsistent across years.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	● A-G Completion and College & Career Preparedness Disparities ● English Learner (EL) and Long-Term English Learner (LTEL) Challenges ● Graduation Rates ● Chronic Absenteeism and Student Engagement Issues
3. How does the Charter plan on addressing these inequities?	We have conducted a thorough analysis of our program and budget, identifying four key areas that require attention to ensure a more equitable distribution of resources. Here is an overview of our plans to address these issues: **1. A-G Completion and College & Career Preparedness Disparities** **Early Tracking & Academic Counseling** ● We will Implement an early identification system to track 9th and 10th graders' A-G progress. ● Increase student access to academic counseling to ensure proper course selection and on-track completion. ● Provide personalized academic plans to support students who need to retake courses for A-G eligibility. ● Strengthen student engagement efforts in AP courses to encourage higher-level learning. **Community College Partnerships** ● Expand dual enrollment opportunities with local community colleges to provide

students with access to college-level coursework.
- Create targeted outreach to historically underrepresented students to increase participation in these programs.

Increased Career & Technical Education (CTE) Opportunities

- Ensure equitable access to CTE programs for students from diverse backgrounds, including EL and FRMP students.

2. English Learner (EL) and Long-Term English Learner (LTEL) Challenges

Expanded EL-Specific Instruction & Curriculum Support

- Implement evidence-based instructional programs (e.g., iLit, Freckle) to support language development.
- Provide targeted small-group intervention sessions focusing on reading comprehension, academic vocabulary, and writing skills.
- Increase designated ELD instruction within core content areas to enhance English proficiency while ensuring access to grade-level coursework.

Monitoring & Data-Driven Instruction

- Conduct regular Lexile growth and RenStar assessments to track EL/LTEL progress and adjust interventions accordingly.
- Use Achievement Chats to provide personalized feedback and progress monitoring for EL students.
- Implement teacher training on differentiated instruction strategies to support EL learners in all subject areas**.**
- Implement structured literacy interventions to target declining Lexile growth over the past three years.

3. Graduation Rates

Early Identification and Graduation Cohort Tracking

- Our goal is to establish graduation cohorts to monitor student progress from the 9th grade onward.

	● Utilize data-driven interventions to identify at-risk students and provide targeted support. ● Implement personalized graduation plans for students falling behind in credits. **Expanded Credit Recovery and Intervention Programs** ● Increase opportunities for students to recover credits through flexible scheduling, online learning platforms, and extended learning options. ● Provide additional tutoring, mentoring, and small-group instruction for students struggling in core subjects. **4. Chronic Absenteeism and Student Engagement Issues** **Personalized Attendance Support Plans** ● Conduct Achievement Chats with students and families to develop action plans for improving attendance. ● Establish direct communication strategies for students with excessive absence **Culturally Responsive & Interest-Based Learning** ● Increase access to electives, clubs, and extracurricular activities to foster student engagement. ● Expand student leadership programs to encourage participation and create a sense of belonging These inequities were identified as having the greatest impact on student outcomes, and the Charter's School Improvement Plans will focus on closing these gaps through targeted interventions, curriculum enhancements, and student support initiatives.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	NA

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: San Gabriel 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 within our program.
2. Parents and Students- our 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.

The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and A-G Completion & Participation:

- Overall enrollment has decreased from 2023 to 2024 (from 558 to 338)
- Increase in % students participating in A-G from 2022-2023 to 2023-2024 (58.1% to 75.4%)
- Overall, prepared students increased from 22-23 (8.7%) to 23-24 (11.1%), increase of 2.4%
- 2023 to 2024, our percentage of students approaching prepared decreased except for ELL students (EL increased by 3.8%)
- Overall, A-G participation rates are around 70+% in 2024, but A-G completion rates for the same year are around 20%
- Higher grade levels have lower participation percentage.
  Examples in 2024:
  - 9th: 96.7%
  - 10th: 85.9%
  - 11th: 67.9%
  - 12th: 51.7%
- Students with disabilities A-G Participation: 2022-23: Only 44.4% participating, 23-24 increased to 75.9% participation; increased by 31.5%.
- Foster Youth A-G completion increased from 0.0% to 25.0% during 2022-2023 to 2023-2024 school year.
- Homeless A-G participation increased from 2022-2023 (24.1%) to 2023-2024 (72.7%)

EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):

- Core course completion fluctuated between 6.0 and 8.0 for all years.
- Progression for ELL students in the current year is in the 90% range, whereas in 23/24, the average was around 80%.
- Attainment in 23/24 was around 20% to 40% and is now between 50% and 70%.
- We noticed that there was no significant change in both core course completion (Math, English, Science, Social Science)
- We observed that EL students are struggling with the core courses and overall participation.
- EL students increased in grade performance from 5.5% in 2022/23 to 9.4% in 2024/25
- Average LTEL has improved.
- Reading level and math has improved/ doubled.
- Lexile growth has decreased each year over the last three years.
- EL Students are completing more than 7 units in mathematics per year.

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

SBAC Math and ELA, Lexile, Math GLE, Reading GLE:

- ELA: 23-24 the standards met at each grade level declined (% of students)
- ELA: SPED increased measurably in 22-23, but there was not enough data for 23-24.
- ELA: Standards nearly met 23-24, grade levels, 7th and 11th increased while 8th grade significantly decreased.
- ELA: Standards met dropped for 8th grade in the 23-24 school year.
- ELA: 2022 and 2023 for Hispanics, “standards met” was consistent but in 2024 it decreased to 23.53%.
- 2024 SY Math: 7th & 8th grade increased in 2024 within standards met, but 11th grade decreased.
- Math: 11th grade went up in standards nearly met & exceeded in 2024.
- FMRP: ELA: 22 & 23 standards met/exceeded went from mid 40%s to 25%
- Math: Standards met decreased in 2023 with 16.03% decreased to 7.14% in 2024.

Graduation Rates, Drop Out Rates, Chronic Absenteeism:

- 2021-2024 our SPED students had 24 grads eligible to graduate but only 14 graduated.
- Total grad rate decreased by 15% from the 21-22 school year to the 22-23 school year.
- Our homeless population had a 13.8% decrease in graduate rate from 21-22 school year to 22-23.
- EL students' grad rate went down 21.1% from 21-22 to 22-23 school year.
- Foster students' grad rate increased from 1 student in the 21-22 school year to 6 students in 22-23 school year, a 500% increase.
- Combined 4-5 year grad rate for the 21-22 school year was 65.1%. In the 22-23 school year, Combined 4-5 year grad rate declined to 52.1%. But our 1 year grad rate in 2022 was 87.8%.
- Both school years had the same amount of EL grads. 12 graduated in 21-22 school year; that number decreased to 8 for the 22-23 school year.
- FRMP students rate declined 13.7% and our Hispanic students declined 9.8%

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 3 areas of focus will be the charters’ priorities in the upcoming school year:

1. **Grate Rate**
    a. 4th-5th year Grad Rate for the LEA has significantly decreased in 23-24 compared to previous years due to current state measure changes; LEA will have an increased focus towards interventions and initiatives in this area.
2. **College and Career Indicator**

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

a. Increase College and Career Readiness indicators, encouraging dual enrollment at nearby community colleges for college credit, enrolling students in more CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).

3. **SBAC Math and ELA**
   a. Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence based intervention programs that show best effective results (Freckle, etc.).

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: College & Career Indicators and A-G Completion & Participation:

Root Causes:

- A-G participation decreases for higher grade level students because some students come in needing to retake classes they earned a D in, requiring them to finish more credits to complete A-G. They may not want to commit to A-G if that means they have to retake several core courses.
- Increase in A-G participation percentages could be linked to drop in enrollment of students
- A-G Participation/Completion vs % Prepared: this could be because they are only completing A-G and not completing the second component that is required for the student to be considered "prepared".
- Lower A-G Completion could be because students are expressing a greater interest in attending technical or community college rather than attending a 4 year college, so the A-G completion appears to be additional work that would not benefit them overall.
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Measurable Outcome: *The charter will begin to track starting 9th graders/early 10th graders to have more of an impact with starting these students on A-G and track if there is a higher A-G completion rate compared with students who start high school elsewhere. Counselors will work with 10th graders to get started on CTE Pathways to complete the pathway before graduating.*

Area of Focus: EL/LTEL (Credit Attainment, MSP, RenStar, Core Course Completion):

Root Causes:

- LTELS were only collected starting in 2023-2024
- Students withdraw after 2-3 months due to struggling and wanting to practice more with peers.
- GLE for Reading: students are taking the RenStar with EL Teachers, who are making sure students are not rushing and that students are taking their time and reading questions out loud.
- GLE- Being in the classroom with students vs on the floor could impact the dedication and improvement in numbers.
- Students could be transferring what they learned in reading testing to math testing since their GLE in math has improved.

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

- The learning gaps from COVID could be impacting their Lexile Growth.
- The percentage of students with growth in Lexile is decreasing each year, but the GLE in reading for students is increasing each year.
- Credit attainment and progression increase could be because of new EL teacher expectations, accountability, parent/guardian communication, and IS Teacher (All Educational Partners)

Measurable Outcome: *The Charter will implement Interventions and Achievement chats for students who are falling behind, with all stakeholders. Will be utilizing Freckle/Intervention programs and having students complete work during appointment times.*

Area of Focus: SBAC Math and ELA, Lexile, Math GLE, Reading GLE:

Root Causes:

- Communication approach to our students about the importance of testing.
- Special populations take longer to get back into routines, especially if they were affected (also on a social emotional aspect).
- Interventions were different between the years we are comparing (Exact Path, etc.)
- School is focusing on more resources for Math more so than ELA as we focused on those scores (to improve).
- There are more classes for ELA being offered in our online program.
- Teachers not knowing if our enrichment classes made an impact on student testing.
- Using virtual testing may not be taken as seriously as in-person testing.

Measurable Outcome*: The charter aims to maintain or improve its SBAC Math & English tiers for each student group with our intervention curriculum, Exact Path by providing supplemental ELA and Math Support through new curriculum and practice tests. Additionally increase student academic engagement participation to help students increase motivation towards academics.*

Area of Focus: Graduation Rates, Drop Out Rates, Chronic Absenteeism:

Root Causes:

- Drop out rate: 22-23 to 23-24, drop out rates decreased across all populations with exception of Homeless students
    - All students decreased from 6% to 2.8%
- Combined 4 and 5 year Overall grad rate has decreased:
    - 22: 192 participants, 65% grad rate
    - 23: 163 students, 52.1% grad rate
- 24: 129 students, 37.2% grad rate.
- ELL: Each year, 4 and 5 year grad rates has decreased
    - 22: 63.2%
    - 23: 42.1%
    - 24: 30%
- FRMP: Each year, 4 and 5 year grad rates has decreased
    - 22: 63.3%

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

    - 23: 49.7%
    - 24: 37.3%
- SWD: Combined 4 and 5 year Grad rate decreased
    - 22: 58.3%
    - 23: 47.6%
    - 24: 25%
        - Combined 4 and 5 year total students in grad rate slightly decrease
            - 21-22-: 24%
            - 22-23: 21%
            - 23-24: 20%

***Measurable Outcome**: Charter strives to maintain our overall DASS a one-year graduation rate at or above 68-70% through 2026-27. Charter aims to improve 4-5 year graduation rate status on our California Dashboard by creating graduation cohorts. Additionally, charter aims to decrease middle school chronic absenteeism rates by 10% across all student groups through support of middle school cohorts.*

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:

1. Charter has increased in A-G completion every year.
2. EL Students are completing more than 7 units in mathematics per year.
3. Average LTEL has improved reading level and math level has improved/ doubled.
4. SBAC Scores for 11th grade had growth from 22-23 and 23-24 in standards nearly met.
5. ELL and homeless has shown growth in Lexile, Math GLE, Reading GLE
6. Math FRMP and SWD Reading GLE have shown steady increases.
7. Charter's one-year graduation rate is maintained and steady

Challenges and Concerns:

1. Understanding what qualifies within the areas of the college and career indicator and maintaining awareness for teachers.
2. Past intervention program data have not proven to be successful for our students and teachers.
3. Early identification of Middle and High School Cohorts to better improve chronic absenteeism, grade rate and college and career indicators.

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

4. Embedding SBAC knowledge throughout the school year as opposed to the Spring semester.
5. Students that enroll with significantly deficient High School Credits may impact our 4-5 year grad rates.
6. Our online program students' involvement in courses such as College Credit, AP Course or CTE may not be of higher interest compared to our in-person students.
7. Creating equity throughout student groups, such as our low rates in our Hispanic student population. (College and Career indicator, graduation rate, etc.)

Trends and Themes:

1) Hispanic student trends are consistent across different areas as low or extremely low
2) One year grad rate has maintained consistency (example: 2024 All students average 91.1%; all groups are 80+%)
3) EL and LTEL students have been showing increases in Reading scores.
4) Low rates of College and Career Preparedness.
5) Combined 4 and 5 year Overall grad rate has decreased.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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