

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options for Youth Acton

CDS Code: 19753090136648

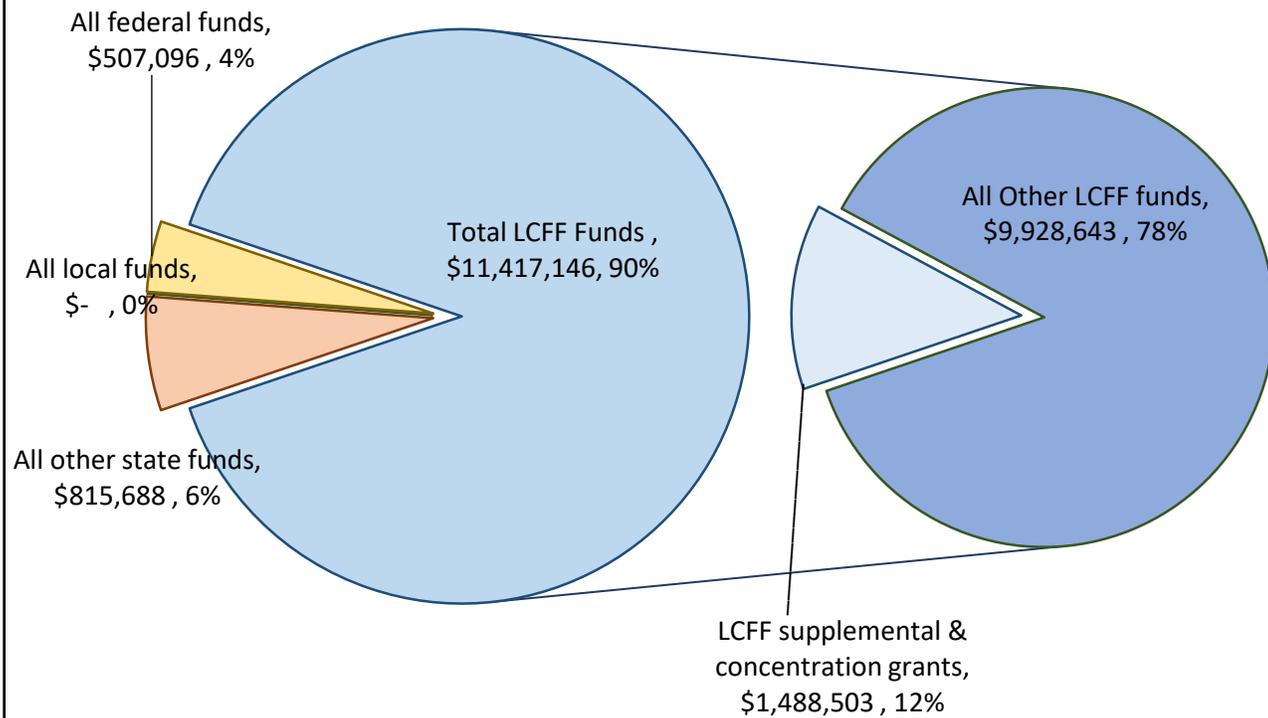
School Year: 2022 – 23

LEA contact information: Wendy Gillespie, Principal, P: (626) 921-8200, E: wgillespie@ofy.org

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 2022 – 23 School Year

### Projected Revenue by Fund Source

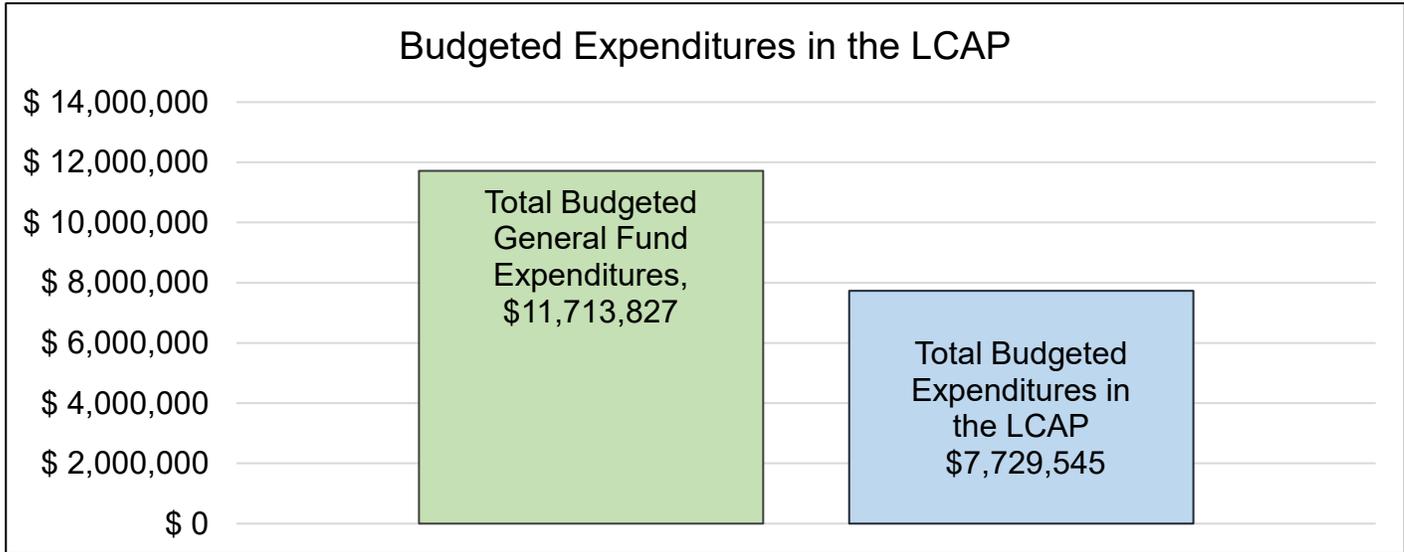


This chart shows the total general purpose revenue Options for Youth Acton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth Acton is \$12,739,930.00, of which \$11,417,146.00 is Local Control Funding Formula (LCFF), \$815,688.00 is other state funds, \$0.00 is local funds, and \$507,096.00 is federal funds. Of the \$11,417,146.00 in LCFF Funds, \$1,488,503.00 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 Acton plans to spend for 2022 – 23. 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 Acton plans to spend \$11,713,827.00 for the 2022 – 23 school year. Of that amount, \$7,729,545.00 is tied to actions/services in the LCAP and \$3,984,282.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

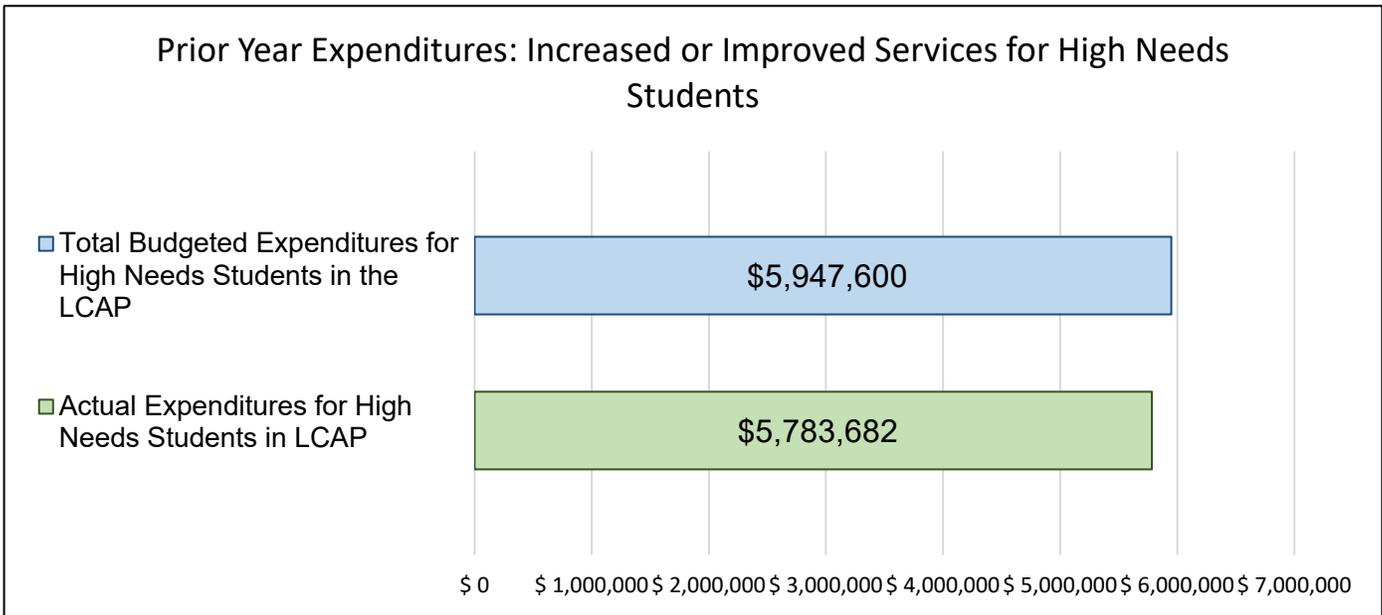
General Fund Budget Expenditures, for the 2022-23 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, other student information system upgrades and data tracking improvements, facilities and maintenance, rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Options for Youth Acton is projecting it will receive \$1,488,503.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth Acton must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth Acton plans to spend \$6,437,627.00 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 2021 – 22



This chart compares what Options for Youth Acton 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 Acton 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 2021 – 22, Options for Youth Acton's LCAP budgeted \$5,947,600.00 for planned actions to increase or improve services for high needs students. Options for Youth Acton actually spent \$5,783,682.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$163,918.00 had the following impact on Options for Youth Acton's ability to increase or improve services for high needs students:

The LEA received \$5,640,227 in LCFF supplemental and concentration funding and as of April 2022 has spent all its Supplemental and concentration funding on actions and services to increase offerings to our high need's students. The \$163,918 difference from what we planned to spend on high needs students and what has been spent as of April 2022 was from estimated funding being used outside our LCFF Supplemental and concentration funds. As indicted in our goal analysis for LCAP Goal 1 and 2, despite not hitting our initial allocation assumptions as of April 2022, the LEA believes it will meet these budget figures, except for the EL Individualized Support and Instruction due to staffing shortages, by the end of the school year. Due to staff shortages and COVID guidelines the LEA was limited on professional development opportunities and ELA and math intervention support available. Due to returning back to in-person learning the need for educational technology resources for students was not as needed or anticipated. Therefore, there were no impacts to the actions and services or the overall increased/improvement of services to our high need's students.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth - Acton	Wendy Gillespie, Principal	<a href="mailto:wgillespie@ofy.org">wgillespie@ofy.org</a> , (760)285-7571

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA has not received any Budget Act 2021 funding aside from funds included in the Expanded Learning Opportunities Grant. OFY-Acton sent out a survey to staff, students, and parents to gain input and further identify school goals and learning recovery efforts. The school regularly asked for feedback through virtual and in-person parent conferences, student meetings, staff in-services and virtual meetings to ensure all stakeholders had an opportunity to voice ideas and engage in the planning process. The development of the plan was reviewed and created by the school leadership group.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA plans to use the additional concentration grant add-on funding received due to having greater than 55% enrollment of students who are low income, English learners, and/or foster youth students to support the retention of staff that directly impact the academic achievement of our unduplicated student groups. The plan includes, but is not limited to salaries of positions, such as, paraprofessionals and English Language specialists that provide direct services to support our unduplicated student groups and appropriate compensation for offering extended instructional learning time.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

OFY-Acton did not receive any one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Therefore, the LEA did not engage, or plan to engage, its educational partners on the use of one-time federal funds to support recovery from the COVID-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

OFY-Acton did not accept federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The LEA did not receive additional fiscal resources. OFY-Acton developed the Safe Return to In-Person Instruction and Continuity of Services Plan which was aligned with the LEA's 2021-22 LCAP and Annual Update. Some of the actions described in these plans include but are not limited to professional development for all staff to support students impacted by the COVID-19 pandemic, implementation of health and safety protocols to support a safe return to in-person instruction, access to technology and mental health opportunities for students.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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 Acton	Wendy Gillespie, Principal	E: <a href="mailto:wgillespie@ofy.org">wgillespie@ofy.org</a> ; P: (760)285-7571

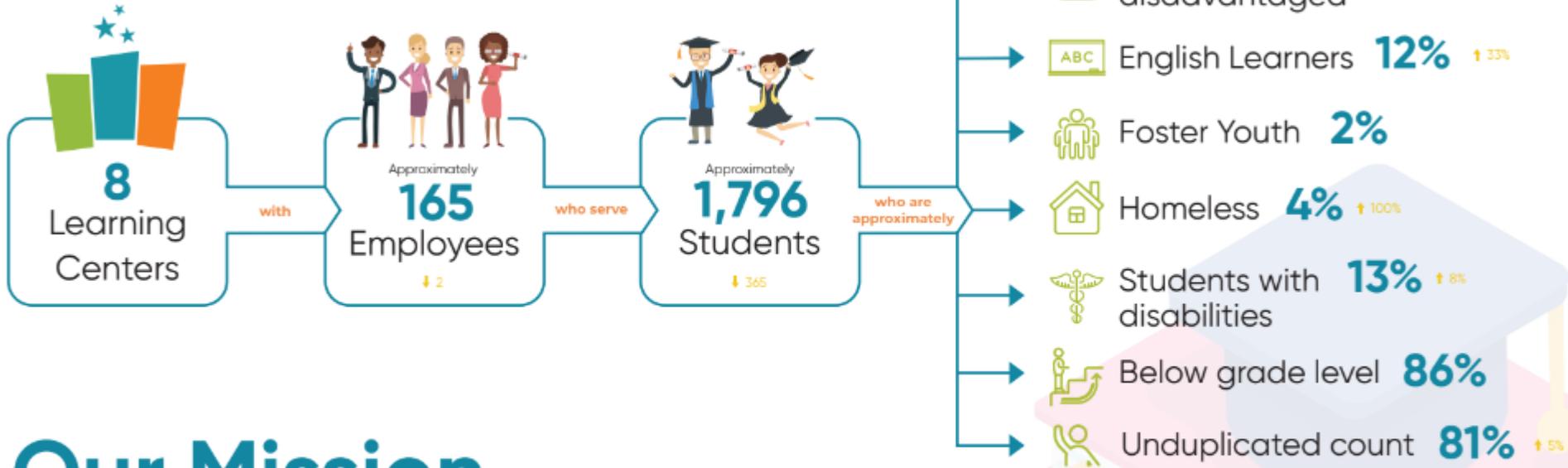
## Plan Summary 2022-23

### General Information

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

## Local Control & Accountability Plan (LCAP) Charter Demographics

**ACTON**  
2022-23



## Our Mission

The mission of Options for Youth is to create an educational choice for all students. Our staff connect with students to empower and inspire them to achieve their goals and make their dreams a reality. Options for Youth will assist students as they develop supportive relationships that enable them to manage work life, and familial responsibilities. Our vision is to re-engage students by giving them the skills and the confidence to become lifelong learners who contribute to their community.

### Educational Philosophy:

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

### **Educational Program:**

OFY-Acton serves At-Promise students who enroll to accelerate their progress, plan to recover academically and achieve a high school diploma in time. Students enrolled in OFY-Acton have the opportunity to graduate early and recover academically to graduate on time because of the flexibility of our program in allowing students to move at their own pace. Still, some students attend OFY-Acton to eliminate some of the stressors associated with larger class sizes, increased student population, and intimidating social demands of traditional high school settings. OFY-Acton offers an alternative educational option that incorporates both independent study courses and small group instruction. Independent study provides students with the space to work at their own pace and develop a heightened sense of accountability. Small group instruction courses offer a classroom setting, with fewer students than a traditional school, to maximize support for access to rigorous common core content. In the blended model of independent study and small group instruction students are encouraged to take ownership of their education while still receiving individualized support to successfully progress toward earning a high school diploma and preparing students to enter the workforce or continue their education at college.



### **Exclusive Workforce Partnership:**

A vital component of OFY-Acton is preparing students to obtain the knowledge, skills, and abilities to enter the workforce upon graduation. OFY-Acton has an exclusive partnership with organizations who are federally funded through WIOA. OFY-Acton currently has an exclusive partnership with Goodwill Industries of Southern California, the Boys & Girls Clubs of Greater Oxnard, and Pathways Management Group. These partnerships allow OFY-Acton students to gain exposure to career readiness through integration of vocational training and certification programs. Within our program we offer students opportunities to earn their food handlers certification, first aid and CPR certification, and preparation for A+ certification.

### **Title I - Schoolwide Program (SWP)**

Options for Acton applied for Title I funds and will be implementing a Schoolwide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all students, particularly for students who are not meeting academic standards. Our SPSA and LCAP will serve in alignment to one another further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment and meet the needs of our students below grade level.

## **Reflections: Successes**

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Despite the various challenges faced as a result of the impact of the COVID-19 pandemic, Options For Youth - Acton celebrated many successes this last school year. In the 2020-21 school year, the overall OFY-Acton graduation rate achieved was 82%, which is a 2.1% increase from the previous year. Additionally, several student subgroup graduation rates also showed improvement. The English Learner graduation rate went from 60% in the 2020 school year to 79.9% in the 2021 school year. 296 students identified as socioeconomically disadvantaged graduated in 2021 bringing the graduation rate for this subgroup to 86.7%, up 9.7% from the previous school year. Our school also saw increases in graduation rates for our Hispanic, White and African American students from the 2020 school year.

Reporting Year: 2021 ▾

This report displays graduation rates that were calculated using Dashboard rules. While this data is similar to the Four-Year Cohort refer to this [data crosswalk](#).

➤ [Read more about this report](#)

### Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	473	388	82.0%
English Learners	24	19	79.2%
Foster Youth	15	13	86.7%
Homeless	23	14	60.9%
Socioeconomically Disadvantaged	369	296	80.2%
Students with Disabilities	54	42	77.8%
African American	35	31	88.6%
American Indian or Alaska Native	4	*	*
Asian	7	*	*
Filipino	3	*	*
Hispanic	300	241	80.3%
White	84	69	82.1%
Two or More Races	17	15	88.2%

Student monthly progression has also shown significant improvement in the 2021-2022 school year. Current average student progression for the 2021-22 school year is at 79.9%, which is almost a 10% increase from the 2020-21 school year average student progression rate of 70.07%. OFY-Acton is proud of our students for continuing to improve their progress towards graduation. Returning to in-person instruction has been beneficial for our students as it permits them to have a safe learning environment in which they feel supported.

2021-22 student average core course completion rate is also on track to exceed the average core course completion rate for all students in the 2020-21 school year. Currently, core course completion rates are as follows: English - 4.576, Math - 3.9, Science - 4.056, Social Studies

- 5.035. The 2020-21 school year core course completion rates were English - 6.895, Math - 5.74, Science 5.4, and Social studies - 6.237. Student success in this category can be attributed to the school offering in-person small group instruction classes and in-person tutoring. Generally, students have been eager to return to campus and to participate in social emotional activities that in turn are positively impacting their academics.

Moreover, successful implementation of restorative practices and providing strong wrap around services for our students has contributed to the maintenance of a 0% suspension rate for our students. Restorative practices include using interventions that rely on behavioral and academic contracts that are formed with parents/guardians, teachers, students, and student counselors. Furthermore, OFY-Acton offers student's flexible schedules that allow students to choose academic appointment times that work best for them and their families. While the school is in-person, teachers typically have 6-8 students at each academic appointment time, small group instruction courses have approximately 16 students per class, and English and Math tutors see about 6-8 students per tutoring appointment. The small student to staff ratio at OFY-Acton further allows students to develop meaningful connections with staff members.

Lastly, EL reclassification has remained high with approximately 77% of eligible EL students having been reclassified so far during the 2021-22 school year. Students' success in this category can be attributed to the EL Specialists providing English development support to students in a small group setting, students meeting with EL Specialists regularly for support in independent study curriculum, designated ELD courses are available for all students, and students developing an Academic Learning Plan (ALP) twice a year. The meeting to create the first ALP includes the student, parents/guardians, the Independent Study teacher, and the EL Specialist, and the meeting to develop the second ALP consists of only the student and teacher. The main purpose of the ALP is to ensure that students receive the support that they need in all of their core courses. The ALP forms include testing and unit completion data, learning strategies needed to scaffold instruction, and the student's learning goals and accommodations. Additionally, the forms include an informational survey that students complete to reflect on their academic performance and goal setting/progression, areas of success and motivation, and areas of improvement. As a team, the student and involved educational partners then develop an action plan that addresses the student's learning goals and accommodations. In developing their own academic goals alongside educational partners, students learn to take ownership over their learning and academic growth.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Four data dive sessions were conducted as a part of the Comprehensive Needs Assessment (CNA) process and the data dive protocol was followed at each session that included an observation round, a questions round, and a hypothesis round. Observations, findings, and reflection were also shared on a broader level with the whole group, while the data dive protocol was followed in smaller groups of 4-6 individuals. During the first Data Dive, representatives from each of the school sites attended an in-person session and they were split into three groups each group reviewed a different set of data. Group one reviewed A-G completion, graduation rates, and core course completion. Group 2 focused on monthly progression for both the 2020-21 and 2021-22 school years across each of the 8 learning centers

and broken down by subgroup, credit attainment for all students and subgroups over the last two years, and the percentage of students scoring at or above grade level band once again over the two year time frame and across each of the subgroups. The third group analyzed 2018-19 CAASPP Math and ELA data broken down by subgroups and Fall 2021 Renaissance Star Math and Reading data also broken down by learning center and subgroup. EL reclassification rates and undecided career pathways data was also reviewed. The second data dive session included the leadership team. This session focused on the analysis of suspension rates for the last two years, chronic absenteeism among different grade levels, and 2019-20 and 2020-21 graduation rates broken down by subgroups. The third data dive session was conducted at the learning center level and included staff. Staff were split into four groups and each group reviewed math data including math completion rates filtered by subgroup and learning center, 18-19 CAASPP Math data, and Fall 2021 Renaissance Star Math data. The fourth data dive session was also held at a learning center level that involved all staff. Staff members were broken up into teams and each team reviewed a few of the following metrics: A-G completion, Graduation rates, 2018-19 and 2020-21 preview CAASPP Math and ELA data, Fall 2021 Renaissance Star Math and Reading data, Lexile band, core course completion, and Credit attainment.

Based on findings from the CNA, OFY-Acton has identified the following areas of need.

- Credit Attainment average has been lowest among our students with disabilities (27.07%) compared to all other subgroups and the average for all students (30.28%) in the 2021-2022 school year.
- EL students had the lowest Lexile Band percent at or above grade level (9.66%) after the first administration of Renaissance Star in the 2021-2022 school year compared to all other subgroups. The percentage of students at or above grade level for all students after the Fall 2021 Renaissance Star administration was 40.15%.
- Graduation rates increased in the 2020-2021 school year from the previous year for all students and for most subgroups. However, the graduation rate for our students experiencing homelessness declined from 75% in the 2019-2020 school year to 60.9% in the 2020-2021 school year.
- Approximately 50% of middle school students are currently considered chronically absent, compared to 45.23% of all students. In the 2020-21 school year, 100% of middle school students were chronically absent (only 2 students were represented in the data at the time which is calculated based on the student work and attendance), compared to 55.4% of all students.
- A-G completion for all graduates so far in the 2021-22 school year is currently at 5.37%, which is much lower than the 16.89% A-G completion among all graduates in the 2020-21 school year.
- **Science**-We recognize the need to develop a metric for CAST testing and will wait for newly released data to develop a metric around science student outcomes.

To address these areas of growth, the LEA plans to provide additional intervention support through added intervention positions, maintaining a safe learning environment for all, offer Social Emotional learning and mental health support to students, engage educators in professional development to implement restorative practices with all students and geared towards re-engaging students in learning. Additionally, the school will work towards further developing a data driven culture to continue placing student needs and success at the core of all of our initiatives.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Options For Youth Acton demonstrated success in the following areas: student graduation rates, improvement of student progression rates, maintenance of high EL student reclassification rates, maintaining 0% suspension rate, and continuing to encourage an increasing core course completion rate outlined in all LCAP goals. Furthermore, the LEA continued to encourage Parent and Family engagement through regular School Site Council and DELAC meetings and parent conferences. Educational partner surveys were conducted regularly to inform the development of school plans and initiatives. The school also prepared facilities adequately to ensure the safety of all educational partners when returning to the school sites for in-person instruction.

For the 2022-23 school year, the continued areas of focus for OFY-Acton will be continuing to increase graduation rates, college and career readiness rates, performance on SBAC as well as benchmark results in Lexile level and math growth, grow our EL instructional strategies, and support our Student with Disabilities with individualized academic instruction.

To increase access to post-secondary opportunities for students, the LEA plans to develop partnerships with local community colleges and regional occupational programs. OFY-Acton will reallocate resources to ensure that students have increased access to post-secondary opportunities and additional academic support so that students are able to achieve their high school and post-secondary goals (**Goal 3 Action 1,2,3, & 4**).

Furthermore, OFY-Acton will focus on improving SBAC scores for reading and math, and Lexile level in the upcoming school year. The LEA plans to ensure an upward trajectory toward academic growth by increasing core course completion rates, and incorporating ELA and Math intervention services. To improve student ELA and mathematics performance, OFY-Acton will discuss and create an intervention plan to be implemented year-round to better prepare students for English and Math achievement (**Goal 2 Action 3**). OFY-Acton will also provide professional development opportunities for teachers to learn about incorporating appropriate technology into the classroom that re-engages students (**Goal 2 Action 2**).

OFY-Acton also plans to incorporate iLit, a designated ELD curriculum, into EL classrooms to provide further support for EL students to reach their language goals. Along with providing professional development for English Language Specialists to improve their practices (**Goal 1 Action 1 & 3**).

Students with Disabilities (SWD) have difficulty accessing the general education curriculum and require specialized academic instruction that is individualized to the student and their needs. Students with Disabilities (SWD) will be provided with opportunities to join small group instruction courses directed toward ELA and Mathematics supported by the Special Education teacher (**Goal 1 Action 4**).

Moreover, in the educational partner feedback surveys some students indicated that they felt disconnected from the school community while in distance learning and some parents indicated concern for their students' social emotional wellbeing while in this format. As the school transitions to returning to campus in the upcoming school year, students' social-emotional well-being and needs will be frequently assessed and appropriate support will be provided. In addition to anticipated and social-emotional needs, the School also acknowledges that school safety is of utmost importance as our students and staff return to in-person learning. The LEA plans to implement appropriate measures and provide training to support school safety as we return to campus. **(Goal 4 Action 2, 3 & 4).**

## **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 Acton has no schools that qualify for Comprehensive Support and Improvement (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.

Not Applicable.

### ***Monitoring and Evaluating Effectiveness***

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

Not Applicable.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

**Options For Youth - Acton is devoted to ensuring that all educational partners are a part of the LCAP process.**

**Board Meetings:** The Governing Board meets regularly to discuss charter goals, monitor progress, review LCAP and SPSA goals, and discusses the direction of the LEA. The board met on the following dates: June 17, 2021, July 26, 2021, September 23, 2021, December 9, 2021, January 7, 2022, January 28, 2022, February 25, 2022, March 25, 2022, April 22, 2022, and May 13, 2022.

**The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June X, 2022 and the Board voted to Adopt the 2021-24 LCAP.**

**Principal Meetings: Meet at least once a week. The Leadership Team consists of our Principal, Assistant Principals, Instructional Coaches, English Leader Coach, and Special Education Specialist Lead.**

Our School Leadership Team met to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. Additionally, Principals and Administrators meet regularly with the School Leadership team to discuss LCAP goal progression and how to best ensure that the needs of all students are being met. The Lead Special Education Specialist also attended LCAP meetings and supported the development of an LCAP metric and action items specific to Students with Disabilities (SWD) students. The leadership team also attends conferences and professional development opportunities to ensure that they are up to date with all educational policy. Principals and Administrators at Options For Youth - Acton met to develop the instructional plan and Local Control and Accountability Plan utilizing educational partner feedback from the surveys administered to students, parents, and staff.

**Teacher Staff/In services: Throughout the school year there were various opportunities for staff to meet with Principals, Assistant Principals, Coaches to provide feedback, review updates, and plans to work towards achieving LCAP goals.**

During our 21/22 School Year Kick Off Meeting, we shared our LCAP goals, actions, and allocations with all staff virtually. Throughout the year we had opportunities to meet with staff, where we shared our results from the previous school year to explain our LCAP goals for the current school year and how we can work towards reaching these goals. During the Fall we completed the Comprehensive Needs Assessment with a team of staff where we reviewed previous and current data, identified our inequalities and possible root cause analysis. Staff also provided input to teams through center meetings based on input during conversations via phone, google hangouts, and conferences they had with parents. We had opportunities for staff to bring ideas on initiatives we should focus on for the 22/23 school year to better support students. Teachers have weekly updates through an update email as well as weekly center meetings. During this time, staff have open dialogue to give live feedback, ask questions, and contribute to the overall plan. This feedback has been a significant contributor to the structures created in our instructional plans.

## **Student & Parent Feedback**

Students have frequent one on ones with their teachers and other support staff. During these conversations, staff have the opportunity to learn more about what the students' needs are and how we can better support them. Some parents reached out by phone to give feedback, emailed questions and responses through email and commented on social media postings. We encourage feedback through live interaction such as Google hangouts, phone calls (for those without internet access), texts, and social media on an on-going basis to continually increase communications with all educational partners.

## **LCAP Surveys and School Climate survey that will be done this year**

OFY-Acton has reached out to educational partners through surveys to receive feedback to create a robust instructional plan; Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-Acton educational program and to inform the development of LCAP goals for the upcoming school year. Instructional coaches developed surveys that were shared with teachers and staff. Feedback from these surveys, along with leadership input, was used to inform the development of the instructional plan for the 2021- 2022 school year. Time was then designated for teachers to meet and discuss what they felt went well, areas of growth, and suggestions for the 2022- 2023 school year.

## **SELPA Meeting - March 24, 2022**

OFY-Acton met with the SELPA to review the LCAP and provide feedback specific to the sections pertaining to our Students with Disabilities (SWD). The SELPA had questions about our suspension rate, dropout rate, and our iLit program. SELPA wanted to know more about what practices we have in place to keep our suspension rate low. The school explained we have a smaller population of students within each center and we have restorative practices in place when we do have to address an incident. SELPA was curious to know what we are doing to keep this percentage low as well. The school responded with how we have an intervention process in place with students who are not progressing at an appropriate rate. We have teachers who follow up with parents to discuss their progress and address any concerns. One item SELPA suggested was to research how surrounding schools are performing with their dropout rates. SELPA wanted to know more about our ELD designated instruction. The school informed them of our iLit program where teachers are authorized to teach the course for our EL population. A suggestion was made to add "embedded" designed instruction to our LCAP because strategies for EL students are also embedded in the curriculum. The SELPA was in agreement with the Goals, Metrics, and Actions that the school intends to implement as a part of the 2021-22 school year.

**School Site Council Meetings - September 20, 2021, November 4, 2021, January 6, 2022, February 2, 2022, February 24, 2022, April 7, 2022, May 31, 2022**

Our School Site Council met throughout the school year to have an open forum for parents, students, teachers, and administrators to discuss educational issues, make decisions for student achievement, and decide on how the school will use funding that is allocated. The SSC also reviews development, monitoring, and evaluation of the School Plan for Student Achievement (SPSA). The SSC also participated in training to learn more about the legal requirements for SSC. This school year, the SSC discussed possible expenditures for the use of Title Funds and provided feedback for the Parent Family Engagement Policy and School Compact. Then the SSC voted to approve both Title Funds and the Parent Family Engagement Policy and School Compact. OFY-Acton reviewed our LCAP action and allocations update with SSC on April 7, 2022. During the meeting, students, parents, and staff were welcomed to ask questions or make comments during the review of our update. Participants did not have any questions or feedback to share during the meeting or in the follow up survey at the end of the meeting. During the May 31st meeting SSC reviewed the updates to the 2022-2024 LCAP. Members did not have any reservations about the updates for the 22-23 school year's LCAP.

### **DELAC Meeting - March 31, 2022**

OFY-Acton presented the LCAP update during the DELAC meeting on March 31, 2022. The school reviewed what LCAP is and highlighted our successes and identified needs in accomplishing our LCAP goals. During the meeting, parents did not have any questions or comments. The school did ask for parents and participants to fill out a Google Form at the end of the meeting. One parent did share that she would like for parents to be more involved in the LCAP plan. Another parent would like to see more digital resources available to students. A number of parents did share that they were satisfied with our LCAP goals and did not feel there was a need to change them. One parent was happy to see our EL students are included in our LCAP goals. During our Bilingual Scholars event, the school shared the 2022-2023 LCAP updates with parents, students, and staff in attendance. The feedback from educational partners was to have more opportunities for parents to be involved at the school. The LEA is hopeful to allow more educational partners back to the school sites in the upcoming school year with the less restrictive COVID guidelines currently in place.

### **A summary of the feedback provided by specific educational partners.**

OFY-Acton met with the SELPA on March 24, 2022 to review the LCAP and provide feedback specific to the sections pertaining to our Students with Disabilities (SWD). The SELPA had questions about our suspension rate, dropout rate, and our iLit program. SELPA wanted to know more about what practices we have in place to keep our suspension rate low. The school explained we have a smaller population of students within each center and we have restorative practices in place when we do have to address an incident. SELPA was curious to know what we are doing to keep this percentage low as well. The school responded with how we have an intervention process in place with students who are not progressing at an appropriate rate. We have teachers who follow up with parents to discuss their progress and address any concerns. One item SELPA suggested was to research how surrounding schools are performing with their dropout rates. SELPA wanted to know more about our ELD designated instruction. The school informed them of our iLit program where teachers are authorized to teach the course for our EL population. A suggestion was made to add "embedded" designed instruction to our LCAP because strategies for EL students are also embedded in the curriculum. The SELPA was in agreement with the Goals, Metrics, and Actions that the school intends to implement as a part of the 2021-22 school year.

School Improvement Surveys were given in the Fall and Spring Semesters to provide an opportunity for all Educational Partners to help weigh in on the LCAP focus areas for the upcoming school year. Below you will find the most relevant trends and findings which helped the charter determine what in our 2021-24 LCAP should remain, be removed, and be a focus for the 2022-23 academic school year.



Student Survey Results

79 responses

90%

Students feel that the **atmosphere** at their learning center is uplifting and positive or healthy and calm.

85%

Students believe that the school offers enough **intervention opportunities** for all students to engage in, such as, tutoring, access to intervention programs, and one-on-one support.

61%

Students feel extremely or quite **connected to the adults** at their school.



Parent Survey Results

182 responses

55%

Parents feel that they completely **belong** or belong quite a bit to the school community.

89%

Parents indicated that their children feel extremely or quite **safe** while at school.

Parents list the following as the top 3 barriers to their students' attendance and participation:

- ★ Transportation related challenges | 28%
- ★ Concerns about getting to school safely | 8%
- ★ The school provides little information about involvement opportunities | 4%

While these were the top 3 reasons chosen, note that 63% indicated that none of the listed options were barriers for their family.

Parents would like to see the following additional CTE courses offered to students:

- ★ Computer, Coding, Engineering, Technology
- ★ Business, Finance, Real Estate
- ★ Intro to trades: automotive, construction, cosmetology, HVAC systems, carpentry, plumbing, electrical
- ★ Medical Field: X-Ray Technician, EMT, Dental Assistant
- ★ Creative Fields: Art, Music, Photography



Staff Survey Results

159 responses

88%

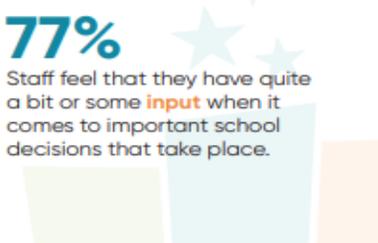
Staff feel that they completely **belong** or belong quite a bit to the school community.

88%

Staff feel that the school has been extremely supportive or supportive of their **professional growth**.

77%

Staff feel that they have quite a bit or some **input** when it comes to important school decisions that take place.



In Spring of 2022, the charter sent out multiple surveys to our educational partners to get feedback on how to spend additional funds the LEA is receiving in addition to receiving feedback for updated LCAP metrics and goals. Below is the additional feedback we received:



**Local Control & Accountability Plan (LCAP)**  
Student, Parent & Staff Survey Results

**ACTON**  
Spring 2022

**Student Survey Results** 1,000 Responses

- 86.3%**

Students feel that the atmosphere at their learning center is **uplifting** and **positive** or **healthy** and **calm**.
- 84.5%**

Students believe that the school offers enough intervention **opportunities** for all students to engage in.
- 56.7%**

Students feel quite or extremely **connected** to the **adults** at their school.
- 47.4%**

Students think there should be additional **CTE courses** or programs available to students.

**Parent Survey Results** 256 Responses

- 57.8%**

Parents feel they belong quite a bit or completely belong to the **school community**.
- 84.8%**

Parents indicated that their children feel quite or extremely **safe** while at **school**.
- 33.5%**

Parents stated that transportation-related issues are a **barrier** to student **attendance**.
- 66.8%**

Parents think there should be additional **CTE courses** or programs available to students.

**Staff Survey Results** 137 Responses

- 84.7%**

Staff members feel they belong quite a bit or completely belong to the **school community**.
- 86.9%**

Staff members believe that the school has been supportive or extremely supportive of their **professional growth**.
- 79.6%**

Staff members agree that they have some or quite a bit of input when it comes to making important **school decisions**.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

### **Parent, Student and Teacher Feedback**

Several aspects of the LCAP were influenced by educational partner input. Parent, student, and teacher feedback on the Spring 2021 School Climate Survey indicated a need for building social support among students. Moreover, about 10% of parents and guardians stated that they feel they do not belong at all as a part of the school community and 38% of parents stated that they had not been invited to participate in parent groups such as DELAC or SSC on the Fall 2021 LCAP survey. In our Spring 2022 LCAP survey, 8.2% of parents and guardians stated that they feel they do not belong at all as a part of the school community and 34% of parents stated that they had not been invited to participate in parent groups such as DELAC or SSC. Goal 4 Action 2 (Parental Involvement and educational partner) is also being included as a part of our LCAP to both address these indicated areas of focus and to ensure that educational partners continue being a part of the school development and improvement process.

### **Student Feedback**

Additionally, students answered questions on the School Climate Survey that indicated social and civic learning is an area of focus. To address this, Goal 2 Action 4 (Broad Course of Study) is meant to ensure that students have access to an extensive range of curricula that emphasizes reflective and self-monitoring processes in teaching and learning. In our LCAP surveys from the school year, in the Fall approximately 85% of students indicated that the school offers enough intervention opportunities compared to 84.5%% in the Spring. While in the Fall only about 10% of students felt that there could be more intervention options or there really were not enough opportunities compared to 10.1% in the Spring. Goal 2 Action 3 (ELA and Math intervention services) was included in the LCAP to address this area of continued growth.

### **Parent Feedback**

About 70% of parents and guardians that completed the Fall 2021 LCAP survey indicated that there is a need to offer additional CTE programs for students including courses in accounting, cosmetology, automotive, etc. which decreases to 66.8% in the Spring 2022 LCAP survey Goal 3 Action 3 & 4 (CTE, Concurrent Enrollment, WIOA) is directly aligned with this feedback.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Through the comprehensive needs assessment process and Educational Partner survey data it was determined that students in all subgroups demonstrated achievement gaps in Math and ELA based on the analysis of Renaissance Star Scores and SBAC scores. Data from the current school year, 2021-22, indicated that only 59.62% of students with disabilities demonstrated Lexile growth from the first to the second administration, only 14.35% of EL students were reading at or above Lexile grade level band, and the progression rate for Low-income students was 75.76%. The graduation rate of our Foster Youth students is at 31.35%. To address these identified needs, subgroup-specific metrics were developed. Appropriate actions were developed to ensure that students in each of these identified subgroups received the necessary support to meet the areas of focus.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The LEA aims to ensure that all EL students are participating in a designated ELD support	77% of EL students were reclassified in the 2020-2021 school year.	80.77% reclassification rate	Not Applicable	Not Applicable	The charter aims to have a reclassification rate of at least 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to increase overall Lexile growth for Students with Disabilities as identified through specialized instruction that aligns to their IEP goals respectively.	47.94% of students with disabilities demonstrated a Lexile percentage increase from the first to the second administration in the 2020-21 school year.	64.89% of Students with Disabilities (SWD) had improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.	Not Applicable	Not Applicable	50% of Students with Disabilities (SWD) will have improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.
Foster Youth will meet with Post-Secondary Counselors once a semester to review academic performance/progress, post-secondary plans, and workforce opportunities, therefore increasing foster youth participation in an activity or course to further develop their social-emotional skills.	FY - 33.33% on Homeless Youth - 75%	Foster Youth Graduation rate is 50%	Not Applicable	Not Applicable	Maintain or increase graduation rate for Foster Youth and students experiencing homelessness at 55%.
Charter aims to maintain or increase overall Lexile growth for English learners and Reclassified EL students.	15.57% of students are reading at or above grade level Lexile band.	14.56% of EL students are reading at or above Lexile grade level band.	Not Applicable	Not Applicable	At least 20% of EL students will be reading at or above Lexile grade level band.
The School aims to maintain ELPI progress.	67.3% making progress towards English language proficiency	Not Applicable - State Data aligned to this outcome is unavailable	Not Applicable	Not Applicable	EL student progress towards ELPI will be at or above 67.3% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain an 80% progression rate for low-income students.	Baseline: 70.43%	78.66% progression rate for low-income students	Not Applicable	Not Applicable	The charter aims to maintain an 80% progression rate for low-income students.

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	EL Individualized Support & Instruction	The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum, and the development of Academic Learning Plans twice a year.	\$337,718.00	Y
Action #2	Foster Youth Services	Post-Secondary Counselors will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social-emotional development course and/or activity.	\$301,918.00	Y
Action #3	EL Professional Development	The LEA will provide English Language Specialists with annual professional development to keep them up-to-date on current policies and practices. Additionally, there will be professional development led by Lead Specialists.	\$127,959.00	Y
Action #4	Students with Disabilities (SWD) Intervention Support and Instruction	Students with Disabilities (SWD) students have access to individualized support through the Special Education Specialists and Paraprofessionals to help aid their mastery in Common Core state standards. Caseload Managers and School Psychologists and PD will review IEP's upon enrollment and receiving the IEP and evaluate the need for re-evaluation, modification of services, and readiness for state testing (e.g., CAASP and ELPAC)	\$960,000.00	N

# Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

he planned actions for this goal were effective during the 2022-2023 school year. This year the charter focused on providing educational resources to our educational partners and supported the transitioning from virtual to in-person learning for EL students, Foster Youth, and Student with Disabilities (SWD).

**Successes:** The LEA continued to utilize iLit and expanded the program offering to more grade levels for EL students. The LEA made professional development available to all EL Specialists and Direct Instruction teachers using the Sheltered Instruction Observation Protocol (SIOP) to better support our EL students in both classroom and specialized intervention settings. Our ELD team hosted the Bilingual Scholars Celebration this spring to recognize EL students who have been reclassified, as well as to recognize students for their academic achievement, academic improvement, best attitude, grit, and spirit. SWD continued to have access to individualized support through the Special Education Specialists and paraprofessionals to help aid in their mastery of Common Core State Standards. Transitioning from virtual to in-person instruction allowed the SWD to return to learning centers to receive their minutes and meet with additional support staff such as tutors and math specialists. SWD were able to attend a field trip to the Warner Brothers Studio. Foster/Youth and Homeless students received support such as academic progress review, workforce opportunities, post-secondary plans, educational technology resources, meals, and snacks.

**Challenges:** Due to COVID restrictions and staffing, we have considerable differences in planned actions. OFY-Acton limited our in-person events and field trips during the first half of the school year due to the policies and protocols for the state. Also, OFY-Acton struggled with finding and retaining EL Specialists. To mitigate this challenge, the LEA adapted by providing our EL students with extra appointments with our EL coach and specialized training for DI teachers conducted by our ELD manager.

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

The LEA was able to fully implement the planned actions and budgeted expenditures for goal 1 despite not hitting our initial allocation assumptions as of April 2022, the LEA believes it will meet these budget figures, except for the EL Individualized Support and Instruction due to staffing shortages, by the end of the school year. Therefore there are no material differences to report.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined within this goal were proven to be mostly effective based on the LEA’s current data and monitoring of progress.

Actions related to English Learner goal progress were proven effective in that they show student performance outcomes in line to meeting our 3-year outcomes. Based on this analysis the LEA was able to accomplish an 80.77% reclassification rate. 14.56% of EL students are reading at or above Lexile grade level band which is making progress towards our 3-year desired outcome of 20%.

Foster Youth actions showed progress toward achieving outcomes again aligned to the LEA’s desired 3-year outcomes. Foster Youth had a graduation rate of 50% which is making progress towards our desired outcome of 55%. Foster Youth Students met with their Post-Secondary Counselor once a semester to review academic performance/progress, post-secondary plans and workforce opportunities.

64.89% of SWD who took at least two Ren Star Reading assessments had improved Lexile measures which exceed our desired outcomes of 50%.

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

Based on feedback from our educational partner and our comprehensive needs assessment we have decided to not make any changes to our planned goal, metrics, desired outcomes, or actions for the coming school year.

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

## Goal

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

An explanation of why the LEA has developed this goal.

SBAC, RenSTAR, and feedback from educational partners indicate a need to continue meeting the individual needs of all students in the areas of ELA and Mathematics. Educational partner feedback indicated that about 15% of students and 38% of families felt that the school

could offer new or more options of intervention opportunities for all students. For Renaissance Star math administration, our desired outcome if for students to receive a student growth percentile (SGP) of 40, during our Fall to Spring administration students scored 36.03 SGP, but showed better results from the Fall to Winter administration which resulted in 35.88 SGP. For Renaissance Star reading administration, 57.64% of students demonstrated Lexile growth during the 2021-2022 school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to demonstrate student Math growth in order to increase/improve our Math SBAC performance indicator.	51.28%	51% of students demonstrated a Math student growth percentile of 40 from the first to the second administration.	Not Applicable	Not Applicable	60% of all student groups will demonstrate a Math student growth percentile of 40 from the first to the second administration.
The Charter aims to demonstrate student ELA growth in order to increase/improve our ELA SBAC performance indicator.	40.91%	All: 57.64% EL: 62.84% Foster: 50.00% Homeless:50.91% SWD: 64.89% FRMP: 56.46%	Not Applicable	Not Applicable	50% of all student groups will demonstrate reading Lexile growth from the first to the second administration.
The Charter aims to maintain student progression for all students.	71.05%	Student progression was at 78.53%	Not Applicable	Not Applicable	Student progression will be at or above 85% for all students.
Core Unit Completion.	2020-2021: English: 5.252 Math: 4.389 Science: 4.458 Social Studies: 1	Students completed on average the follow core units (credits): English: 6.07 units Math: 5.07 units Science: 5.22 units Social Studies: 6.34 units	Not Applicable	Not Applicable	The charter strives for all students to complete at least 8 English, 7 Math, 6 Science, 6 Social Studies units.

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted Group Instruction	Students will have access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SIOF for EL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and Low Income students.	\$1,920,280.00	Y
Action #2	Professional Development	Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction for low income, foster youth, and homeless students.	\$128,918.00	Y
Action #3	ELA & Math Intervention Services	LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: intervention tools, Math Intervention Specialist, and Math & English tutoring	\$561,918.00	Y
Action #4	Broad course of Study	All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Courses are also available through a digital platform, Edmentum.	\$211,918.00	N
Action #5	Educational Technology Resources	The LEA will provide Educational Partners with access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools to grow as 21st century thinkers.	\$116,00.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #6	Science Course Completion	The charter will increase the breadth of offerings of science curriculum for students to meet high school graduation requirements, including A-G science requirements. The increased offerings will also allow for students to explore different careers in science and broaden their awareness of their options. The increased offerings may also offer the opportunity to earn college credit. The LEA will purchase materials, training, and curriculum to enrich the learning of science for students.	\$27,800.00	Y

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions for this goal were effective during the 2021-22 school year. This year the charter focused on providing support for all students to make academic progress in assessments, course completion, and individualized intervention support to our educational partners.

**Successes:** The LEA continued to utilize Ren Star as our benchmark assessment which was administered three times during the school year. Students returned to back in-person Ren Star administration this year which may have contributed to our growth in the reading Lexile scores. Another contributing factor may have been the new intervention program we piloted during the Fall called Exact Path. Based on students' Ren Star performance in both reading and math an intervention path was created to support the students with skills they need to build upon. Returning back from distance learning offered students more seat time with teachers and support staff which may have contributed to our growth in student progression and core unit completion. The LEA continued to make technology resources available for all students as we returned to in-person learning because many students continued to complete course work through our online curriculum, Edmentum.

**Challenges:** Due to COVID restrictions and staffing, we have considerable differences in planned actions. OFY-Acton experienced a staff shortage throughout the year which made it difficult to schedule in-person professional developments due to staff not being available to attend. Along with this, the LEA faced challenges to offer in-person professional development opportunities due to COVID guidelines. Another challenge the LEA faced was rolling out our Intervention program beyond the pilot phase. With limited staff, OFY-Acton offered an intervention program to students in the lowest intervention level to support them through their reading and math skills. The LEA recognizes students performing lower than our desired outcome of receiving a student growth percentile score of 40. Currently for our year-1 outcome the LEA resulted in 42.85 SGP from Fall to Winter administration and 35.8 SGP from Fall to Spring administration. As we returned to mainly

in-person instruction, the need for educational technology resources was not in high demand. Students either had the resources already from the prior year or were able to access technology while at the school site.

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.

Due to unforeseen factors when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. Due to staff shortages and COVID guidelines the LEA was limited on professional development opportunities and ELA and math intervention support available. Due to returning back to in-person learning the need for educational technology resources for students was not as needed or anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

Most of the actions outlined within goal 2 were proven to be effective based on the LEA's current data and monitoring of progress. Actions related to supporting students with reading Lexile growth were proven effective since they do show growth from our baseline data and desired outcomes in our year-1 outcome. Our desired outcome was for 50% of students to demonstrate growth in their reading Lexile performance and our year-1 outcome was 57.64% of all students demonstrated growth. Our actions also contributed to the LEA showing improvement in our student progression results. The baseline data was 71.05% where our year-1 outcome resulted in 75.50%. Even though we didn't reach our desired 3 year outcome of 85%, we are showing improvement in this area and are confident we can make this by 2023-24. Another area we are showing progress towards reaching our desired outcome is in core course completion. We demonstrated growth compared to our baseline results to our year-1 outcome in all subject areas. Our students already met the desired outcome of 6 Social Science units in our year-1 outcome of 6.34 units. Our staff, intervention strategies, curriculum, technology are all contributing to our effectiveness in making progress towards goal 2.

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

Based on feedback from our educational partners and our comprehensive needs assessment, OFY-Acton did decide to add a focus on Science Core Completion for goal 2. This action will support our students and have them explore more careers in science and offer more selection for students to complete their high school science graduation requirements. This action will also have an impact on increasing one of our metrics for goal 2 to ensure students complete at least 6 units of science during a school year. The LEA also decided to focus on Targeted Group Instruction to support unduplicated students to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements while utilizing SIOP strategies, hands-on activities, and additional instructional time.

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

# Goal

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

An explanation of why the LEA has developed this goal.

In the 2019-2020 school year, 11.5% of all students at OFY-Acton were placed in the prepared level for the College and Career indicator on the CA Dashboard. The percentage of prepared students increased by 6.4% from the previous year, and the percentage of students in the approaching prepared category increased from 18.1% for graduates in 2019 to 20.9% for graduates in 2020. In the 2020-2021 school year, the College and Career Indicator changed the measures of reporting to include: Advanced Placement Exams (we are reporting at 0%), International Baccalaureate Exams (we are reporting at 0%), CTE Pathway completion (we are at 2.3%), completed A-G Requirements (we are at 15%), completed A-G Requirements and at least one CTE Pathway (we are at 0.2%), Completed College Credit Courses (we are at 5.7% for at least 1 semester and 3.4% for at least 2 semesters), and Earned the State of Seal of Biliteracy (we are at 0%). To continue demonstrating improvement in this area, OFY-Acton plans on increasing the number of students on the A-G graduation track and providing more offerings in dual enrollment programs and CTE courses. Increasing participation in all of these areas can be challenging when many of the students at OFY-Acton come to our school credit deficient and over-age. OFY-Acton plans to increase engagement in all of these areas by exposing students to post-secondary education through college tours and college/career fairs, regular achievement chats with teachers and post-secondary counselors to discuss student goals and aspirations, and through increased access to career focused coursework and CTE offerings. The post-secondary support offered to all students, coupled with the various events and coursework geared towards engaging students in college and career opportunities, will help OFY-Acton improve in this indicator. OFY-Acton also plans to expose more students to possible career pathways to decrease the number of undecided students from over 20% to 10% or below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Charter aims to maintain or increase its graduation rate of 70.8%	Two-year Graduation Rate Average = 70.8%	(2019-2020 & 2020-2021) Graduation Rate Average: 80.95%	Not Applicable	Not Applicable	Two-year Graduation Rate Average will be at or above 70.8%.
College and Career Readiness through increased the number of students graduating on the A-G planning guide.	2020-2021: 6% of students are graduating on the A-G planning guide.	15% of students graduated on the A-G planning guide.	Not Applicable	Not Applicable	12% of all students will graduate on the A-G planning guide.
Identify and track the career pathway of each student, reducing the undecided option.	20.79% of students chose the undecided option in 2019-20.	22.54% of students choose the undecided option.	Not Applicable	Not Applicable	The percentage of students choosing the undecided option will be at or below 10%.
The charter aims to decrease the number of Middle School students that are chronically absent.	91% based on 4 middle school students	The charter had a 60.71% (9 middle school students) Chronic Absenteeism Rate	Not Applicable	Not Applicable	Chronic Absenteeism will be reduced by at least 10% based on current enrollment. (2020-2021 Enrollment: 4 middle school students)
The charter aims to decrease the percentage of students not prepared on the college/career indicator	1/15/21 - Prepared - 11.6%, Approaching Prepared - 20.9%, Not Prepared - 67.6%	Not Applicable - State Data aligned to this outcome is unavailable	Not Applicable	Not Applicable	The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 55% by the end of the 2023/2024 school year.

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-Secondary Plans	All seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data. All students will meet with Career Pathways Coordinators to discuss career pathways and be connected with resources to pursue those pathways.	\$960,140.00	Y
Action #2	Post-Secondary Events	The LEA will host/develop the following events: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition. These events may be held virtually if we need to due to the COVID-19 pandemic.	\$473,000.00	Y
Action #3	Continue to strengthen WIOA and Community Partnerships	The Charter will further strengthen WIOA and community partnerships. The LEA will provide AP testing opportunities for students.	\$179,932.00	Y
Action #4	Continue to grow our CTE program	The Charter will continue to grow its CTE program aligned to the grant qualifications. The program will continue to offer various CTE courses to students with the goal of passing with a C- or higher.	\$73,000.00	Y

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions for this goal were effective during the 2022-2023 school year. This year the charter focused on ensuring the achievement and attendance of all students while exposing them to College and Career Pathways to contribute to the progress students make towards graduation and post-secondary readiness to our educational partners.

**Successes:** Returning back to in-person instruction made teachers, tutors, counselors, and career pathways coordinator more accessible to students which contributed to our improvement in our graduation rate and exposing students to college and career options. Students had opportunities to participate in college and career activities at the school site through events like a virtual college and career fair, college

week, and a college tour trip to San Bernardino Valley Community College. The LEA also partnered with Chaffey College to implement the Senior Early Transition which offered students priority registration, support with filling out their application, and orientation from Chaffey College staff at the school site.

**Challenges:** Due to the limitations of staffing shortages OFY - Acton recognizes the impact of that on student's identification as "undecided career pathway". Staff shortages and challenges in recruitment limited the charter's ability to help expose students to different career options and / or student field trips than was originally anticipated.

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

The LEA was able to fully implement the actions listed within goal 3, therefore there are no material differences to report.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined within this goal were proven to be mostly effective based on the LEA's current data and monitoring of progress.

Post-secondary plans and events aided in the charter's increased graduation rates (from 70.8% to 80.95%) as well as increased A-G completion rates (6% from the previous school year to the current rate of 15%). Career Pathways Coordinators met with students to discuss several career pathways and to connect them to various activities and events pertaining to those pathways. These connections contributed to the drop in the charter's chronic absenteeism rate.

Even though the LEA did not decrease our percentage of students on the undecided career pathway, students still had the opportunity to participate in college and career readiness activities. Some activities were hosted virtually like the College and Career week where Counselors and Career Pathways Coordinators organized informational sessions, a guest panel of people in different careers, and a staff panel to learn more about the college experience. OFY-A also participated in a couple of field trips based on our career paths such as Garner Holt to learn about robotics and to a cooking class to learn more about culinary arts. Students also participated in virtual Purple Easel sessions where they learned about painting on canvas and produced their own artwork.

The LEA made CTE programs available to students virtually and provided in-person opportunities in the community. The students had opportunities to participate in nursing, construction, and more career options through CTE.

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

For goal 3, based on feedback from our educational partner and our comprehensive needs assessment, OFY-Acton did decide to remove CSI from one of our metrics because the LEA exited CSI during the 21-22 school year. Another change the LEA made in our actions was to split the WIOA/Community Partnership and CTE program actions into their own action to focus more on each one individually and monitor the progress and effectiveness separately.

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

## Goal

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

An explanation of why the LEA has developed this goal.

The School has offered various opportunities to engage and connect with all educational partners. Despite all efforts, the impact of the COVID-19 pandemic and transitioning from distance learning to back in-person we have about 59% of students who feel quite a bit or completely belong to the school community. The school will continue to promote opportunities for parental involvement, educational partner engagement, social-emotional learning, and outreach to address this area of identified need.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain its suspension rates.	Less than 1.5%	0% suspension rate	Not Applicable	Not Applicable	The charter aims to maintain its suspension rates at or below 1.5%.
The middle school dropout rates will be maintained.	Less than 2%	Middle School Dropout Rate: 4.55% (1 student out of 22)	Not Applicable	Not Applicable	The middle school dropout rates will be maintained at or below 2%.
The high school dropout rates will be maintained.	9% dropout rate	High School Dropout Rate: 7.58%	Not Applicable	Not Applicable	The high school dropout rates will be maintained at or below 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	<p>Fall 2021 Local Indicator Submission: Misassignments of teachers of EL's:0 Total teacher misassignments: 0 Vacant teacher positions: 3</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	<p>Fall 2022 Local Indicator Submission: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022.</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	Not Applicable	Not Applicable	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%’ Number of Uniform Complaints: 0

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Enrollment and Outreach	The LEA will designate staff to conduct an intervention process and offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided. Virtual Interventions.	\$894,126.00	Y
Action #2	Parental Involvement and Educational Partner Engagement	The charter will host various Educational Partner engagement events specific to unduplicated students, community, and the general student population to seek feedback in the development and growth of our program. The charter will administer a school climate survey to gauge student, parent, and staff perceptions of the school environment. This action will also include the materials needed to improve engagement, including providing public transportation, charter level events, and award banquets.	\$151,918.00	Y
Action #3	School Safety	The charter will enforce the lanyard and signing in/out policies for anyone entering the school, provide additional school safety training for staff, and implement a Radio-frequency identification(RFID) system as needed, to further ensure safety on school grounds. The LEA will also allow flexible appointments for students and provide students with PPE as recommended by CDE.	\$100,000.00	N
Action #4	Social Emotional Learning (SEL)	The LEA will provide students with opportunities to engage in experiential learning trips & camps, field trips, SEL curriculum, sports, student council, and student events. Programs will be modified as recommended by CDE recommendations regarding COVID-19 pandemic.	\$183,000.00	Y
Action #5	School Nutrition Program	The charter will provide students with a nutritious lunch option and healthy snacks.	\$20,000.00	N

## Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions for this goal were effective during the 2022-2023 school year.

**Successes:** The overall effectiveness of this goal was positive in the 2021-2022 school year and provided our educational partners with a safe and healthy learning environment. An environment that was able to draw in parents and families to various school events. We encouraged parents to participate and join the School Site Council (SSC), District English Learner Advisory Committee (DELAC), and our virtual Fall LCAP Night. During the Spring, we were able to offer more in-person events for our educational partner like our celebrations for Bilingual Scholars, Senior Signing, Sports Banquet. After the first semesters, OFY-Acton returned our in-person sports opportunity with girls and boys soccer, boys basketball, and girls volleyball. The LEA also had students participate in student council where they did community service and learned how to create a more positive environment at school and in their community.

**Challenges:** Due to COVID guidelines, the LEA was limited on the number of opportunities for more in-person educational partner involvement. Another challenge we faced was not being able to provide students opportunities to engage in experiential learning trips and camps and field trips.

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

The LEA was able to fully implement the actions listed within goal 4, therefore there are no material differences to report.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined within this goal were proven to be mostly effective based on the LEA's current data and monitoring of progress.

The LEA did have parental involvement through SSC, DELAC, and our Fall LCAP Night and also received feedback on our school climate connectedness from our educational partners through LCAP Fall and Spring surveys. According to our Spring LCAP survey 57.8% of our parents/guardians felt quite a bit or completely a part of the school community which slightly increased from 55.5% in our Fall LCAP survey. 59.1% of students felt quite a bit or completely a part of the school community during our Spring LCAP survey which was a decreased completed to our student results in the Fall of 64.2%. As for staff in the Spring, 84.7% felt quite a bit or completely a part of the school community which decreased compared to our Fall results of 88%.

OFY-Acton did have an opportunity for students to participate on one of the experiential learning trips to Las Vegas to learn more about Crime Scene Investigation.

The LEA was able to use restorative practices to keep the suspension rate at 0% during the 2021-2022 school year.

The LEA is working on focusing on how to implement more intervention strategies for students who are at risk of dropping out of our school. Our middle school dropout rate of 4.55% is currently above our desired outcome of at or below 2% for the 2023-24 school year. Our high school dropout rate of 7.58% is also above our desired outcome of at or below 5% for the 2023-24 school year.

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

For goal 4, based on feedback from our educational partners and our comprehensive needs assessment, OFY-Acton moved basic services from goal 2 to goal 4 to ensure LEA is in compliance with all teacher assignments, credentialed teacher requirements, textbook availability, facilities inspections standards, and uniform complaints.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,851,953	\$653,586

## 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
31.21%	0%	\$0	31.21%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### Action: Targeted Group Instruction (Goal 2 Acton 1)

This action is being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students are benefiting the most from this action. As provided in our CNA addendum as well as identified needs section our progression results during that time for all students was 80.81% which in comparison our EL students were slightly higher by 1.7%, our Foster Youth students were slightly lower by 0.11%, and our Low-Income students were slightly below by 1.3%. Our results vary either slightly above or below our progression compared to all students and the results vary month to month throughout the school year. In addition, as provided in our CNA addendum as well as identified needs section, our core course completion rates were low during the data dive because it was performed early during the fall semester. In English, all students were at 3.32 units while EL were at 3.49, Foster Youth at 2.8, and Low-Income at 3.64 units. In Math, all students were at 2.65 units while EL students were at 2.81, Foster Youth at 2.65, and Low-Income at 2.87 units. In Science, all students were at 2.82 while EL students were at 3.11, Foster Youth at 3.09, and Low-Income students at 3 units. In Social Science, all students were at 2.68 while EL students were at 3.53, Foster Youth at 4.09, and Low-Income students at 3.85 units. Ensuring our English Learners, Foster Youth, and Low-Income students are enrolled in targeted group instruction courses will support them in consistently performing near the overall progression and core course completion for all students throughout the school year.

We expect that the participation of students in these subgroups will increase in small groups instruction where their progression towards graduation will increase as well as their core unit counts for the school year. However, because we provide access to small group instruction courses to all students, these actions are provided on a charter wide basis. The expected outcomes for all students will be Student progression will be at or above 85% for all students (LCAP goal 2 Metric 3). In addition, the charter strives for all students to complete at least 8 English, 7 Math, 6 Science, 6 Social Studies units (LCAP goal 2 Metric 4).

### **Action: ELA & Math Intervention Services (Goal 2 Acton 3)**

This action is being offered on a charter wide basis, but primarily directed to our English Learners. As provided in our CNA addendum as well as identified needs section our EL students math scores on state benchmark assessment show EL students are only 1.22 points above the all student group. We also noticed as evidenced in our CNA data that EL students tend to be identified at a higher rate for intervention than their peers. Our data shows 9.66% of EL students are reading in their grade level bands as compared to 40.15% of all students. Ensuring our EL students are provided appropriate ELA & Math Intervention Services is a critical component to closing the opportunity gap as well as ensuring processes are in place to identify the need for intervention early on.

We expect to see growth in our English Learners' reading Lexile scores and for math that they reach or exceed a student growth percentile score of 40. However, because we provide access to ELA and math intervention services to all students, these actions are provided on a charter wide basis. The expected outcomes for all students are that 60% of all students who take at least two Ren Star Math assessments will demonstrate a Math student growth percentile of 40 (Goal 2 Metric 1) and 50% of all students who take at least two Ren Star Reading assessments will demonstrate reading Lexile growth (Goal 2 Metric 2).

### **Action: Educational Technology Resources (Goal 2 Acton 5)**

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students. As provided in our CNA addendum as well as identified needs section our progression results during that time for all students was 80.81% which in comparison our Foster Youth students were slightly lower by 0.11% and our Low-Income students were slightly below by 1.3%. In addition, as provided in our CNA addendum as well as identified needs section, our core course completion rates were low during the data dive because it was performed early during the fall semester. In English, all students were at 3.32 units while Foster Youth at 2.8 and Low-Income at 3.64 units. In Math, all students were at 2.65 units while Foster Youth at 2.65 and Low-Income at 2.87 units. In Science, all students were at 2.82 while Foster Youth at 3.09 and Low-Income students at 3 units. In Social Science, all students were at 2.68 while Foster Youth at 4.09 and Low-Income students at 3.85 units. Ensuring our Foster Youth and Low-Income students are provided the necessary technology resources to complete their coursework or other activities will support them in making progress in their academics as well as their core course completion.

We expect the need for educational technology resources to be higher for these subgroups in order to complete digital courses and utilize research based digital intervention tools. However, because we provide access to educational technology resources to all students, these actions are provided on a charter wide basis. The expected outcomes for all students will be Student progression will be at or above 85% for

all students (LCAP goal 2 Metric 3). In addition, the charter strives for all students to complete at least 8 English, 7 Math, 6 Science, 6 Social Studies units (LCAP goal 2 Metric 4).

### **Action: Post-Secondary Plans (Goal 3 Acton 1)**

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students. As provided in our CNA addendum as well as identified needs section our grad rate at the time was 22.39%. During this time, our grad rate for Foster Youth students was 18.18% which was below 4.21% compared to all students. On the other end, our grad rate for Low-Income students was at 24.38% which was above 1.99% compared to all students. During the CNA we also noted that all students were at 1.6% in A-G completion. Our Foster Youth were at 0% while our Low-Income students were at 1.74%. Our workforce pathway undecided rate for all students was at 20.42%. Our Foster Youth were at 12.20% undecided and our Low-Income students were at 18.07%. In each of these categories, our Foster Youth are below the average rates of all students. The LEA recognizes this subgroup of students may need greater support in post-secondary plans. The grad rate, A-G completion, and undecided rate all change throughout the year so it is important to ensure we provide Foster Youth and Low-Income students access to meet with our Post-Secondary Counselors, as well as Career Pathways Coordinators, to provide academic resources and support all Foster Youth and Low-Income students while enrolled at our school. In addition, providing them the necessary resources for post-secondary options will also contribute to improving the graduation rate, A-G completion, and students deciding on a career path.

We expect the need for students in these subgroups to meet with their teacher, counselor, and/or career pathways coordinator to plan and set goals for high school and post-secondary plans to be higher. However, because we offer all students this opportunity to meet with staff to discuss post-secondary plans, these actions are provided on a charter wide basis. The expected outcomes for all students will be a two-year graduation rate average will be at or above 70.8% (LCAP Goal 3 Metric 1). In addition, 12% of all students will graduate on the A-G planning guide (LCAP Goal 3 Metric 2) and the percentage of students choosing the undecided option will be at or below 10% (LCAP Goal 3 Metric 3).

### **Action: Continue to strengthen WIOA and Community Partnerships (Goal 3 Acton 3)**

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students. As provided in our CNA addendum as well as identified needs section our A-G completion rate for all students was at 1.6%. Our Foster Youth were at 0% while our Low-Income students were at 1.74%. In addition, we noted that our workforce pathway undecided rate for all students was at 20.42% where our Foster Youth were at 12.20% undecided and our Low-Income students were at 18.07%. As mentioned earlier, our Foster Youth subgroup was underperforming all students during this time. Ensuring we provide Foster Youth and Low-Income students access to WIOA opportunities and Community Partnerships to provide college and career readiness resources and support to all Foster Youth and Low-Income students while enrolled at our school will contribute to students completing A-G requirements and determining a career path they would like to pursue.

We expect the opportunities for students in these subgroups to be more beneficial by increasing their participation in dual enrollment, WIOA partnerships, and AP testing. However, because we offer all students these opportunities, these actions are provided on a charter wide

basis. The expected outcomes will be that 12% of all students will graduate on the A-G planning guide (LCAP Goal 3 Metric 2) and the percentage of students choosing the undecided option will be at or below 10% (LCAP Goal 3 Metric 3).

#### **Action: Continue to grow our CTE program (Goal 3 Acton 4)**

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students. As provided in our CNA addendum as well as identified needs section our workforce pathway undecided rate for all students was at 20.42% where our Foster Youth were at 12.20% undecided and our Low-Income students were at 18.07%. In this category both subgroups are below the all student rate. Ensuring our Foster Youth and Low-Income students have access to explore different career options through CTE is important to prepare them for post-secondary plans and provide them the tools to be successful in their path.

We expect the opportunities for students in these subgroups to be more beneficial by increasing their participation in CTE courses. However, because we offer all students CTE courses, these actions are provided on a charter wide basis. The expected outcome will be that the percentage of students choosing the undecided option will be at or below 10% (LCAP Goal 3 Metric 3).

#### **Action: Parental Involvement and Educational Partner Engagement (Goal 4 Acton 2)**

This action is being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students are benefiting the most from this action. As provided in our CNA addendum as well as identified needs section our suspension rate was 0% for all students and all subgroups. As mentioned in our identified needs section, our high school drop-out rate was 7.69% compared to the results of EL students at 9.17%, our Foster Youth students at 10.94%, and our Low-Income students at 8.97%. Each subgroup is performing at a higher rate than all students. Ensuring our English Learners, Foster Youth, and Low-Income students' parents/guardians are more involved in our school and their child's education while enrolled the LEA will provide more opportunities for the educational partners in these subgroups to participate in. Receiving the feedback from the educational partner in these subgroups will contribute to the overall success in appropriate behaviors and completing high school graduation requirements.

We expect the educational partner engagement events will be more beneficial for students in these subgroups to help the LEA receive feedback in the development and growth of our program. However, because we offer all educational partners to be involved and participate in events, these actions are provided on a charter wide basis. The expected outcome will be that the charter aims to maintain its suspension rates at or below 1.5% (LCAP Goal 4 Metric 1) Along with this, we expect our high school drop-out rate will be maintained at or below 5% (LCAP Goal 4 Metric 3).

#### **Action: Social Emotional Learning (SEL) (Goal 4 Acton 4)**

This action is being offered on a charter wide basis, but our Low-Income students may benefit the most from this action. As provided in our CNA addendum as well as identified needs section our suspension rate was 0% for all students and all subgroups. As mentioned in our

identified needs section, our high school drop-out rate was 7.69% compared to the results of Low-Income students at 8.97%. Ensuring our Low-Income students have information about the opportunities to participate in trips, programs, and events at the school will improve their involvement and provide a more positive experience to practice appropriate behaviors and meet high school graduation requirements.

We expect the opportunity for Low-Income to participate in experiential learning trips, field trips, SEL curriculum, sports, student council, and student events to be most beneficial. However, because we offer all students the same opportunities, these actions are provided on a charter wide basis. The expected outcome will be that the charter aims to maintain its suspension rates at or below 1.5% (LCAP Goal 4 Metric 1) Along with this, we expect high school drop-out rates will be maintained at or below 5% (LCAP Goal 4 Metric 3).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

### **Foster Youth**

Actions:

#### 1. Foster Youth Services (Goal 1 Action 2)

As identified in our CNA addendum as well as identified needs section, Foster Youth students are graduating at a lower rate compared to all students. During the CNA, Foster Youth were at 18.18% while all students were at a grad rate of 22.39%. As we approach the end of the 2021-2022 school year, the graduation rate has increased for Foster Youth to 70.59% where all students are at 74.29%.

To address this need, Foster Youth students will meet with the post-secondary counselor at least once a semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social-emotional development course and/or activity (Goal 1 Action 2).

The expected outcomes will be for our Foster Youth to maintain or increase their graduation rate of 55% (Goal 1, Metric 2).

### **English Learners**

Actions:

#### 1. EL Individualized Support & Instruction (Goal 1 Action 1)

#### 2. EL Professional Development (Goal 1 Action 3)

As identified in our CNA addendum as well as identified needs section, English Learners' reclassification rate was 76.92% which exceeds our goal, but due to open enrollments throughout the school year this percentage may fluctuate. During the CNA data dives our English Learners' Lexile band percent at or above grade level was 9.66% since then the percentage has increased to 14.56%. Currently, our EL students are performing below grade level in reading Lexile.

To address this need, EL students will be provided individualized support from English Language Specialists as well as have access to designated ELD curriculum. EL Students will also participate in our Bilingual Scholars Program. EL Specialists will also develop and review Academic Learning Plans at least twice a year with each student and their families. English Language Specialists will attend annual professional developments to keep up-to-date on current policies and practices. In addition, Lead Specialists will provide professional developments as well. (Goal 1; Actions 1 and 3).

The expected outcomes are that the charter aims to have a reclassification rate of at least 20% (Goal 1, Metric 1). Another expected outcome will be that at least 20% of EL students will be reading at or above Lexile grade level band (Goal 1 Metric 4). In addition, EL student progress towards ELPI will be at or above 67.3% annually (Goal 1 Metric 5).

### **Low-Income**

Actions:

Targeted Group Instruction (Goal 2 Action 1)

Professional Development (Goal 2 Action 2)

As identified in our CNA addendum as well as identified needs section, Low-Income students were performing below all students as well as below our goal of 85% progression. Our Low-Income students mainly performed in the nearly met or not met sections of ELA and Math SBAC results in the data dive for CNA.

To address this need, Low-Income students will have access to targeted small group instruction teachers to support them in their progression and academic needs in subjects like English and math. Additional time will be available for Low-Income students to receive additional instructional time. Teachers will also participate in professional developments to better equip them to provide individualized, standards aligned instruction for Low-Income students. (Goal 2; Actions 1 & 2).

The expected outcomes will be to maintain student progression of 85% and demonstrate student Math and ELA growth in order to increase/improve out Math and ELA S performance indicators. (Goal 2; Metrics 1, 2, and 3).

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 use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, Low-Income Students, and Foster Youth. The LEA plans to use the funds in a variety of ways, which will ensure we are retaining our staff that directly impact our unduplicated student group's academic success in our program. The plan includes, but is not limited to salaries of positions, such as, English Language specialists that provide direct services to support our EL student and appropriate compensation for offering extended instructional learning time (LCAP Goal 1 Action 1). In addition, the LEA also plans to retain staff working directly with English Learners, Foster Youth, and Low-Income students by

providing students with access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SIOp for EL students, hands-on activities, such as labs, and additional instructional time for unduplicated students (LCAP Goal 2 Action 1).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

2022-2023 Total Planned Expenditures Table

Options for Youth Acton

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 6,649,545	\$ 1,080,000	\$ -	\$ -	7,729,545	\$ 4,599,546	\$ 3,129,999	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	EL Individualized Support & Instruction	English Learner	\$ 337,718	\$ -	\$ -	\$ -	\$ 337,718
1	2	Foster Youth Services	Foster Youth	\$ 301,918	\$ -	\$ -	\$ -	\$ 301,918
1	3	EL Professional Development	English Learner	\$ 127,959	\$ -	\$ -	\$ -	\$ 127,959
1	4	Students with Disabilities (SWD) Intervention Support and Instruction	Students with Disabilities	\$ -	\$ 960,000	\$ -	\$ -	\$ 960,000
2	1	Targeted Group Instruction	English Learner, Foster Youth, Homeless, Low-income	\$ 1,920,280	\$ -	\$ -	\$ -	\$ 1,920,280
2	2	Professional Development	Foster Youth, Homeless, Low-income	\$ 128,918	\$ -	\$ -	\$ -	\$ 128,918
2	3	ELA & Math Intervention Services	Students below reading and math grade level	\$ 561,918	\$ -	\$ -	\$ -	\$ 561,918
2	4	Broad course of Study	All	\$ 211,918	\$ -	\$ -	\$ -	\$ 211,918
2	5	Educational Technology Resources	Foster Youth, Homeless, Low-income	\$ 116,000	\$ -	\$ -	\$ -	\$ 116,000
2	6	Science Course Completion	All	\$ 27,800	\$ -	\$ -	\$ -	\$ 27,800
3	1	Post-Secondary Plans	Foster Youth, Homeless, Low-income	\$ 960,140	\$ -	\$ -	\$ -	\$ 960,140
3	2	Post-Secondary Events	All	\$ 473,000	\$ -	\$ -	\$ -	\$ 473,000
3	3	Continue to strengthen WIOA and Community Partnerships	Foster Youth, Homeless, Low-income	\$ 179,932	\$ -	\$ -	\$ -	\$ 179,932
3	4	Continue to grow our CTE program	Foster Youth, Homeless, Low-income	\$ 73,000	\$ -	\$ -	\$ -	\$ 73,000
4	1	Enrollment and Outreach	Students Below Grade Level	\$ 894,126	\$ -	\$ -	\$ -	\$ 894,126
4	2	Parental Involvement and Educational Partner Engagement	English Learner, Foster Youth, Homeless, Low-income	\$ 151,918	\$ -	\$ -	\$ -	\$ 151,918
4	3	School Safety	All	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000
4	4	Social Emotional Learning (SEL)	Low-income	\$ 183,000	\$ -	\$ -	\$ -	\$ 183,000
4	5	School Nutrition Program	All	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000

2022-2023 Contributing Actions Table

Options for Youth Acton

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
\$ 18,751,449	\$ 5,851,953	31.21%	0.00%	31.21%	\$ 6,437,627	0.00%	34.33%	<b>Total:</b>	\$ 6,437,627
								<b>LEA-wide Total:</b>	\$ 5,670,032
								<b>Limited Total:</b>	\$ 767,595
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	EL Individualized Support & Instruction	Yes	Limited	English Learners	All Schools	\$ 337,718	0.00%
1	2	Foster Youth Services	Yes	Limited	Foster Youth	All Schools	\$ 301,918	0.00%
1	3	EL Professional Development	Yes	Limited	English Learners	All Schools	\$ 127,959	0.00%
2	1	Targeted Group Instruction	Yes	LEA-wide	All	All Schools	\$ 1,920,280	0.00%
2	2	Professional Development	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 128,918	0.00%
2	3	ELA & Math Intervention Services	Yes	LEA-wide	All	All Schools	\$ 561,918	0.00%
2	5	Educational Technology Resources	Yes	LEA-wide	All	All Schools	\$ 116,000	0.00%
2	6	Science Course Completion	Yes	LEA-wide	All	All Schools	\$ 27,800	0.00%
3	1	Post-Secondary Plans	Yes	LEA-wide	All	All Schools	\$ 960,140	0.00%
3	2	Post-Secondary Events	Yes	LEA-wide	All	All Schools	\$ 473,000	0.00%
3	3	Continue to strengthen WIOA and Community Partnerships	Yes	LEA-wide	All	All Schools	\$ 179,932	0.00%
3	4	Continue to grow our CTE program	Yes	LEA-wide	All	All Schools	\$ 73,000	0.00%
4	1	Enrollment and Outreach	Yes	LEA-wide	All	All Schools	\$ 894,126	0.00%
4	2	Parental Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	\$ 151,918	0.00%
4	4	Social Emotional Learning (SEL)	Yes	LEA-wide	All	All Schools	\$ 183,000	0.00%

## 2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 7,167,600.00	\$ 7,116,908.19

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	EL Individualized Support & Instruction	Yes	\$ 350,000	\$ 234,418
1	2	Foster Youth Services	Yes	\$ 150,000	\$ 320,157
1	3	EL Professional Development	Yes	\$ 130,000	\$ 123,858
1	4	Students with Disabilities (SWD) Intervention Support and Instruction	No	\$ 900,000	\$ 1,070,072
2	1	Basic Services	Yes	\$ 2,000,000	\$ 1,886,071
2	2	Professional Development	No	\$ 320,000	\$ 263,154
2	3	ELA & Math Intervention Services	Yes	\$ 560,000	\$ 356,882
2	4	Borad course of Study	Yes	\$ 200,000	\$ 311,489
2	5	Educational Technology Resources	Yes	\$ 100,000	\$ 58,408
3	1	Develop a CTE program, Concurrent Enrollment Opportunities, and Stregthen WIOA and Community Partnerships	Yes	\$ 140,000	\$ 166,488
3	2	Post-Secondary Plans	Yes	\$ 977,600	\$ 904,015
3	3	Post-Secondary Events	Yes	\$ 120,000	\$ 81,326
4	1	Enrollment and Outreach	Yes	\$ 770,000	\$ 679,175
4	2	Parental Involvement and Stakeholder Engagement	Yes	\$ 140,000	\$ 219,703
4	3	School Safety	Yes	\$ 100,000	\$ 120,832
4	4	Social Emotional Learning (SEL)	Yes	\$ 190,000	\$ 234,615
4	5	School Nutrition Program	Yes	\$ 20,000	\$ 86,245

## 2021-2022 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)
\$ 5,640,227	\$ 5,947,600	\$ 5,783,682	\$ 163,918	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	EL Individualized Support & Instruction	Yes	\$ 350,000	\$ 234,418	0.00%	0.00%
1	2	Foster Youth Services	Yes	\$ 150,000	\$ 320,157	0.00%	0.00%
1	3	EL Professional Development	Yes	\$ 130,000	\$ 123,858	0.00%	0.00%
2	1	Basic Services	Yes	\$ 2,000,000	\$ 1,886,071	0.00%	0.00%
2	3	ELA & Math Intervention Services	Yes	\$ 560,000	\$ 356,882	0.00%	0.00%
2	4	Borad course of Study	Yes	\$ 200,000	\$ 311,489	0.00%	0.00%
2	5	Educational Technology Resources	Yes	\$ 100,000	\$ 58,408	0.00%	0.00%
3	1	Develop a CTE program, Concurrent Enrollment Opportunities, and Stregthen WIOA and Community Partnerships	Yes	\$ 140,000	\$ 166,488	0.00%	0.00%
3	2	Post-Secondary Plans	Yes	\$ 977,600	\$ 904,015	0.00%	0.00%
3	3	Post-Secondary Events	Yes	\$ 120,000	\$ 81,326	0.00%	0.00%
4	1	Enrollment and Outreach	Yes	\$ 770,000	\$ 679,175	0.00%	0.00%
4	2	Parental Involvement and Stakeholder Engagement	Yes	\$ 140,000	\$ 219,703	0.00%	0.00%
4	3	School Safety	Yes	\$ 100,000	\$ 120,832	0.00%	0.00%
4	4	Social Emotional Learning (SEL)	Yes	\$ 190,000	\$ 234,615	0.00%	0.00%
4	5	School Nutrition Program	Yes	\$ 20,000	\$ 86,245	0.00%	0.00%

## 2021-2022 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)
\$ 18,339,817	\$ 5,640,227	0.00%	30.75%	\$ 5,783,682	0.00%	31.54%	\$0.00 - No Carryover	0.00% - No Carryover

# Comprehensive Needs Assessment

## Summary / Addendum Document

### Options for Youth Acton

2021-22

#### PURPOSE

The purpose of this Summary/ Addendum Document is to document and record all phases of your charter's Comprehensive Needs Assessment. This will be used as an Addendum and/or evidence of a CNA to your LCAP, SPSA and any other School Improvement Plan.

#### Education Partners

##### Educational Partners involved in the Comprehensive Needs Assessment?

*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)]*

The Options For Youth-Acton leadership team participated in a series of data digest sessions that comprised the Comprehensive Needs Assessment. The team of individuals that attended the data dive sessions and contributed to the root cause analysis included the following staff members:

- Christina Orahim- Science teacher
- Matthew Summers- Math Intervention Specialist
- Lisa Kunz- Enrollment and Outreach Specialist
- Stephen Smith- Lead Special Education Specialist
- Cecilia Nardulli- Teacher
- Veronica Salazar- Math teacher
- Karina Nava Flores- English Tutor
- Melanie Baca- Special Education Paraprofessional
- Brian Williamson- Teacher
- John Berlin- Science teacher

- Timothy Trigg- Math Intervention Specialist
- Tom Zaragoza- Assistant Principal
- Ismael Pacheco- Teacher
- Deneen Riley- English teacher
- Samantha Schmidt- Math Intervention Specialist
- Richard Aguilar- Assistant Principal
- Jessica Martinez- Instructional Coach (Programs)
- Tamara Thomas- Instructional Coach (Subjects)
- Brianna Villalpando- Assistant Principal of Instructional Operations

These staff members also participated in a Dimensions of Resource Inequities session and Root Cause Analysis. Findings from the Comprehensive Needs Assessment were shared with various educational partner groups, including the School Site Council and District English Learner Advisory Committee.

## **DATA SOURCES / Phase 1 (Data Collected and Analyzed)**

### **What data sources did Educational Partners review (qualitative and quantitative)?**

*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)*

Four formal data dive sessions were conducted as a part of the CNA process. The data dive protocol was followed at each session which included an observation round, a questions round, and a hypothesis round. Observations, findings, and reflection were also shared on a broader level with the whole group, while the data dive protocol was followed in smaller groups of 4-6 individuals.

#### **Data Dive #1:**

During the first Data Dive, representatives from each of the school sites attended an in-person session. They were split into three groups; each group reviewed a different set of data.

- Group 1 reviewed:

- A-G completion
- Graduation rates
- Core course completion
- Group 2 focused on:
  - Monthly progression for both the 2020-21 and 2021-22 school years, across each of the 8 learning centers, and broken down by subgroup
  - Credit attainment for all students and subgroups over the last two years
  - Percentage of students scoring at or above grade level band, once again over the two year time frame and across each of the subgroups.
- Group 3 analyzed:
  - 2018-19 CAASPP Math and ELA data, broken down by subgroups and
  - Fall 2021 Renaissance Star Math and Reading data, broken down by learning center and subgroup
  - EL reclassification rates and undecided career pathways data

**Data Dive #2:** The second data dive session included the leadership team. This session focused on:

- Analysis of suspension rates for the last two years
- Chronic absenteeism among different grade levels
- 2019-20 and 2020-21 graduation rates, broken down by subgroups

**Data Dive #3:** The third data dive session was conducted at the learning center level and included staff. Staff were split into four groups and each group reviewed math data such as:

- Math completion rates filtered by subgroups and learning centers
- 18-19 CAASPP Math data
- Fall 2021 Renaissance Star Math data

**Data Dive #4:** The fourth data dive session was also held at a learning center level that involved all staff. Staff members were broken up into teams and each team reviewed a few of the following metrics:

- A-G completion
- Graduation rates
- 2018-19 and 2020-21 preview CAASPP Math and ELA data
- Fall 2021 Renaissance Star Math and Reading data
- Lexile band
- Core course completion
- Credit attainment

Based on the findings from the data dive sessions, it was determined that:

- EL students, students with disabilities, and socioeconomically disadvantaged students needed tailored support to address observed achievement gaps based on state assessment scores and Renaissance Star data.
- It was also identified that the pandemic has resulted in learning loss among our students based on the percentage of students scoring at or above Lexile grade level band on the Fall 2021 Renaissance star assessment.
- College and Career readiness, based on low A-G completion rates, among all students was identified as an area of focus.

To ensure that all students are college and career ready, students will continue to have access to:

- School counselors
- Career pathways coordinators
- Post-secondary activities

Furthermore, the School plans to increase the number of students graduating with the A-G requirements completed and reduce the number of students that have selected undecided for their career pathway.

## RESULTS / Phase 2 (Data Dive Summary Table)

**What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?**

During our data dive sessions, our team found the following findings below:

Progression				
	2020-2021		2021-2022	
	Attendance	Student Progression	Attendance	Student Progression
ACTON All	92.97%	69.97%	95.79%	80.81%
ACTON ELL	92.51%	70.09%	96.92%	82.51%
ACTON FRMP	92.40%	68.60%	95.30%	79.51%
ACTON Special Ed	92.01%	67.51%	94.36%	78.27%
ACTON Foster Youth	92.29%	67.75%	91.49%	80.21%
CHINO 1	97.01%	77.97%	99.42%	92.95%
FONTANA 1	94.37%	73.03%	96.06%	85.03%
FONTANA 2	91.20%	71.88%	96.60%	83.70%
HESPERIA 2	89.89%	65.91%	93.73%	77.44%
OXNARD	96.09%	69.00%	98.03%	72.79%
RANCHO	88.69%	62.25%	93.98%	76.15%
UPLAND	93.33%	70.46%	92.83%	74.32%
VICTORVILLE 2	97.89%	70.30%	98.22%	78.26%

- Student progression increased by 15.5% from the 2020-21 to the 2021-22 school year
- Student progression rates were the lowest for our students with disabilities subgroup in the 2021-22 school year
- Student attendance rates increased for all subgroups except for our foster youth

<b>Graduation Rate</b>		
	<b>2020-2021</b>	<b>2021-2022</b>
<b>ACTON All</b>	86.42%	22.39%
<b>ACTON ELL</b>	88.89%	17.31%
<b>ACTON FRMP</b>	84.94%	24.38%
<b>ACTON Special Ed</b>	78.95%%	28.36%
<b>ACTON Foster Youth</b>	88.24%	18.18%
<b>CHINO 1</b>	77.27%	30.30%
<b>FONTANA 1</b>	82.86%	21.26%
<b>FONTANA 2</b>	91.46%	24.69%
<b>HESPERIA 2</b>	91.23%	28.79%
<b>OXNARD</b>	83.33%	26.32%
<b>RANCHO</b>	89.06%%	18.33%
<b>UPLAND</b>	86.05%	13.19%
<b>VICTORVILLE 2</b>	82.05%	19.67%

- Graduation rates increased from the 2019-20 to the 2020-21 school years for almost all subgroups except for our students experiencing homelessness

<b>Credit Attainment (5 Units)</b>		
	<b>2020-2021</b>	<b>2021-2022</b>
<b>ACTON All</b>	27.2%%	30.28%
<b>ACTON ELL</b>	28.00%	35.55%
<b>ACTON FRMP</b>	26.17%	33.34%
<b>ACTON Special Ed</b>	26.02%	27.07%
<b>ACTON Foster Youth</b>	28.53%	37%

- Credit attainment has generally increased among all subgroups in the 2021-22 school year

	<b>A-G Completion</b>			
	Student Count	2020-2021	Student Count	2021-2022
ACTON All	76	16.89%	6	1.60%
ACTON ELL	18	16.51%	2	1.90%
ACTON FRMP	47	14.38%	3	1.74%
ACTON Special Ed	1	3.70%	1	3.70%
ACTON Foster Youth	1	20.00%	0	0.00%
CHINO 1	9	22.50%	2	4.76%
FONTANA 1	10	15.15%	1	2.44%
FONTANA 2	9	10.84%	1	1.35%
HESPERIA 2	8	10.39%	0	0.00%
OXNARD	1	14.29%	2	28.57%
RANCHO	13	22.03%	0	0.00%
UPLAND	18	32.73%	0	0.00%
VICTORVILLE 2	8	12.50%	0	0.00%

- A-G completion rates remain generally low across all subgroups in the 2021-22 school year

<b>Core Course Completion</b>					
	English	Foreign Language	Math	Science	Social Science
<b>ACTON All</b>	3.322	3.706	2.645	2.815	2.683
<b>ACTON ELL</b>	3.493	4	2.807	3.111	3.532
<b>ACTON FRMP</b>	3.641	3.848	2.873	3	3.853
<b>ACTON SPED</b>	3.549	3.679	2.342	3	3.781
<b>ACTON FY</b>	2.8	3	2.65	3.09	4.09
<b>CHINO 1</b>	4.7	4.806	3.139	4.342	5.159
<b>FONTANA 1</b>	3.857	3.729	3.005	2.701	3.45
<b>FONTANA 2</b>	3.216	3.871	3.256	2.418	3.931
<b>HESPERIA 2</b>	2.226	2.489	2.26	2.467	3.523
<b>OXNARD</b>	3.986	3.444	2.619	3.704	3.931
<b>RANCHO</b>	3.006	4.345	1.677	2.273	2.874
<b>UPLAND</b>	3.618	3.6	3.403	3.218	3.298
<b>VICTORVILLE 2</b>	2.065	3.556	1.267	1.455	3.515

- The charter strives for all student to complete at least:
  - 8 English units
  - 7 Math units
  - 6 Science units
  - 6 Social Studies units
- This information was pulled in November 2021 before semester SGI courses were finished. These results are typically lower at the beginning of the school year and will increase as SGI courses finish and students have at least 6 months to work through a course independently.

<b>Suspension Rate</b>	
<b>2020-2021</b>	<b>2021-2022</b>
0.00%	0.00%
0.00%	0.00%
0.00%	0.00%
0.00%	0.00%
0.00%	0.00%

- Suspension rates have remained at 0% the last two years

<b>Lexile Band Percent At or Above Grade Level</b>		
	<b>2020-2021</b>	<b>2021-2022</b>
<b>ACTON All</b>	52.91%	40.15%
<b>ACTON ELL</b>	18.02%	9.66%
<b>ACTON FRMP</b>	50.00%	37.16%
<b>ACTON Special Ed</b>	36.94	22.87%
<b>ACTON Foster Youth</b>	47.06%	28%

- Overall, the percentage of students scoring at a Lexile Band percent at or above grade level has declined from the 2020-21 administrations to the Fall 2021 administration
- Only 9% of EL students scored at a Lexile Band percent at or above grade level

	<b>EL Reclassification</b>			
	Student Count	2020-2021	Student Count	2021-2022
<b>ACTON All</b>	17	70.83%	20	76.92%
<b>ACTON ELL</b>	17	70.83%	20	76.92%
<b>ACTON FRMP</b>	15	71.43%	14	77.78%
<b>ACTON Special Ed</b>	2	100.00%	2	100.00%
<b>ACTON Foster Youth</b>	NA	NA	NA	NA

- EL Reclassification rates remain high, currently 77% of all eligible EL students have been reclassified

<b>SBAC 2018-2019 ELA &amp; Literacy Results</b>				<b>SBAC 2018-2019 Mathematics Results</b>			
<a href="#">Data is pulled from the CAASPP public report site</a>				<a href="#">Data is pulled from the CAASPP public report site</a>			
<b>OVERALL</b>				<b>OVERALL</b>			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	30	400	430	Enrolled	30	401	431
Tested	28	382	410	Tested	28	380	408
Exceeded	0.00%	8.90%	8.29%	Exceeded	0.00%	0.26%	0.25%
Met	14.29%	32.46%	31.22%	Met	0.00%	3.95%	3.68%
Nearly Met	39.29%	31.94%	32.44%	Nearly Met	10.71%	18.95%	18.38%
Not Met	46.43%	26.70%	28.05%	Not Met	89.29%	76.84%	77.70%

<b>STUDENTS WITH DISABILITIES</b>				<b>STUDENTS WITH DISABILITIES</b>			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	4	42	46	Enrolled	4	42	46
Tested	4	41	45	Tested	4	41	45
Exceeded	*	2.44%	2.22%	Exceeded	*	0.00%	0.00%
Met	*	4.88%	4.44%	Met	*	0.00%	0.00%
Nearly Met	*	31.71%	28.89%	Nearly Met	*	2.44%	2.22%
Not Met	*	60.98%	64.44%	Not Met	*	97.56%	97.78%

ENGLISH LEARNER				ENGLISH LEARNER			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	4	26	30	Enrolled	4	26	30
Tested	4	24	28	Tested	4	24	28
Exceeded	*	0.00%	0.00%	Exceeded	*	0.00%	0.00%
Met	*	0.00%	3.57%	Met	*	0.00%	0.00%
Nearly Met	*	37.50%	35.71%	Nearly Met	*	8.33%	7.14%
Not Met	*	62.50%	60.71%	Not Met	*	91.67%	92.86%

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)				RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	4	84	88	Enrolled	4	85	89
Tested	4	83	87	Tested	4	82	86
Exceeded	*	12.05%	11.49%	Exceeded	*	0.00%	0.00%
Met	*	43.37%	41.35%	Met	*	4.88%	4.65%
Nearly Met	*	26.51%	27.59%	Nearly Met	*	26.51%	24.42%
Not Met	*	18.07%	19.54%	Not Met	*	69.51%	70.93%

ENGLISH LEARNER ENROLLED IN U.S. 12 MONTHS OR MORE				ENGLISH LEARNER ENROLLED IN U.S. 12 MONTHS OR MORE			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	*	24	27	Enrolled	*	24	27
Tested	*	23	26	Tested	*	23	26
Exceeded	*	0.00%	0.00%	Exceeded	*	0.00%	0.00%
Met	*	0.00%	3.85%	Met	*	0.00%	0.00%
Nearly Met	*	39.13%	38.46%	Nearly Met	*	8.70%	7.69%
Not Met	*	60.87%	57.69%	Not Met	*	91.30%	92.31%

BLACK OR AFRICAN AMERICAN				BLACK OR AFRICAN AMERICAN			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	*	26	30	Enrolled	*	26	30
Tested	*	24	27	Tested	*	24	27
Exceeded	*	0.00%	0.00%	Exceeded	*	0.00%	0.00%
Met	*	20.83%	18.52%	Met	*	0.00%	0.00%
Nearly Met	*	33.33%	29.63%	Nearly Met	*	8.23%	7.41%
Not Met	*	45.83%	51.85%	Not Met	*	91.67%	92.59%

HISPANIC OR LATINO				HISPANIC OR LATINO			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	17	196	213	Enrolled	17	197	214
Tested	17	189	206	Tested	16	187	203
Exceeded	0.00%	8.99%	8.25%	Exceeded	0.00%	0.00%	0.00%
Met	11.76%	34.39%	32.52%	Met	0.00%	2.14%	1.97%
Nearly Met	52.94%	30.16%	32.04%	Nearly Met	6.25%	20.86%	19.70%
Not Met	35.29%	26.46%	27.18%	Not Met	93.75%	77.01%	78.33%

WHITE				WHITE			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	6	89	95	Enrolled	6	89	95
Tested	6	83	89	Tested	6	84	90
Exceeded	*	10.84%	10.11%	Exceeded	*	0.00%	0.00%
Met	*	27.71%	26.97%	Met	*	9.52%	8.89%
Nearly Met	*	36.14%	35.96%	Nearly Met	*	16.67%	17.78%
Not Met	*	25.30%	26.97%	Not Met	*	73.81%	73.33%

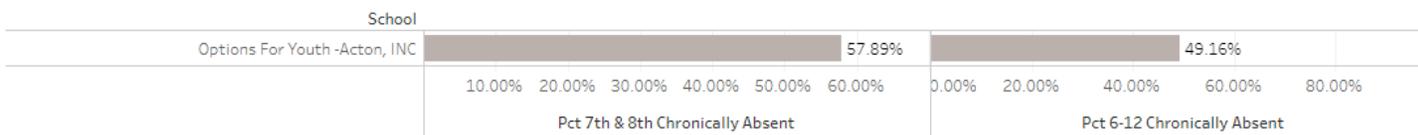
TWO OR MORE RACES				TWO OR MORE RACES			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	*	15	16	Enrolled	*	15	16
Tested	*	14	14	Tested	*	14	14
Exceeded	*	21.43%	21.43%	Exceeded	*	0.00%	0.00%
Met	*	35.71%	35.71%	Met	*	7.14%	6.67%
Nearly Met	*	21.43%	21.43%	Nearly Met	*	21.43%	20.00%
Not Met	*	21.43%	21.43%	Not Met	*	71.43%	73.33%

ECONOMICALLY DISADVANTAGED				ECONOMICALLY DISADVANTAGED			
OFY ACTON	8th	11th	All	OFY ACTON	8th	11th	All
Enrolled	21	258	279	Enrolled	21	259	280
Tested	19	245	264	Tested	19	243	262
Exceeded	0.00%	7.76%	7.20%	Exceeded	0.00%	0.00%	0.00%
Met	15.79%	31.02%	29.92%	Met	0.00%	3.70%	3.44%
Nearly Met	36.84%	29.39%	29.92%	Nearly Met	15.79%	19.34%	19.08%
Not Met	47.37%	31.84%	32.95%	Not Met	84.21%	76.95%	77.48%

- A higher percentage of 8th grade students are not meeting standards on the ELA and Math CAASPP tests compared to 11th graders

- EL students are not meeting or exceeding standards in the 2018-19 ELA and Math CAASPP tests
- No students with disabilities met or exceeded standards on the 2018-19 Math CAASPP test

#### Percent Chronically Absent



- Chronic absenteeism has continued to be much higher among middle school students compared to their high school peers. Although the charter does not have a middle school population size (5 enrolled as of March 2022) that is statistically significant in size for reporting, we will continue to work toward reducing the percentage of 6th-8th grade students that are considered chronically absent to align with state standards.

### PRIORITIZED NEED

**Based on the data dive and Areas of Focus that were identified, which needs are most critical?  
Which needs will have the greatest impact on student outcomes, if addressed?**

*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.*

- Credit Attainment average has been lowest among our students with disabilities (27.07%) compared to all other subgroups and the average for all students (30.28%) in the 2021-2022 school year.
- EL students had the lowest Lexile Band percent at or above grade level (9.66%) after the first administration of Renaissance Star in the 2021-2022 school year compared to all other subgroups. The percentage of students at or above grade level for all students after the Fall 2021 Renaissance Star administration was 40.15%.

- Graduation rates increased in the 2020-2021 school year from the previous year for all students and for most subgroups. However, the graduation rate for our students experiencing homelessness declined from 75% in the 2019-2020 school year to 60.9% in the 2020-2021 school year.
- Approximately 50% of middle school students are currently considered chronically absent, compared to 45.23% of all students. In the 2020-21 school year, 100% of middle school students were chronically absent, compared to 55.4% of all students.
- A-G completion for all graduates so far in the 2021-22 school year is currently at 5.37%, which is much lower than the 16.89% A-G completion among all graduates in the 2020-21 school year.

### ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

**What are the potential root causes of the needs or concerns the team has prioritized?**

**Please list the Measurable Outcomes identified for each Root Cause..**

*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.*

Based on the findings from the data dive sessions, the following identifications were made:

- EL students, students with disabilities, and socioeconomically disadvantaged students needed tailored support to address observed achievement gaps based on state assessment scores and Renaissance Star data.
- The pandemic has resulted in learning loss among our students based on the percentage of students scoring at or above Lexile grade level band on the Fall 2021 Renaissance star assessment.
- College and Career readiness among all students, based on low A-G completion rates, was identified as an area of focus.

To ensure that all students are college and career ready:

- Students will continue to have access to school counselors, career pathways coordinators, and post-secondary activities.
- The School plans to increase the number of students graduating with the A-G requirements completed and reduce the number of students that have selected undecided for their career pathway.

### **Trends / Themes - (Data Dive Summary Table)**

#### **What concerns or challenges were identified?**

#### **What trends were noticed over time in schoolwide, sub-group or grade level data?**

Through the comprehensive needs assessment process, achievement gaps were observed among students with disabilities, EL students, and middle school students, which can be found in the results section of the CNA addendum. Below are the noticed trends:

- EL reclassification rates have remained high and graduation rates continue to steadily increase each year, however Lexile level is lower among our EL students when compared to other subgroups.
- There was a decline in graduation rate among our students experiencing homelessness.
- Credit attainment among our students with disabilities is lower than their peers.
- Chronic absenteeism is significantly higher among our middle school students.

## 2021-22

# RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Options For Youth - Acton	January 20, 2022

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

<p><b>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</b></p>	<p>There was an identified need to increase access to and the availability of intervention resources. Additionally, while middle school students have access to curriculum, teachers, and resources just like their peers there is an identified need to implement a more formal structure to increase and improve engagement for these students.</p>
<p><b>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</b></p>	<p>Providing additional intervention support for students to remediate learning loss that has occurred among our high-needs students due to the impact of the COVID-19 pandemic remains a priority for our school.</p>
<p><b>3. How does the Charter plan on addressing these inequities?</b></p>	<p>The Charter plans to address this observed area of continued growth, increased access and engagement to intervention resources, by potentially adding positions and increased professional development opportunities focused on practices to support teachers with intervention strategies and methods. The intervention positions may include Learning Loss Math tutors and Reading specialists.</p>
<p><b>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.</b></p>	<p>NA</p>

# 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](mailto: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 (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 aspects of the LCAP template 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, 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal 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.

**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.

## ***Broad Goal***

**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.

**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***

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- 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.

## 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 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.

### Requirements and Instructions

**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 low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

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

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

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

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