

LCFF Budget Overview for Parents

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

CDS Code: 19753090136648

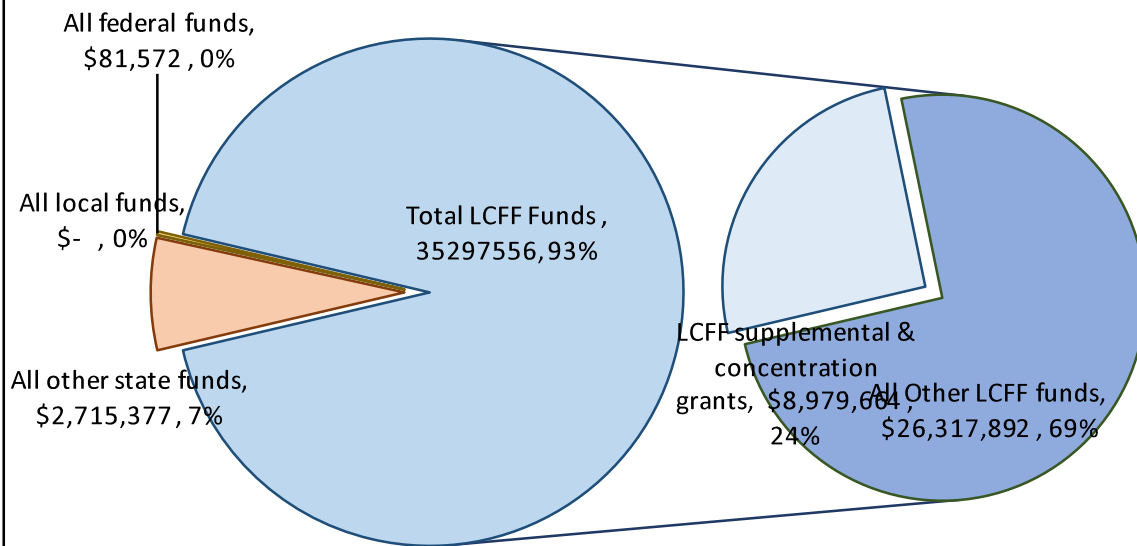
School Year: 2023-24

LEA contact information: Brock Champion, Principal, P: ((909) 315-9154 E: bchampion@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 2023-24 School Year

Projected Revenue by Fund Source

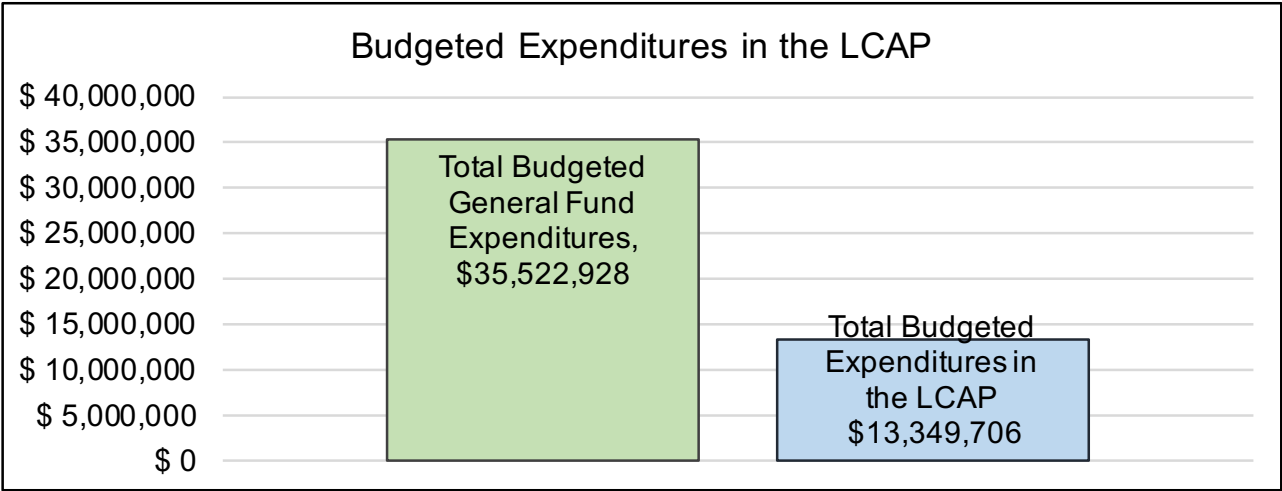


This chart shows the total general purpose revenue Options for Youth Acton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth Acton is \$38,094,505.00, of which \$35,297,556.00 is Local Control Funding Formula (LCFF), \$2,715,377.00 is other state funds, \$[Enter dollar amount] is local funds, and \$81,572.00 is federal funds. Of the \$35,297,556.00 in LCFF Funds, \$8,979,664.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Options for Youth Acton plans to spend for 2023-24. 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 \$35,522,928.00 for the 2023-24 school year. Of that amount, \$13,349,705.67 is tied to actions/services in the LCAP and \$22,173,222.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

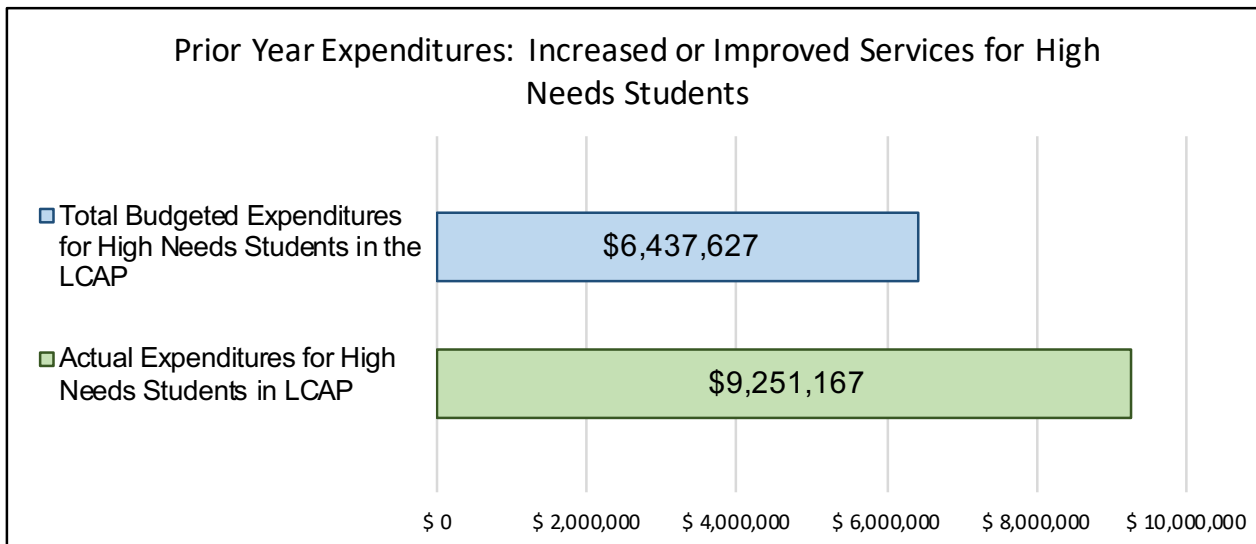
General Fund Budget Expenditures, for the 2023-24 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies), rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Options for Youth Acton is projecting it will receive \$8,979,664.00 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 \$9,086,000.00 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 2022-23



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 2022-23, Options for Youth Acton's LCAP budgeted \$6,437,627.00 for planned actions to increase or improve services for high needs students. Options for Youth Acton actually spent \$9,251,167.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

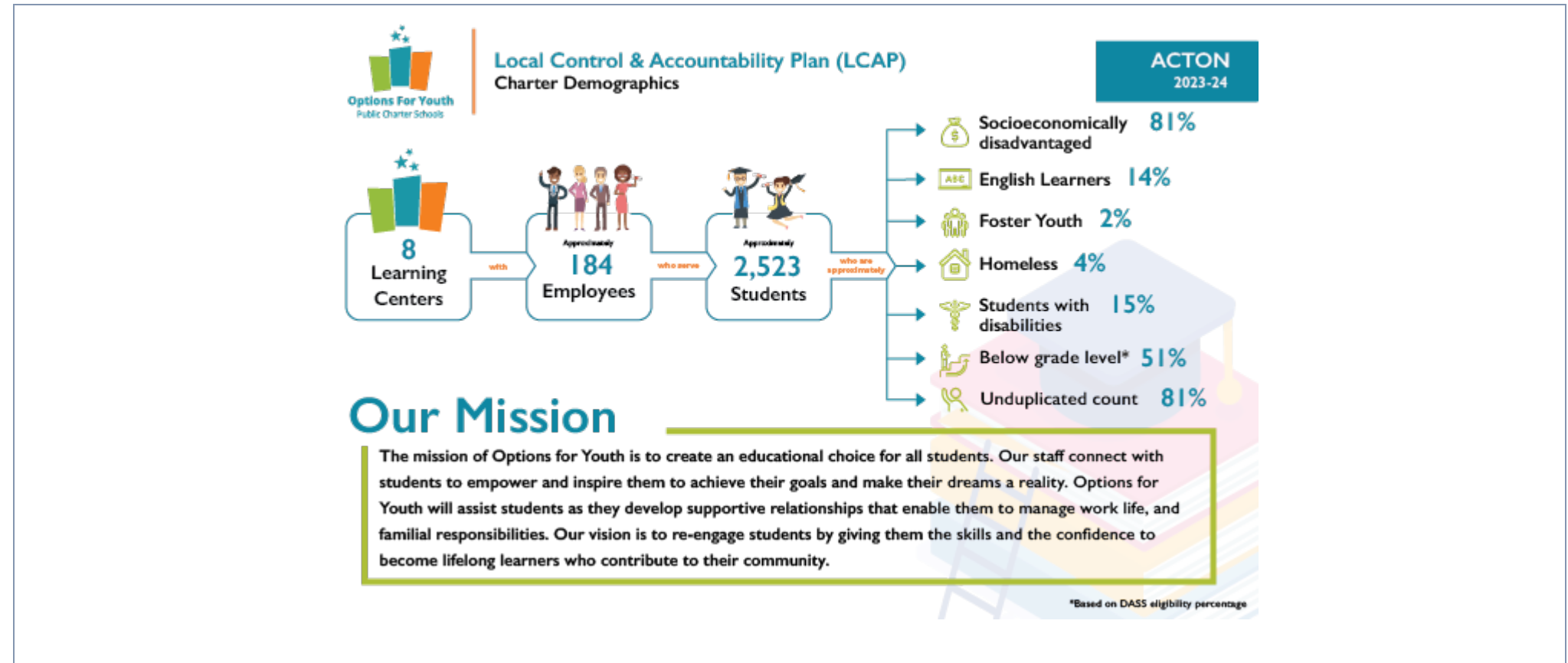
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth Acton	Brock Champion, Principal	bchampion@ofy.org / (909) 315-9154

Plan Summary 2023-24

General Information

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



General Information:

OFY Acton is located about 49 miles east of Los Angeles proper. Our students enroll with us significantly credit deficient and in need of severe academic support in order to catch up and graduate on time. We have noted an increase in our FRMP population of students moving from 41% to 81% as well as an increase in students who identified as below grade level from 51% to 86%. This past year (2022-23) was our first year not being identified as a Comprehensive Support and Improvement (CSI) school due to our increase in our Dashboard Alternative School Status (DASS) one-year graduation rate. It should be noted that with the change from the State to identify CSI low grad rate schools from a one-year cohort for DASS schools to a 4-5 year grad rate cohort aligned to traditional school districts, our school has once again been identified for CSI Low Grad rate for the 2023-24 school year. While we are still incredibly proud of the increase to our one-year graduation rate, it is clear that the change in formula has impacted DASS schools to a much greater degree than traditional brick and mortar schools. Of the 82 schools in Los Angeles County identified for CSI low grad rates, 72 of them were DASS schools. We have embedded our comprehensive support and improvement (CSI) plan into our LCAP which is focused on the identification of students in need of additional support to graduate. Our LCAP has been developed and driven by a comprehensive needs assessment, resource inequity review and Educational Partner engagement and feedback.

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. 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.



Options For Youth

Public Charter Schools

An Exclusive WIOA Partner!

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 exclusive partnerships with Goodwill Industries of Southern California, the Boys & Girls Clubs of Greater Oxnard, Hawkeye Properties and Workforce Innovation Inc., Equus Workforce Solutions, and California Associations of Health and Education Linked Professions of San Bernardino County, Inc. (CAHelp). These partnerships allow OFY-Acton students to gain exposure to career readiness through integration of vocational training, certification programs, internships, and employment. Within our program, we offer students opportunities to earn their food handlers certification, first aid and CPR certification, and preparation for A+ certification. Workshops for preparing students for job placement are also available, like resume writing and interview skills.

Title I - School wide Program (SWP) / SPSA / LCAP

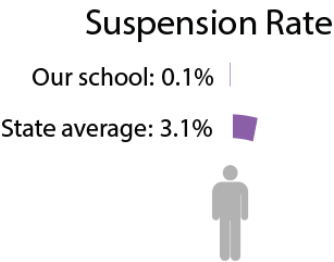
Options for Youth Acton will continue with Title I funds and will be implementing a School wide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all students, particularly for students who are not meeting academic standards. Options for Youth Acton has integrated its School Plan for Student Achievement (SPSA) into its LCAP further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment (CNA) 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.

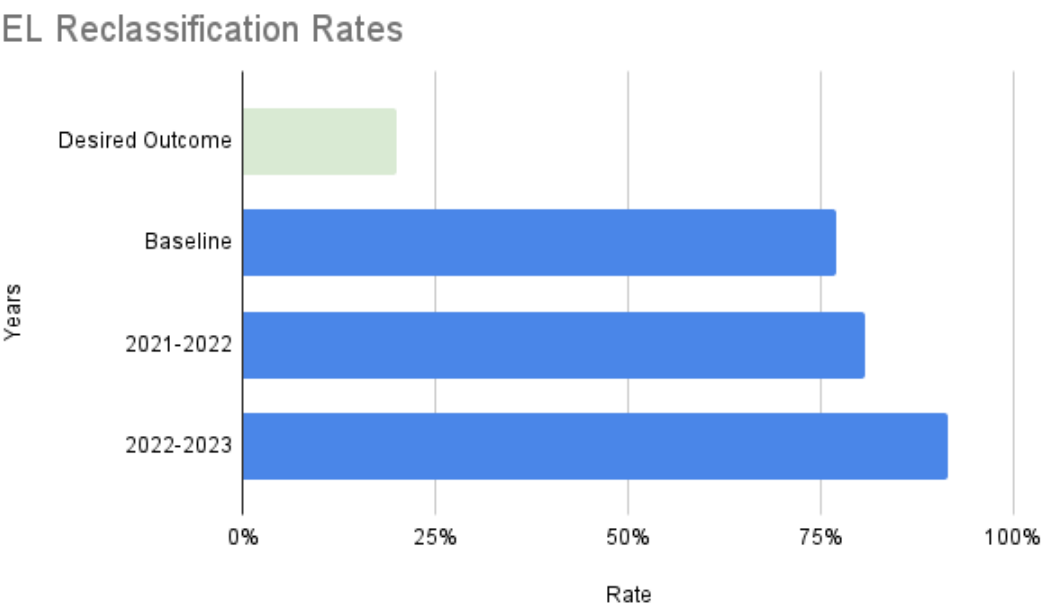
After a thorough review of the charters performance on state indicators and local performance indicators which are included on the California Dashboard, progress toward meeting its three-year LCAP goals, Comprehensive Needs Assessment (CNA), and educational partners' input, OFY-Acton is most proud of the improvements and achievements listed below:

Suspension Rate: During the 2021-2022 school year, OFY-Acton had a suspension rate of 0.1%. The school continues to have a successful implementation of restorative practices and providing strong wrap-around services for our students which has contributed to the low suspension rate for our students. Restorative practices include using interventions that rely on behavioral and academic agreements that are formed among parents/guardians, teachers, students, student counselors, and administration. Restorative practices improve trust and mutual respect between educational partners and the school. The school makes additional student appointments, tutoring, counseling services, workforce partnership referrals available as wrap-around services. Furthermore, OFY-Acton offers student's flexible schedules that allow students to choose academic appointment times that work best for them and their families. During academic appointments, teachers typically have 6-8 students at each appointment block, 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 and their peers



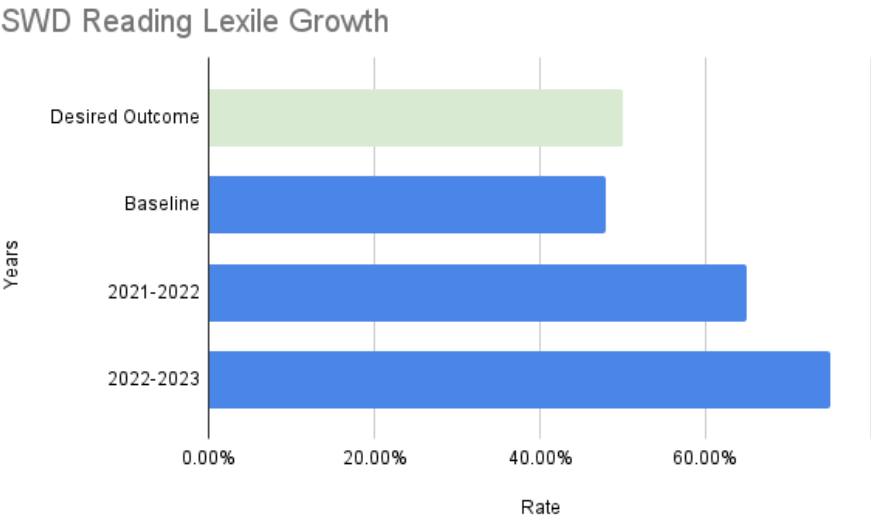
English Learner Reclassification: Despite OFY-Acton's English Learner Progress resulting in low on the CA Dashboard for 2022, during the CNA process an area of success was the school's English Learner Reclassification rate. The EL reclassification rate has continued to show growth year after year. At the end of March 2023, of the eligible students the EL reclassification rate was 91.43% which is an increase of 10.66% from the previous school year and a 14.43% increase from the baseline results. During the CNA findings, it was noted that students' success in reclassification can be attributed to the EL Specialists and EL Coach detailed one-on-one achievement chats with students prior to administration of Renaissance Star assessments as well as the English Language Proficiency Assessments for California (ELPAC). In addition, EL Specialists provide English development support to students in a small group setting, students meet with them regularly for support in independent study curriculum, designated ELD courses are available for all students, and Academic Learning Plan

(ALP) are developed twice a year. Individual ALP forms are created with input from the student, parents/guardians, teacher, and the EL Specialist to ensure that students are receiving the support they need in all academic 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 the student completes 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 accommodation. In developing their own academic goals alongside educational partners, student learn to take ownership over their learning and academic growth.



CNA	Expected Outcome	Current Progress 22/23	21/22
Reclassification	The charter aims to have a reclassification rate of at least 20%	84.85%	80.77%

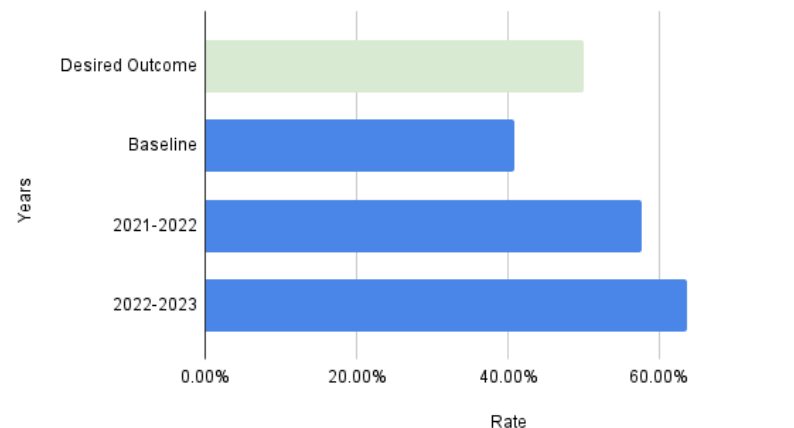
Student with Disabilities Reading Lexile Growth: During each school year, students will participate in the three administrations of the Renaissance Star assessment in reading and math which supports the school in identifying the academic needs of all students. In March of the 2022-23 school year, 75% of students with disabilities (SWD) demonstrated a reading Lexile increase from their first to second or third administration of the Reading Renaissance Star assessment. This Lexile growth is a 10.11% increase from the previous school year and a 27.06% increase from the baseline results. It was noted during the CNA findings that students’ success in this category can be attributed to the Special Education Specialists (SES) and Lead Special Education Specialist who provide small group and individual academic support based on students Individualized Education Program (IEP) which outlines goals for each student and the supports and accommodations the teachers will provide for the student to reach their academic goals.



CNA	Expected Outcome	Current Progress 22/23	21/22
SWD Lexile Growth	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.	SWD: 56.44% All students: 54.52%	SWD: 64.89%

Reading Lexile growth for All Students: In addition to students with disabilities demonstrating growth in reading Lexile scores, the school has also shown an increase in reading Lexile scores for all students over the last few years. As of March 2023, 63.63% of students have demonstrated growth in their Lexile scores. During to the CNA findings, it was noted that the Lexile growth and improvement may be connected to the added efforts to ensure each school site had an English tutor and/or English Intervention Specialist to teach reading strategies to students in conjunction with intervention programs to improve reading skills, small group English classes, and achievement chats prior to administration of Renaissance Star assessments.

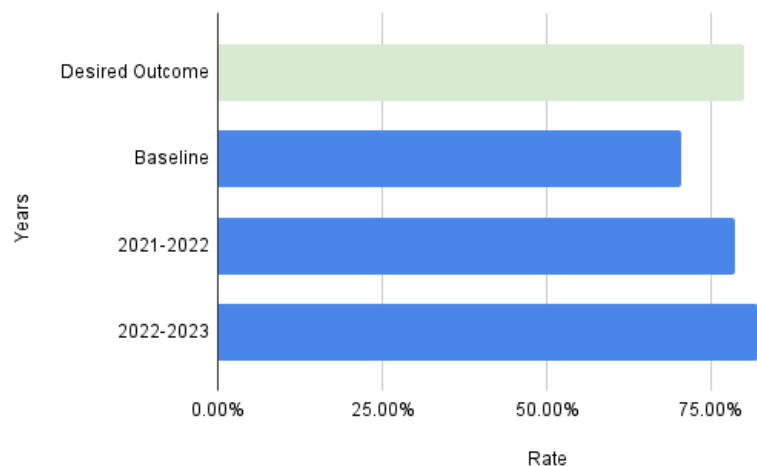
Reading Lexile Growth



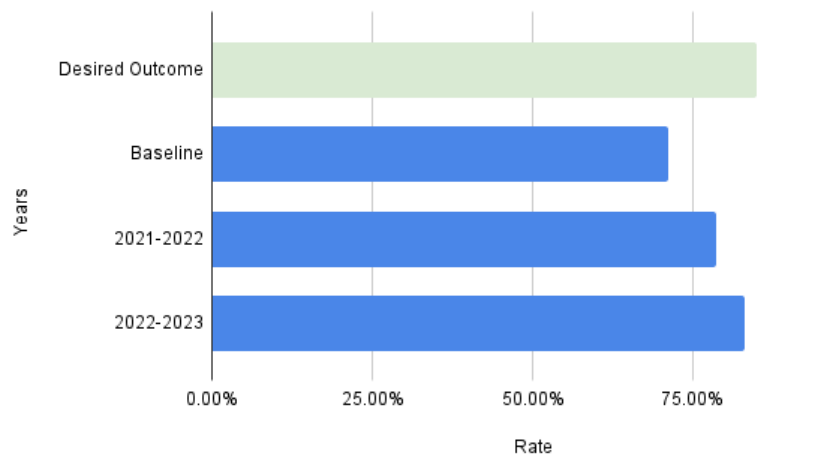
CNA	Expected Outcome	Current Progress 22/23	Last Year 21/22
Lexile Growth Percentage	50% of all student groups will demonstrate reading Lexile growth from the first to the second administration.	All: 54.52% EL: 54.81% Foster: 69.23% Homeless: 50% SWD: 56.44% FRMP: 53.79%	All: 57.64% EL: 62.84% Foster: 50.00% Homeless: 50.91% SWD: 64.89% FRMP: 56.46%

Student Progression Rate for Low-Income Students and All Students: Throughout the school year, the school tracks the student progression of all students which is a result of credit completion and attendance. Low-Income students have met the desired outcome of 80% and have shown a steady increase year after year to meet this goal (table on the left). Even though progression for all students has not reached the desired outcome of 85%, the results also show a steady increase year after year (table on the right). According to the CNA findings, it was noted that students' success in this area can be credited to the additional support provided at the school such as tutors, Math Intervention Specialists, and English Intervention Specialists who work with students in small groups to support students with their academic course work. In addition, teachers are also working on individualized student academic planning based on each student's graduation requirements. Also mentioned in the CNA findings, was that these results could also be attributed to the fact that during the 22-23 school year the school was completely operating in-person for all academic and instructional services for students

Progression Rate for Low-Income Students



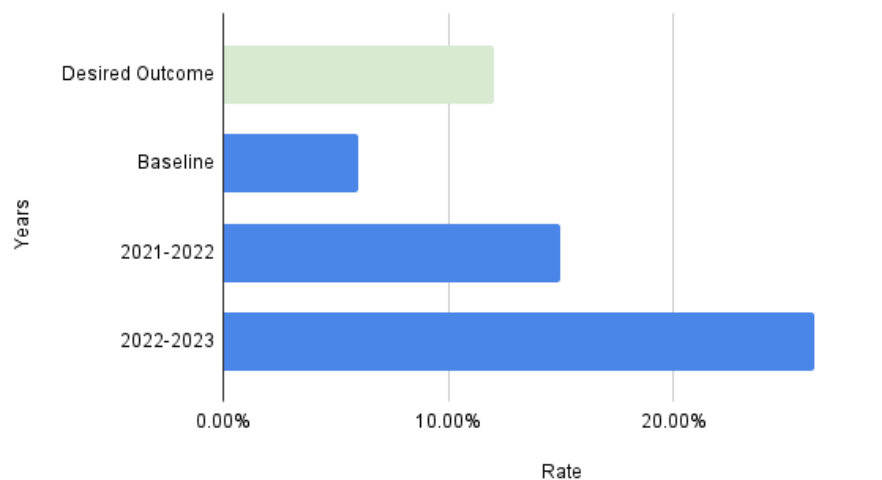
Student Progression for All Students



CNA	Expected Outcome	Current Progress 22/23	Last Year 21/22
Student Progression	Student progression will be at or above 85% for all students.	All: 82.61% EL: 82.73% Foster: 74.78% Homeless: 70.05% SWD: 81.5% FRMP: 81.46%	All: 78.53% EL: 79.3% Foster: 77.65% Homeless: 71.19% SWD: 76.99% FRMP: 78.89%

Students Graduating with A-G Requirements: Students completing A-G graduation requirements have shown some significant increases over the last two school years and the school has met the desired outcome of 12% of students graduating on A-G planning guides. In March 2023, 27.08% of students have graduated with A-G requirements completed with anticipation that this will increase as the school year nears the end. As noted during the CNA findings, although A-G graduation requirements are being met overall there are certain subgroups that are not represented in these results. At the time, 0% of EL and SWD had completed A-G requirements. The school intends to focus on EL and SWD by including A-G awareness and information during parent meetings such as ALP and IEP meetings. The school will also continue to bring more awareness to newly enrolled students and create A-G informational resources, presentations, and/or meetings based on grade level cohorts

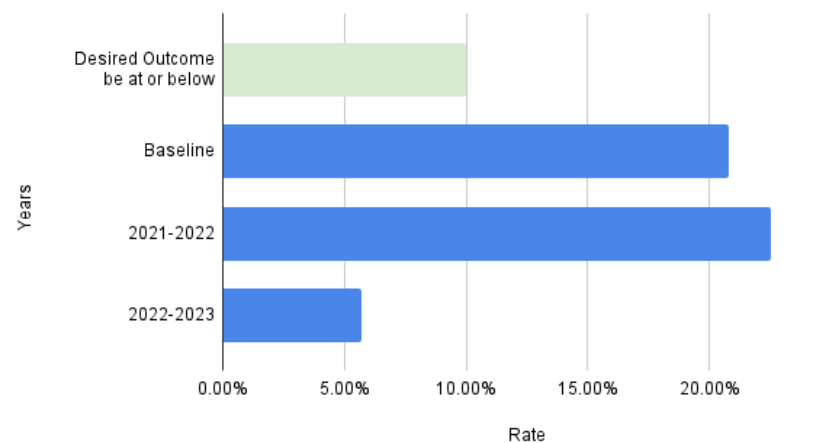
Students graduating on A-G Planning Guide



CNA	Expected Outcome	Current Progress 22/23	21/22
A-G	12% of all students will graduate on the A-G planning guide.	All: 26.23% (16 grads) EL: 0% Foster: 33.33% Homeless: 66.67% SWD: 0% FRMP: 23.08%	All: 15% EL: 18.66% Foster: 7.69% Homeless: 7.14% SWD: 4.76% FRMP: 18.42%

Students selecting undecided for Career Pathway: A continuous focus at OFY-Acton is to provide students with career exploration and opportunities in different career pathways throughout the school year. One recognizable effort made during the 22-23 school year was to work with students who selected undecided as their career pathway to provide them with information and opportunities to explore different careers and ultimately find and decide on a career pathway they want to work towards while enrolled in high school. During the 22-23 school year, the percentage of students who were undecided reduced to 5.69% which was a significant decrease from 22.54% during the 21-22 school year. According to the CNA findings, the decrease in the number of students on the undecided path can be attributed to have a Career Pathway Coordinator to each school site to better serve the students within each school as well as offering more career opportunities such as workshops, events, and field trips for student to learn more about the possibilities available after high school.

Students on Undecided Career Pathway



CNA	Expected Outcome	Current Progress 22/23	21/22
Undecided Career Pathway	The percentage of students choosing the undecided option will be at or below 10%.	All: 6.32% EL: 4.3% Foster: 4.17% Homeless: 7.83% SWD: 7.69% FRMP: 6.7%	All: 16.35% EL: 15.15% Foster: 10.14% Homeless: 16.54% SWD: 21.10% FRMP: 15.33%

Educational Partner Feedback:

OFY Acton administered the School Climate Survey from January - February 2023. Based on the results an area of strength across all respondent groups is Safety Rules and Norms. This scale focuses on the clarity of the school's rules for maintaining:

Safety, both physical safety and social-emotional safety
Consistency and fairness with which rules are enforced.

This scale is organized under the major areas that contribute to school climate: Safety.

Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success.

Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety.

In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development.

In addition, the school distributed the LCAP surveys to Educational Partners in the Fall of 2022 and Spring of 2023. Some successes from the survey results were:

89% of families believe there are no barriers to engagement preventing them from interacting with or becoming involved with their child's school.

82% of families report a positive overall social and learning climate of the school.

88% of families and 91% of students report feeling physically and psychologically safe at school.

The school is pleased with the above findings and will continue to work towards ensuring that all educational partners' feedback is addressed and considered when making school decisions.

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.

OFY Acton conducted a Comprehensive Needs Assessment which included a review of the charter’s performance on the state indicators and local performance indicators included on the California Dashboard, progress toward meeting its three-year LCAP goals, educational partners’ input and internal benchmarks and student academic progress. The findings from our CNA found that charter has the following identified needs:

English Learner Progress:

We would like to provide an update on our English Learner Progress based on our review of Dashboard (Low) and local data. Upon reviewing this data, we have identified areas that need significant improvement, including low performance in the reading skills of our English Learner (EL) students and a performance gap among our EL students compared to the expected outcome. Our EL students' performance level is lower than our goal of 20% of EL students reading at or above their Lexile grade level band, with only approximately 12% meeting this expectation. Additionally, our Options For Youth - Acton had 45.3% EL Progress, which is lower than the state average of 50.3%.

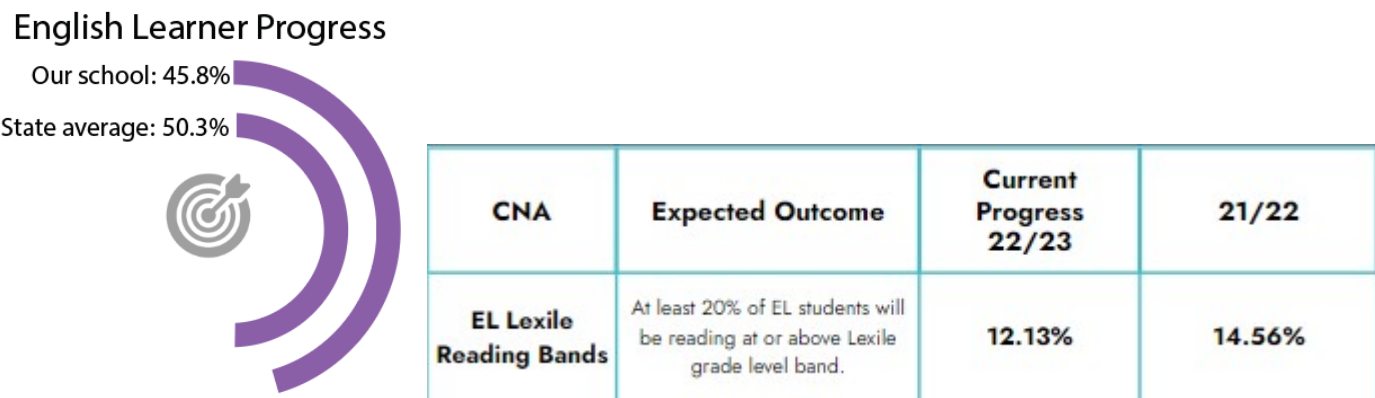
We attribute this significant performance gap to the increase in EL enrollment during the 2022-2023 school year and the impact of distance learning on ELL students' reading skills. Our students struggled with learning loss, and a good number of EL students were not enrolled in our program during COVID lockdowns.

However, we have taken steps to address these areas of concern. We implemented test prep before the ELPAC was administered; however, we were unable to do one-on-one achievement chats before the ELPAC administration due to a lack of staff. We recognize that this is a significant issue and have made adjustments, and during the 2022-2023 school year, one-on-one achievement chats with students before testing helped them understand why they were testing. This allowed teachers to show students their previous ELPAC results and identify goals with our students.

We recognize that intervention supports are not being utilized to support reading levels. After the first administration of Ren Star, EL students who are not reading at or above their Lexile grade level band will be assigned My Reading Path in Exact Path, which provides intervention support to assist and improve their reading skills. We believe implementing this support will assist our EL students in reaching their reading

goals. Additionally, we will have our EL Specialists assign our EL student’s lessons using Achieve 3000 throughout the school year in order to provide students supplemental material to practice and improve their reading ability.

We acknowledge that there is a need for significant improvement in these areas, and the challenges introduced by distance learning and lockdowns required us to pivot and adapt our processes. We are committed to using data-driven decision-making to make equitable and effective changes to support our students' academic success.



Chronic Absenteeism for Middle School Students:

We wanted to provide an update on our middle school student needs based on a review of Dashboard and local data. Chronic absenteeism rates for our middle school students continue to be a significant area of concern. The chronic absenteeism rate spiked from 50% to 65% for middle school students. The school has a small middle school population group, on average from 10-15 students throughout the school year. We recognize that there is a need for more intentional planning around middle school schedules, curriculum support, and preparing students for middle school.

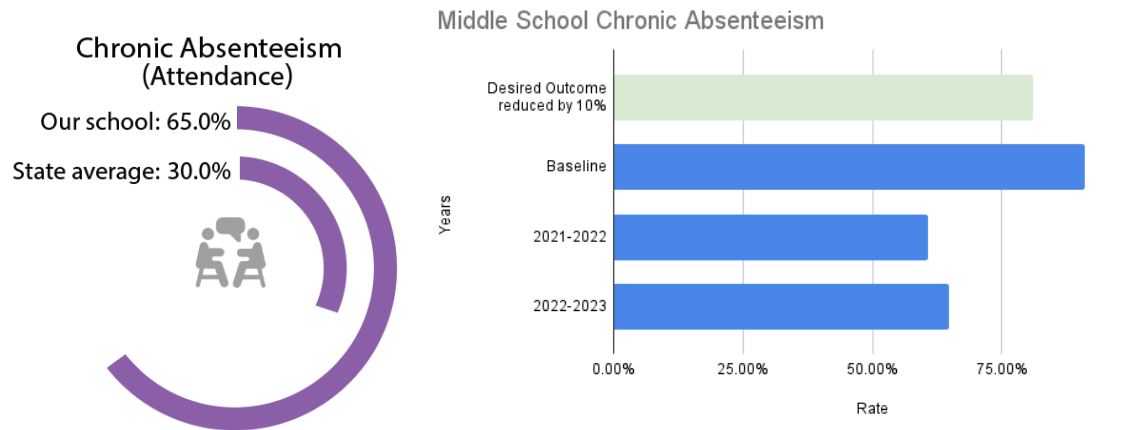
We believe that there is not enough instructional support for middle school students, a need for middle school cohorts, and curriculum updates are the root causes of middle school chronic absenteeism. Adjustments to our independent study program is also a key area that needs improvement.

Despite these challenges, we have made some effort to improve the situation. During the 22-23 school year, we focused on tracking our middle school students' progression towards graduation. In the 23-24 school year, we will be more intentional about having conversations about student goals with our middle school students, similar to how we interact with our high school students.

We recognize that intentional planning and professional development for teachers who support our middle school students are vital. To address these issues, we plan to offer parent and student conferences, workshops, and/or info nights to discuss how to support our middle school students at home twice a year. At least twice a year, instructional staff will participate in professional development and/or PLCs to learn how to better support middle school students at our school.

In addition, we plan to increase the attendance requirements for middle school students from 2 days to 4 days a week to ensure that they receive adequate instruction and support.

We understand that there is a long way to go before we can fully address these issues, and we are committed to continually monitoring and assessing our progress. By using data-driven decision-making and working collaboratively with our stakeholders, we are confident that we can help our middle school students succeed.

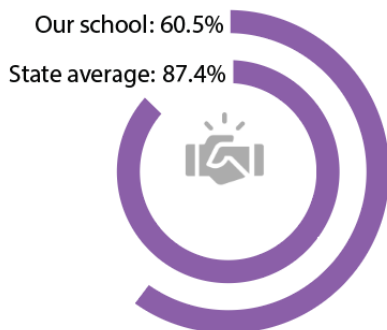


CNA	Expected Outcome	Current Progress 22/23	21/22
Chronic Absenteeism	Chronic Absenteeism will be reduced by at least 10% based on current enrollment. (2020-2021=91%)	57.14%	60.71% (9 middle school students)

Graduation Rate:

When AB 104 graduation requirements were in place, the California Dashboard reflected a 1-year cohort graduation rate, which was 84.55% for OFY-Acton in the 21-22 school year. In fall 2022, the CA Dashboard shifted to calculating a 4 and 5 year graduation rate which resulted in a lower graduation rate of 60.5% (Very Low) for the 21-22 school year. While this rate was below the state average by approximately 27%, it should be considered that many of the students who enroll at OFY-Acton come to our program overage and credit deficient due to having fallen behind in a previous academic setting. Currently, OFY-Acton has a graduation rate of 31.67% for the 22-23 school year. It is anticipated that this rate will increase at the end of the spring 2023 semester due to many students completing all coursework in order to walk in the spring graduation ceremony. During the 23-24 school year, the school is strategically planning to create grade level cohorts to provide appropriate supports for students in each cohort to achieve desired academic goals. Additionally, OFY-Acton intends to increase retention of students in our school by building awareness of students' true grade level based on credit counts.

5 Year Graduation Rate



CNA	Expected Outcome	Current Progress 22/23	21/22
Graduation Rate	Two-year Graduation Rate Average will be at or above 70.8%.	ALL: 31.67% EL: 24.32% Foster: 37.5% Homeless: 28.57% SWD: 35.71% FRMP: 32%	All: 70.58% EL: 61% Foster: 60.87% Homeless: NA SWD: 61.48% FRMP: 72.85%

ELA Performance Indicator:

Options For Youth Acton's ELA SBAC performance indicator shows that 34.8 (Low) of our students tested below standard, which is significantly below the state average of 12.2. We have analyzed this result and identified several potential reasons for this underperformance.

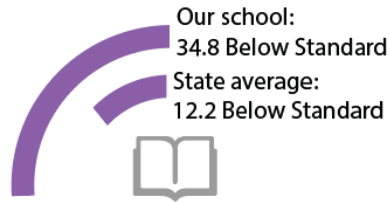
We acknowledge that the school shutdowns caused significant learning loss for our students, and those returning from the 2021-2022 academic year suffered more. Additionally, we have a high percentage of FRMP students who were disproportionately impacted by the lockdowns due to economic factors. Despite providing Hot Spots and Chromebooks, some students lacked support from their guardians and experienced technological challenges, which ultimately could have affected their SBAC test performance negatively. Furthermore, our school received an influx of students who sought admission after experiencing learning loss in their previous schools.

To address these issues and improve our ELA SBAC metric, Options For Youth Acton has taken several steps. We have appointed an English Intervention Specialist (EIS), which will provide personalized support to students struggling with English coursework, including preparation for the SBAC test. With the support of Title I, the school will utilize Academic Intervention Specialists to ensure students receive high quality instruction, make academic progress, and reach their academic goals in English. In addition, a 24/7 online tutoring program will be available to all students as well as literacy workshops, resources, and tools to support students in their English proficiency will be provided with Title I funds. We have also established a monitoring system to track students' progress and identify any issues or concerns in their English coursework, especially within our eighth and eleventh-grade cohorts. Moreover, we have implemented strategies to address the socio-emotional needs of our students and staff who struggled with the transition back to in-person learning after the pandemic.

We are dedicated to narrowing the achievement gap and providing the highest level of education to all our students. Our strategies for improving ELA SBAC focus on personalized and targeted teaching, community collaboration, and student well-being. Options For Youth Acton is confident in our ability to address this challenge and remains optimistic about our students' potential.

Options for Youth Acton is committed to improving its ELA SBAC indicator and providing high-quality education to its students. Through our commitment to collaborate and provide targeted resources for our students, we are confident that we will make significant improvements in our ELA SBAC performance indicator.

ELA Performance Indicator



SBAC ELA

21/22 8th Graders

Not Met: 52.63%
Nearly Met: 31.58%
Met: 10.53%
Exceeded: 5.26%

21/22 11th Graders

Not Met: 30%
Nearly Met: 31.47%
Met: 28.82%
Exceeded: 9.71%

20/21 11th Graders

Not Met: 21.04%
Nearly Met: 39.77%
Met: 29.68%
Exceeded: 9.51%

Math Performance Indicator:

Options For Youth Acton struggled in meeting the math SBAC performance indicator, scoring 169.7 (Very Low), below the standard and lower than the state average of 51.7 students testing below standard. There may be various reasons for this underperformance in mathematics, such as learning loss due to the 2021-22 school shutdowns, a significant fraction of FRMP students who may have been disproportionately impacted by COVID lockdowns, inadequate support from guardians, technology limitations, and lack of adequate socio-emotional support despite providing Hot Spots and Chromebooks. A significant number of students also enrolled in our school after experiencing learning loss from their previous school. Moreover, the transition back to in-person learning may have been difficult for some students and instructional staff due to the impact of the COVID-19 pandemic, leading to nearly 4% increase in students who could not meet the math SBAC between the 2020-21 and 2021-22 academic years.

To improve the math SBAC score, Options For Youth Acton intends to use data from Renaissance Star tests exams more effectively. This includes providing remediation course work throughout the year, grouping students into learning cohorts based on the data, and offering personalized assistance in the form of Math Intervention specialist and math tutors to support the 8th and 11th-grade students throughout the year. We remain committed to providing quality education to all our students and closing the achievement gap, and we will continuously work to achieve our goals through these interventions. Finally, with the support of Title I funds, the school will utilize Academic Intervention Specialists to ensure students receive high quality instruction, make academic progress, and reach their academic goals in math. In addition, a 24/7 tutoring program will be available to all students to support them through their math coursework and help make progress in closing the achievement gap in math proficiency.

Math Performance Indicator



SBAC Math	21/22 8th Graders	21/22 11th Graders	20/21 11th Graders
	Not Met: 78.95%	Not Met: 82.25%	Not Met: 78.49%
	Nearly Met: 15.79%	Nearly Met: 14.79%	Nearly Met: 18.6%
	Met: 5.26%	Met: 2.37%	Met: 2.33%
	Exceeded: 0%	Exceeded: 0.59%	Exceeded: .58%

Graduation Rate for Foster Youth and Homeless Youth:

At Options For Youth Acton, we remain committed to providing quality education to our students, including our homeless and foster youth populations. However, we have identified some challenges in meeting our graduation rate goals for these students.

In 2021-2022, we did not have enough data to establish a baseline for the graduation rates of our homeless students, which made it difficult to set reasonable goals. However, we were able to calculate that 50% of our foster students graduated on time, which is an encouraging sign.

Unfortunately, in 2022-2023, we are currently experiencing graduation rates of approximately 28% for our homeless population and 37.5% for our foster population. While we are still in the process of gathering data for our final assessment, it is evident that we have not met our one-year graduation rate goal of over 55% for our homeless and foster youth.

One possible issue that may be impacting our ability to achieve our goals is the low student population of Foster and Homeless students. Of the total student count of 2,523 students, 2% are classified as Foster and 4% as Homeless. With a small number of students in these special populations, one or two students failing to meet the metric can result in a significant reduction in our percentages. To improve our performance in this metric, we have implemented a special populations tracker to monitor the progress of our homeless and foster youth on a bi-weekly basis. This allows us to provide additional support, track their progress, and make any necessary adjustments to ensure that these students graduate on time.

Furthermore, at Options For Youth Acton, we have implemented additional resources to ensure that our homeless and foster youth populations receive the necessary support to achieve their academic goals and improve their graduation rates.

Through our WIOA partners, we offer assistance to students who qualify, providing them with resources like gas, clothing, and career/job guidance. This helps to remove some of the challenges associated with attending school regularly and being fully engaged in the learning process.

Our Care Closet program is another resource that we offer to our homeless and foster youth populations. Hygiene kits (shampoo, razors, deodorant), clothing for work or school, blankets, backpacks, and school supplies are all available to these students. By providing students with these necessities, we hope to remove some of the barriers that may prevent them from attending school or feeling confident in the classroom.

Additionally, our Emerge workshops are designed to provide mentorship and support to our homeless and foster youth populations. Trained Telio's staff hold monthly mentorship meetings to help with life skills, career prep, and offer a safe place for mental wellness. Field trips are also organized to expose students to opportunities outside of the classroom, and to broaden their horizons.

By providing these resources, Options For Youth Acton is committed to ensuring that our homeless and foster youth populations receive the necessary support and resources to achieve success academically and beyond. We will continue to develop and implement programs that foster a positive learning environment for all our students.

CNA	Expected Outcome	Current Progress 22/23	21/22
Homeless Graduation Rate	Maintain or increase graduation rate for students experiencing homelessness at 55%.	28.57% (1 year)	Not available
Foster Youth Graduation Rate	Maintain or increase graduation rate for Foster Youth at 55%.	37.5% (1 year)	50%

Implementation of Evidence Based Interventions - Exact Path for Math and Reading: During the CNA data dive, the participation and completion rates for Exact Path in math and reading were low. During the school year, the school struggled with the implementation of Exact

Path due to many changes in staff who implemented the program the previous year. The school recognized there was a need for dedicated time for live training and refresher support for all instructional staff with the program. In addition, the school acknowledges there wasn't a structured implementation plan for facilitating the program as well as supporting students with the course. Staff during the CNA process believed the participation and completion rate should increase during the spring semester when more students would be enrolled for SBAC prep and support in math and reading based on their Renaissance Star results. During the 23-24 school year, the school will have a structured implementation plan for staff to be trained to use Exact Path as well as feel confident to facilitate the program. In addition, the school will develop an intervention plan for students once they complete each administration of Renaissance Star to ensure students are receiving the support in math and reading based on their performance.

	22/23	21/22 Completion Rates
My Math Path (Exact Math)	5 complete/ 14 courses open	20 students earned 5 credits (26.7%)
My Reading Path (Exact Reading)	1 complete/ 19 courses open	13 students earned 5 credits (12.5%)

Educational Partner Feedback:

OFY Acton administered the School Climate Survey in the early spring of 2023. Based on the results an area of Focus across all respondent groups is Social Media. This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media. The school will be more intentional in providing resources and/or workshops for students, parents, and staff on information about the dangers of social media and how to support students as they navigate through social media.

LCAP Highlights

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

GOAL 1

Specialized Instruction for Foster, Homeless, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged Pupils

Highlighted Actions:

- 1.1 EL Individualized Support & Instruction
- 1.2 Foster Youth Services
- 1.4 SWD Invention Support & Instruction

GOAL 2

All Students will have access to a Broad Course of Study

Highlighted Actions:

- 2.1 Targeted Group Instruction
- 2.2 Professional Development
- 2.3 ELA & Math Intervention Services
- 2.6 Math Professional Development

GOAL 3

Pupils Engagement and Achievement in College and Career Pathways

Highlighted Actions:

- 3.1 Post-Secondary Plans
- 3.3 Workforce & Community Partnerships
- 3.4 Career Technical Education opportunities

GOAL 4

Safe and Healthy Learning Environment

Highlighted Actions:

- 4.1 Enrollment and Outreach
- 4.2 Educational Partner Involvement & Engagement
- 4.4 Social Emotional Learning opportunities

GREATEST NEEDS

English Learner Progress

Chronic Absenteeism

Graduation Rate for Foster, Homeless & All Students

ELA & Math Performance Indicators

Implementation of EBIs

High School Dropout Rate

Planned Actions to Address Needs:

1.1 EL Individualized Support & Instruction

1.2 Foster Youth Services

2.1 Targeted Group Instruction

2.2 Professional Development

2.3 ELA & Math Intervention Services

2.6 Math Professional Development

3.1 Post-Secondary Plans

4.1 Enrollment and Outreach

4.2 Educational Partner Involvement & Engagement

GREATEST PROGRESS

EL Reclassification Rate

Lexile Growth for SWDs & All Students

Student Progression Rate

A-G Graduation Requirements Met

Students on Undecided Career Pathway

Planned Actions to Maintain Progress:

1.1 EL Individualized Support & Instruction

1.4 SWD Intervention Support & Instruction

2.3 ELA & Math Intervention Services

2.1 Targeted Group Instruction

3.1 Post-Secondary Plans

3.3 Workforce & Community Partnerships

4.1 Enrollment and Outreach

4.2 Educational Partner Involvement & Engagement

4.4 Social Emotional Learning opportunities

Options For Youth Acton is utilizing Title IA and IIA funds to improve our school-wide instructional program. The purpose of the school-wide plan (SWP) is to raise student achievement and increase graduation rates for all students, particularly for students who are credit deficient and are not meeting academic standards at their grade level. The plan will reflect on and evaluate current programs and practices and identify needed enhancements to ensure an increase in overall student achievement. Title IA funds will be used to increase opportunities for success of students who need additional assistance in academics, reading skills, and postsecondary planning. Title IIA funds will be used to increase the academic achievement of all students by strengthening the quality and effectiveness of teachers, principals, and other school leaders through professional development and other opportunities to further their education.

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.

Not Applicable

Support for Identified Schools

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

During the 2022-2023 school year, Options for Youth Acton was identified as a CSI school due to our 4 year graduation rate average of 60.5% which is below the 68% ESSA requirement. The charter CSI/SPSA plan will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate.

OFY-Acton plans to continue its effort outlined in our 2022-2023 School Plan for Student Achievement (SPSA) throughout the 2023-24 academic school year in order to make progress to move out of the CSI Identification for the 2024-25 academic year. OFY-Acton's 2022-23 SPSA was developed after reviewing the identified needs of the Comprehensive Needs Assessment with feedback and input from the School Site Council. In order to meet the 68% graduation rate average, we will continue to reflect and evaluate our instructional practices and programs to retain students throughout all grade levels.

Options for Youth Acton's CSI plan integrates data from our comprehensive needs assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP educational partner engagement feedback by utilizing their feedback through a comprehensive survey gathered once a semester and through various educational partner engagement events throughout the year. Utilizing this information, the selection of the evidence-based interventions were selected to address our performance indicators on the CA Dashboard to help boost our student performance outcomes.

Options for Youth - Acton has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

LCAP goals that align to our CSI focus areas and are as follows: **LCAP Goal 2** metrics and actions align to our CSI math and grad rate focus areas, **LCAP Goal 3** metrics and actions align to our grad rate and college/career CSI focus areas and our **LCAP Goal 4** metrics and actions align to our grad rate and chronic absenteeism CSI focus areas.

Comprehensive Needs Assessment Findings:

Through the comprehensive needs assessment process, these were the identified areas of focus:

English Learner Lexile Reading Bands

12.31% of EL students are reading at their Lexile reading band which is lower than the result for the 21-22 school year
22-23 results are about 8% lower than the expected outcome

Grad Rate:

Homeless and Foster Youth grad rate is about 20% lower than the expected outcome
EL students have the lowest grad rate compared to all other subgroups
Foster Youth students have the highest graduation rate compared to all other subgroups

Math Performance (Renaissance Star, SBAC, Exact Path):

Students at all school sites are not meeting the 60% expected outcome
22/23 data is similar to 21/22 data
SBAC data from 21/22 shows that a majority (97.04%) of our 11th graders are performing below the standard which is similar to the results from the previous year
A majority of 8th graders (94.74%) also performed below the standard in math during the 21/22 school year
My Math Path has fewer students who have completed the course compared to 21/22 completion rates
Math SBAC results for 11th graders in 20-21 and 21-22 are nearly the same for “met” and “exceeded”
There was an increase in the number of 11th graders who were classified as “not met” during the 21-22 school year

English Language Arts Performance (SBAC, Renaissance Star)

21/22 ELA SBAC results slightly increased to the prior year in underperformance results. 61.47% of 11th graders in 21/22 performed below the standard compared to 60.81% of 11th graders in 20/21.

84.21% of 8th graders are performing below the standard

More than 50% of all students were meeting the goal of demonstrating reading Lexile growth from the first to the second administration of Renaissance Star

A-G Completion Rate:

The school has exceeded the A-G expected outcome of 12% of students graduating on the A-G guide

EL students and Students with Disabilities are at 0% and the lowest ranking subgroup in this category

FRMP are graduating on the A-G plan at a lower rate compared to Foster and Homeless students

Dropout Rate:

The school is not meeting the expected outcome of the dropout rate expected outcome. The school is over by .88%. However, the dropout rate has declined by almost half in the 22-23 school year compared to the previous year.

Foster and Homeless students have the highest dropout rates.

Grad Pace (the percentage of students completing 5+ units each school month):

The school is just meeting the 40% or higher goal of students meeting graduation pace (5+ credits per month)

Most of the subgroups are below the 40% goal

Some school sites are meeting the goal (Fontana 2 and Rancho)

Homeless students have the lowest grad pace at 26.51%

EL students have the highest grad pace at 35.36%, but still not meeting the 40% goal

Comprehensive Needs Assessment Root Cause Analysis Findings:

As a part of the root cause analysis, the OFY-Acton CNA participants identified possible root causes for each:

English Learner Lexile Reading Bands: An increase in EL enrollment, not enough ELD Teachers available to support the increase in enrollment of EL students, the reading skills of EL students may have been impacted by distance learning, and intervention supports are not being utilized to support reading levels.

Grad Rate: Poor attendance may be a factor, lack of transportations or limited transportation, other major life events or responsibilities outside of school, and motivational factors after returning back to school after adjusting last year to in-person instruction.

Math Performance (Renaissance Star, SBAC, Exact Path): Implementation of Exact path was not successful, lack of teacher and support buy-in, teachers were not properly trained to feel confident in facilitating and assigning it to students, implementation of SBAC prep was not successful, and SBAC prep started too late in the school year

English Language Arts Performance (SBAC, Renaissance Star): Implementation of SBAC prep was not successful, SBAC prep started too late in the school year, lack of teacher and support buy-in for intervention program to support students in ELA

A-G Completion Rate: Need more information and awareness about A-G, timing of when students/parents find out about A-G, teachers need to be more knowledgeable on the benefits of A-G requirements being met to better inform parents/students, course offerings to complete some A-G requirements are limited, and EL and SWD awareness and expectations of A-G/

Dropout Rate: Poor attendance, implementation of intervention support and follow through, lack of feeling connected and understanding the program before leaving, and were barriers identified and attended to provide student success.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:

Achievement gaps were observed for our foster youth, students experiencing homelessness, EL students, and students with disabilities. One of the trends identified was among our foster youth and students experiencing homelessness. Students in both of these groups had the highest dropout rates and lowest graduation rates when compared to other subgroups. Also, our EL students demonstrated lower reading skills than their peers and were less likely to graduate on the A-G planning guide compared to their peers. Students with disabilities also were not graduating on the A-G planning guide compared to other students. Math performance on Ren Star, SBAC, and Exact path completion and participation rates are all lower than they have been in previous years for all students.

Data Utilized to conduct our Comprehensive Needs Assessment:

As a part of the comprehensive needs assessment (CNA) process, the OFY-Acton leadership team conducted two data dive sessions. Both sessions included various school positions, including independent study teachers, small group instructors, tutors, math intervention specialists, special education specialists, paraprofessionals, career pathways coordinators, coaches, center coordinators, EL specialists, post-secondary counselors and other support roles so that the needs and strengths of our students and program could be reviewed from multiple perspectives. The data reviewed during these sessions included EL reclassification rates, Lexile scores for students with disabilities, graduation rates for all student subgroups, Lexile reading bands for EL students, English language proficiency progress, student progression, Renaissance Star Math and reading growth, core course completion, student participation rates in evidence based interventions, A-G graduation, undecided career selection rates, chronic absenteeism, college and career preparedness, chronic absenteeism, suspension rates, dropout rates, graduation pace, and SBAC math and ELA results. In addition, SSC reviewed data which included graduation rate for all students as well as homeless students, student progression, A-G completion rates, CTE participation and completion rates, Lexile grade level bands for EL students, and Lexile growth results for all students.

Resource Inequities to be addressed:

As a part of the resource inequity review, the OFY-Acton leadership team determined that there were resource inequities in the areas of professional development, intervention support staff, EL specialist staffing, the AP exam program, early intervention and physical space. Due to the increase of newly hired teachers in the 22-23 school year, there is a need for additional training and professional development to support novice teachers. Additionally, student enrollments grew in the 22-23 school year, resulting in area teachers being utilized to support student loads. Enrollment increased across all subgroups and this was no different for our 8th grade enrollment. As a result of increased 8th grade enrollment, there was also an identified need to create more structured 8th grade cohorts and provide continued professional development for the teachers supporting 8th grade students. While participation in AP testing for our students increased in the 22-23 school year, there was an identified need to build more awareness for all educational partners about the AP testing program. All students also have access to intervention, but it has been noted that there is insufficient follow through for students to continue in those opportunities. As enrollment in the learning centers has grown, physical space to accommodate teachers and support staff has been limited, in turn limiting the amount of support staff we are able to have available for students. The priorities that OFY-Acton intends to address in this improvement plan for the 23-24 school year are professional development, intervention support staff, EL specialist staffing, and 8th grade student support. To address these priorities, OFY-Acton intends to provide specific and intentional professional development to all staff throughout the school year and increase staffing.

These measurable outcomes and efforts are evidenced in our LCAP as follows:***Professional Development:***

Goal 1: Specialized Instruction for Foster, Homeless, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged Pupils

Action 3 - EL Professional Development

Goal 2: All students will have access to a Board Course of Study

Action 2 - Professional Development

Action 6 - Math Professional Development

Action 10 - Professional Development for Leadership & Instructional Staff

Action 12 - Reading Strategies & Literacy Professional Development

Goal 4: Safe and Healthy Learning Environments

Action 7 Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students (Title)

Intervention Support Staff:

Goal 2: All students will have access to a Board Course of Study

Action 1 - Targeted Group Instruction

Action 3 - ELA & Math Intervention Services

Action 6 - Math Professional Development

Action 7 - Academic Intervention Specialist (Title)

Action 8 - Tutoring Services through Paper Education (Title)

EL Specialist staffing:

Goal 1: Specialized Instruction for Foster, Homeless, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged Pupils

Action 1 - EL Individualized support and instruction

Action 3 - EL Professional Development

AP Exam Program:

Goal 3: Pupils Engagement and Achievement in College and Career Pathways

Action 1 - Post-Secondary Plans

Action 2 - Post-Secondary Events

Action 3 - Strengthen WIOA and Community Partnerships

Action 4 - Grow the CTE Program

Goal 2: All students will have access to a Board Course of Study

Action 1 - Targeted Group Instruction

Action 3 - ELA & Math Intervention Services

Action 7 - Academic Intervention Specialist (Title)

Action 8 - Tutoring Services through Paper Education (Title)

Early Intervention:**Goal 4: Safe and Healthy Learning Environments**

Action 1 - Enrollment and Outreach

Action 2 - Parental Involvement and Educational Partner Engagement

Action 4 - Social Emotional Learning

Action 6 - Parent University

Action 7 Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students

Action 8 - Mental Health, Wellness, and Trauma Professional Development and resources for educators

Evidence-based interventions:

A CSI plan was developed using the data from our Comprehensive Needs Assessment and subsequent analysis from the charter-level data dive, including the identification of evidence-based interventions and resources identified for implementation. The School leadership team met to analyze data, determine areas of need based on the analysis of student data and educational partner feedback, and identify evidence-based interventions that could be implemented to improve identified performance indicators from the CA Dashboard. Identified areas of improvement, resource inequities, and evidence-based interventions were shared with the School Site Council for feedback and approval during the 2022-23 school year. The identified evidence-based interventions include the following: Achieve 3000, Exact Path, Expository Reading and Writing Course (ERWC), and iLIT.

Exact Path

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

Achieve 3000

Achieve3000 is a tier 1 intervention that serves as a supplemental online literacy program. Students focus on building fluency, reading comprehension, vocabulary, and writing skills through nonfiction reading content that is tailored to each individual student's reading ability. This program is designed for diverse student groups and English Learners. In the 2020-21 school year, the LEA will continue to use Renaissance Scores along with achievement data and meetings with students, parents, and teachers to determine which students require additional intervention to meet grade-level standards. Achieve 3000 is a flexible curriculum platform that adjusts to the grade level of the individual student and adapts content accordingly so that students are able to increase literacy skills at their own pace. Identified students will participate in Achieve 3000 courses that are facilitated by EL Specialists or English Tutors during one on one or small group appointments. EL Specialists and English tutors will be trained in the appropriate facilitation of this course.

Expository Reading & Writing Course (ERWC)

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

iLit

iLit is a tier 1 comprehensive reading intervention program that has demonstrated reading growth results. The LEA plans to implement iLit, a designated ELD standards-aligned curriculum, during the 2020-21 school year. EL Specialists will teach iLit curriculum in a small group direct instruction format. This curriculum will be used to develop literacy skills among our EL Students and support English Language acquisition. EL Specialists will be offered professional development opportunities and be trained on how to deliver and engage students in the curriculum. The expected outcome of this intervention is that English Learners will develop the necessary literacy skills to be reclassified. Furthermore, improved literacy skills will ensure that students are better equipped to navigate the blended study coursework and progress towards their goal of graduation.

Evidence-Based Interventions incorporated into our CSI Plan:

ERWC: <https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc>

Exact Math:

https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf

Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284>

iLit: chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf

Comprehensive Needs Assessment (CNA) Educational Partner Engagement

The Options For Youth - Acton leadership team conducted two separate data dive sessions for the Comprehensive Needs Assessment and also shared the data results with the School Site Council for review and feedback. The first session was facilitated by the leadership team during an all staff in-service. During the staff in-service, staff were split into smaller groups to rotate through different sets of data. During each session, staff completed the data dive protocol where each session included an observation round, a questions round, a hypotheses round, and a next steps round. In addition, possible root causes were discussed during each rotation for identified areas of focus. The second CNA session was facilitated virtually using the same structure mentioned previously with staff who were not able to participate in the first session.

School Site Council/Parent Advisory Committee Process:

The School Site Council (SSC) consists of various educational partners such as students, parents, staff, teachers, and community members OFY - Acton facilitated the School Site Council to increase the opportunity for more Educational Partner Engagement and school improvement input. There was an election process during the start of the school year for parents, students, and staff. Once the election process was complete, SSC met throughout the school year on the following dates: November 1, 2022, December 2, 2022, December 9, 2022, December 14, 2022, March 23, 2023, April 19, 2023, and May 25, 2023. SSC was composed of 4 parents, 3 students, 2 staff members, 4 teachers, and 1 principal. During these meetings parents, students, teachers, staff, and administrators participated in discussions involving the review and update to the School Plan for Student Achievement (SPSA), monitor the progress and evaluate the goals outlined in CSI/SPSA, and help the school decide how to allocate title funds for school improvement. SSC was also trained to learn about the legal requirements for SSC and Title Funds. During the school year, SSC worked on reviewing, sharing feedback, and approving goals, actions, metrics, and allocations in SPSA for Title Funds spending.

The SSC worked on reviewing, sharing feedback, and approving the Parent Family Engagement Policy and School-Parent Compact. During the March 23, 2023 School Site Council meeting, data was presented to attendees which included parents, students, and staff. During the meeting graduation rate, student progression, college and career indicators, and Lexile reading grade level results were presented and discussed for SSC review and feedback on the school's continuous progress in these areas. During the April 25, 2023 DELAC meeting, data was presented to attendees which also included parents, students, and staff. During the meeting various EL data points were presented and discussed for DELAC to review and provide feedback to the school on the progress being made for our EL student population.

Monitoring and Evaluating Effectiveness

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

Options for Youth - Acton will continue to monitor and evaluate the implementation and effectiveness of our CSI plan through identified quarterly monitoring cycles and an annual analysis of implementation, progress, and impact on student learning. Options for Youth - Acton will continue to work with staff to coordinate the review and analysis of data to support progress and provide feedback on the impact on student outcomes. The LEA will monitor the proposed plan through the monthly collection of data pertaining to the outcomes of the interventions from various avenues, including but not limited to the outcomes from the Dashboard, internal assessment data from Renaissance Star, and individual student tracking and documentation to evaluate and monitor the implementation and progress of the CSI plan alongside the School Site Council/Parent Advisory Committee.

Data being tracked includes student progress towards increasing the performance indicators on the CA Dashboard for all areas currently identified as very low or low which include: **English Learner Progress, Graduation Rate, Language Arts, and Mathematics**. Specific metrics that are pulled include the graduation rate, student academic progression, and student Lexile growth. On a quarterly basis, the leadership team will present data analysis to educational partners and receive feedback from educational partners through surveys to support student and school improvement. The Parent Advisory Committee will meet quarterly to review collected data pertinent to the monitoring and evaluation of the effectiveness of our CSI plan. The data collected will be analyzed at these meetings and appropriate adjustments will be made to the plan, as needed. School Site Council/Parent Advisory members will receive a guidebook and regular training to equip them with the necessary resources to develop and adjust the LCAP/CSI/SPSA plan. Staff will regularly be provided with data updates and will be offered time to review and analyze data at the school site level. This year the Charter will again conduct a Comprehensive Needs Assessment(CNA) to identify student needs and how to address student achievement gaps. The CNA will also be used to identify appropriate evidence-based interventions to mitigate the impact of student learning loss and support students in being able to access grade-level coursework.

Engaging Educational Partners

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

OFY Acton’s philosophical approach to engaging educational partners is the following:

OFY-Acton understands that school, parent, and community partnerships and collaboration are essential for student success in our school. As a result, OFY-Acton is devoted to ensuring that all educational partners are a part of the LCAP progress and values regular feedback from all educational partners. The LEA consistently encourages all educational partners to provide feedback through semesterly surveys and during parent teacher conferences that occur each semester. OFY-Acton leaders send out regular communications to students and families that share information about our school. The LEA has an open door policy and encourages all students and families to share feedback with the instructional staff and the leadership team. Additionally, each Fall, OFY-Acton holds family events to share all resources and support offered as a part of the program to increase awareness of these opportunities. During these events, families are also encouraged to complete the LCAP survey. School Site Council and DELAC are held quarterly; both committees include participation from students, families, staff, and leadership. All educational partners are encouraged to participate in these committees and provide feedback for the continuous growth and improvement of our educational program and overall student success. Staff, coaches, and the leadership team regularly collaborate through Professional Learning Communities and professional development opportunities that allow for conversations and reflection to continue improving practices for the betterment of our students.

Governing School Board Meetings:

The Governing Board meets regularly to discuss charter goals, monitor progress, review LCAP and SPSA goals, and discuss the direction of the school. OFY-Acton conducted board meetings on the following dates: September 16, 2022, December 7, 2022, January 24, 2023, March 20, 2023, and May 22, 2023

Principal Meetings:

OFY-Acton’s Leadership Team consists of our Principal, Assistant Principals, Instructional Coaches, English Language Coach, and Special Education Specialist Lead. The team meets at least once a week to collaborate on progress towards schools goals and areas of needs. The school leadership team met to develop the Fall and Spring LCAP surveys that were administered to students, parents, and staff during both semesters. After completion of the survey windows, the school’s leadership team reviewed the responses to determine what areas of focus the school needs to bring attention to support students, parents, and staff. This was also an opportunity to reflect on the successful aspects of the school.

Teacher/Staff Meetings and In Services: OFY-Acton met with staff on the following dates: August 12, 2022, August 26, 2022, September 6, 2022, October 21, 2022, December 16, 2022, December 19, 2022, February 21, 2023, June 2, 2023, and June 6, 2023.

Throughout the academic year, there are various opportunities for staff to meet with Principals, Assistant Principals, and/or Coaches to provide feedback, review practices, share updates, and plans to work towards achieving LCAP goals. At the start of the 22-23 school year,

the Principal and Assistant Principals met with staff in smaller groups to share the vision of our school as well as LCAP goals, actions, and allocations. Throughout the year, the leadership team shared updates on LCAP goals and actions with staff and provided professional learning committee time to reflect on what the data means and what actions can take place to make progress towards reaching a goal or maintaining progress. During an in-service, all staff in attendance participated in the comprehensive needs assessment. Staff reviewed state data as well as internal data from the previous year and the current progress. There was also another CNA conducted virtually with a smaller staff group where the same data was reviewed. During both CNAs, the staff identified areas of focus, possible root causes, measurable outcomes, and identified resource inequities. In addition, Assistant Principals share weekly updates and host staff meetings where there is opportunity for open discussion on feedback, input, and ideas for improvement on the efforts the school is making to progress towards goals outlined in LCAP.

Student and Parent Feedback:

Students have frequent one on ones with their teacher and other support staff weekly. During these conversations, staff have the opportunity to learn more about what the students' needs are and how the school can better support them. Parents/Guardians are encouraged to communicate with their child's teacher as often as needed via email, calls, and/or messaging platforms like Remind. The concerns and feedback parents/guardians share with teachers and/or staff is shared either during staff meetings or with school leadership to be informed as well as consider how to best support the matter at hand. Feedback from parents/guardians is also collected during Parent Teacher Conferences, Individualized Learning Program meetings, Academic Learning Plan meetings, and school events as well. A Title I action the school implemented during the 22-23 school year was Parent University. During Parent University, parents were invited to attend workshops and information sessions about various topics like coping with stress, services and opportunities available for students and families through one of our WIOA partners, financial literacy skills, Options for Youth 101, and a drug awareness workshop. During these sessions, parents were welcomed to share their feedback and/or concerns to learn more about how we can better support them and their students.

LCAP Surveys:

OFY- Acton collected feedback from all educational partners with the Fall and Spring LCAP Survey. All educational partners were encouraged to complete the survey to provide feedback about the school's educational program and to inform the development of LCAP goals for the upcoming school year.

School Climate Surveys: ...

The Comprehensive School Climate Inventory is administered by the National School Climate Center every other year. It was sent to all educational partners in the January and February of 2023. The inventory showed an area of strength across all educational partners for OFY-Acton is Safety Rules and Norms. The inventory showed that Social Media was a concern for all groups (students, parents, personnel). Once results were received from The Comprehensive School Climate Inventory, OFY-Acton leadership met and addressed the inventory results. Leadership went over median scores across all 14 dimensions of school climate and discussed ongoing efforts to create and maintain a positive school climate.

The SELPA Consultation:

OFY-Acton presented the 23-24 LCAP update to the SELPA on May 22, 2023. During the meeting, the SELPA asked a couple of questions about the current dropout rate compared to the previous school year. They asked what measures we are taking to improve our 2021-2022 performance rates in ELA and math for CAASPP. They also provided suggestions on factors to take into consideration when developing our next LCAP which was collect all various data sources for SWD including the annual notification letter, local indicators, dropout rate, and CAASPP ELA and math results to support the school in developing goals, metrics, and actions for students with disabilities.

DELAC Meetings:

OFY-Acton's District English Learner Advisory Committee meets quarterly throughout the school year and is made up of parents/guardians and staff with the intention to provide guidance and advice to principal and staff with regard to the needs of students who are learning English as a second language. The school has presented LCAP goals and actions specifically for EL students during meetings and presented the 23-24 LCAP update during the DELAC meeting on May 26, 2023. During the meeting, students, parents, and staff were welcomed to ask questions or make comments during the review of OFY-Acton's updates. The parents in attendance did not have any questions or feedback to provide after the school presented each goal's actions, allocations, and metrics and how they address the identified needs for English learners.

School Site Council (SSC)/Parent Advisory Committee (PAC) Meetings:

OFY-Acton had to go through the election process during this school year for parents, students, and staff. Once the election process was complete, SSC met throughout the school year on the following dates: November 1, 2022, December 2, 2022, December 9, 2022, December 14, 2022, March 23, 2023, April 19, 2023, and May 25, 2023. During these meetings parents, students, teachers, staff, and administrators participated in discussions involving the review and update to the School Plan for Student Achievement (SPSA), monitor the progress and evaluate the goals outlined in SPSA, and help the school decide how to allocate title funds for school improvement. SSC was also trained to learn about the legal requirements for SSC and Title Funds. During the school year, SSC worked on reviewing, sharing feedback, and approving goals, actions, metrics, and allocations in SPSA for Title Funds spending. The SSC also worked on reviewing, sharing feedback, and approving the Parent Family Engagement Policy and School-Parent Compact. In the Spring of 2023, SSC was informed of the transition from SSC to PAC. As the PAC, OFY-Acton reviewed the 23-24 LCAP actions, metrics, and allocations update on May 25, 2023. During this time, parents and staff were welcomed to ask questions, provide feedback, or make comments during the review of OFY-Acton's updates. Parents in attendance did not have any questions or feedback to provide. Staff acknowledged the progress the school has made in math year after year even though the desired outcome has not been met. Staff asked about how the cost of Paper Education is determined. The cost is determined based on student count. Staff also asked about changing the desired outcome of goal 2 action 1 since the state is calculating graduation rate with the 4-5 cohort and our desired outcome is measuring the previous measure of a two year graduation rate. The LEA decided to keep metrics in the 3 year LCAP plan the same and will consider possible changes when developing the next LCAP.

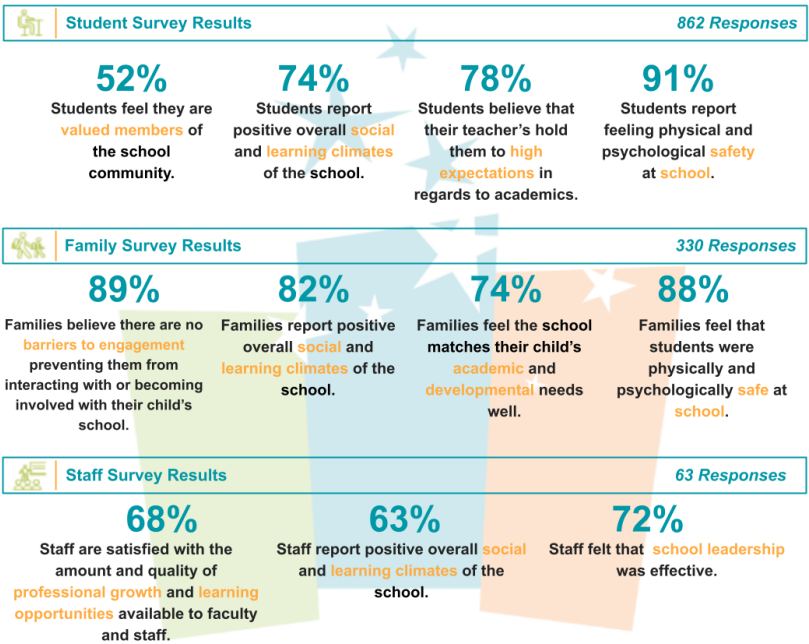
A summary of the feedback provided by specific educational partners.

After administering the LCAP surveys in the fall and spring along with the School Climate Survey in early spring to all educational partners through such measures like email, communication platforms like Remind and School Messenger, Family Fun Nights, DELAC meetings, parent meetings there were several trends identified based on the feedback received.

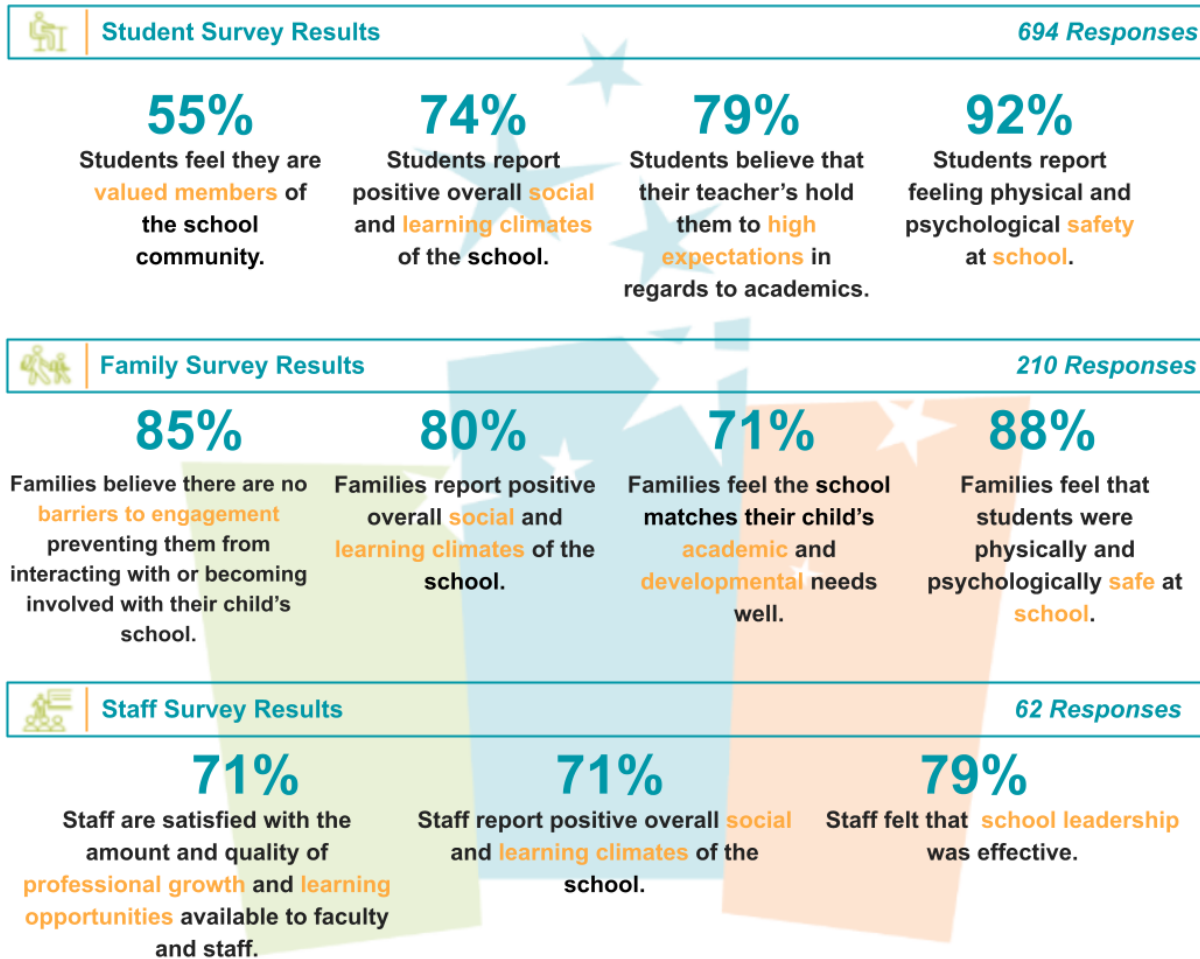
- A majority of students and families reported feeling physical and psychological safe at school across all three surveys
- A majority of students and families reported positive social and learning climates of the school while a majority of staff reported the same it was 10-20% less of the students and families results.
- Social Media is of greatest concern across all educational partners based on the School Climate results


Below are the findings for the above mentioned surveys:

Fall 2022 Educational Partner Survey results:



Spring 2023 Educational Partner Survey results:



School Level Areas of Strength and Needs Focus	
School Level Areas of Strength	<p>OFY-Acton's area of strength across all respondent groups is Safety Rules and Norms.</p> <p>This scale focuses on the clarity of the school's rules for maintaining:</p> <ul style="list-style-type: none"> • Safety, both physical safety and social-emotional safety • Consistency and fairness with which rules are enforced. <p>This scale is organized under the major areas that contribute to school climate: Safety.</p> <ul style="list-style-type: none"> • Safety is a basic need. Feeling unsafe naturally undermines learning and healthy development. Safe schools promote student achievement and school success. • Historically, schools have concentrated on physical safety, showing less sensitivity to emotional safety. • In recent years, schools have become more attuned to how social safety and the problem of social bullying shapes learning and development.
School Level Areas of Focus	<p>OFY-Acton's area of Focus across all respondent groups is Social Media. </p> <p>This scale focuses on the degree to which people feel safe in social-emotional terms on social media. Questions on this scale probe experience and exposure to verbal abuse, harassment, and exclusion on social media.</p> <p>This scale is organized under the major areas that contribute to school climate: Social Media.</p>

14 DIMENSIONS OF SCHOOL CLIMATE MEASURED	
DIMENSIONS	MAJOR INDICATORS
Safety	
Rules and Norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms and enforcement for adult intervention.
Physical Security	Students and adults feel safe from physical harm in the school.
Social-Emotional Security	Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
Social Support - Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
Social Support - Students	Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
School Connectedness-Engagement	Positive identification with the school; norms for broad participation in school life for students, staff, and families.
Physical Surroundings	Cleanliness, order, appeal of facilities; adequate resources and materials.
Social Inclusion	Acceptance of students with disabilities as members of the school community, including enhanced opportunities for socialization, extracurricular activities, leadership, and decision-making.

Social Media	
Social Media	Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
Leadership	Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
Professional Relationship	Positive attitudes and relationships among school staff that support effectively working and learning together.

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

Educational Partner input was obtained by parents, students, and staff which influenced certain aspects of the school's LCAP/CSI/SPSA actions and services. After administering various surveys like LCAP and School Climate as well as input during SSC, DELAC, and parent teacher conferences there were several trends identified based on feedback received from our educational partners that influenced the following in our plan:

School community for students: About half of the students who completed the Fall and Spring LCAP surveys felt they were a valued member of the school community. In an effort to increase the number of students who feel like a valued member of the school community, the school will focus on certain actions that can boost the feeling of school community for students. The school will provide more opportunities and a variety of opportunities to engage with the school community such as field trips that target all six career pathways, newer sport and/or physical opportunities for students, growing out CTE course offerings, and increasing community involvement for students. In addition, mental health resources will also be more available to students through Title I actions which may include, but limited to workshops, student groups, resources, and tools. These efforts are captured through the following:

LCAP Goal 3: Action 2-Post-Secondary Events, Action 3-Continue to strengthen WIOA and Community Partnerships, Action 5-Arts Program, and Action 6-Pathful Connect.

LCAP Goal 4: Action 2-Parental Involvement and Educational Partner Engagement, Action 4-Social Emotional Learning, and Action 7-Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students.

Professional development: Less than 75% of staff who completed the Fall and Spring LCAP surveys were satisfied with the amount and quality of professional growth and learning opportunities available for staff. The school would like to increase the number of staff who feel satisfied with the amount and quality of professional development by ensuring all departments within the school have a Coach who can either

provide the professional development or seek professional development opportunities for the department to attend and participate in professional learning. The school also recognized a need for math specific professional development during the CNA and staff feedback which led the school to add an action for Math Professional Development to support staff. With the addition of Title II funds, the school recognized the need to enhance the professional growth opportunities for staff which resulted in actions that will focus on providing professional development in leadership, literacy, and mental health and trauma for all instructional staff. These efforts are captured through the following:

LCAP Goal 1: Action 3-EL Professional Development.

LCAP Goal 2: Action 2-Professional Development, Action 6-Math Professional Development, Action 10-Professional Development for Leadership & Instructional Staff, and Action 12-Reading Strategies & Literacy Professional Development.

LCAP Goal 4: Action 8 (Title II) -Mental Health, Wellness, and Trauma Professional Development and resources for educators.

Academic needs of students: There was a decrease in the percentage of parents who felt the school matches their child's academic and developmental needs. In the effort to support students' academic and developmental needs, the school will hire additional staff such as an ELD teacher to support the increase in EL student enrollments. The school will also ensure each school site is staffed with teachers who can teach targeted group instruction as well as ELA and Math intervention staff to offer small group tutoring for all students. With the addition of Title I funds, the school will utilize a 24/7 online tutoring service, hire Academic Intervention Specialists to support students in other subjects and intervention, and provide an art program and literacy workshops to re-engage students in school, meet their mental health needs, and introduce students to careers in the arts field. These efforts are captured through the following:

LCAP Goal 1: Action 1-EL Individualized Support & Instruction.

LCAP Goal 2: Action 3-ELA & Math Intervention Services, Action 7-Academic Intervention Specialist, Action 8-Tutoring Services through Paper Education, and Action 9-Literary Workshops, Resources, and Tools for Students.

LCAP Goal 3: Action 5 (Title I) -Arts Program.

LCAP Goal 4: Action 7 (Title I) -Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students.

Goals and Actions

Goal 1

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 feedback in the 2022-23 school year, 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. The LEA recognizes the need to prioritize instruction for English Learners, Foster Youth, Students experiencing Homelessness, Students with Disabilities, and Low-Income students in order to successfully impact their reclassification opportunities, Lexile reading scores and grade level bands, post-secondary outcomes, and academic achievement. In comparison to all students, these subgroups are underperforming in the following areas: 12.13% of EL students were reading at or above Lexile reading band, the graduation rate of our Foster Youth students was at 37.5% and Homeless students at 28.57%, and the progression rate for Low-Income students was at 81.46%, One area that students with disabilities were excelling in was demonstrating Lexile growth with 56.44% of them showing growth. With this success, the LEA would like to consider this still an area of focus to increase the amount of students with disabilities demonstrating growth in their Lexile scores. 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	91.43% reclassification rate	Not Applicable	The charter aims to have a reclassification rate of at least 20%
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 demonstrated a Lexile percentage increase from the first to the second administration in the 2021-22 school year.	75% of students with disabilities demonstrated a Lexile percentage increase from the first to the second or third administration in the 2022-23 school year.	Not Applicable	50% of Students with Disabilities (SWD) will have improved Lexile measures from the first to the second or third Renaissance Star administration as it aligns to their IEP goals respectively.
Foster Youth will meet with Post-Secondary Counselors and Career Pathways Coordinators 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% Homeless Youth - 75%	FY: 50%	Foster Youth Graduation Rate: 44.44% as of May 2023 Homeless Youth Graduation Rate: 38.46% as of May 2023	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 students are reading at or above grade level Lexile band.	34.89% of EL students are reading at or above grade level Lexile band.	Not Applicable	At least 20% of EL students will be reading at or above Lexile grade level band.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	45.8% making progress towards English language proficiency	Not Applicable	EL student progress towards ELPI will be at or above 67.3% annually.
The charter aims to maintain an 80% progression rate for low-income students.	Baseline: 70.43%	78.66% progression rate for low-income students	82.04% progression rate for low-income students	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.	\$353,000.00	Yes
Action #2	Foster Youth Services	Post-Secondary Counselors and Career Pathways Coordinators 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.	\$405,000.00	Yes
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.	\$210,000.00	Yes
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 (eg., CAASP and ELPAC)	\$3,022,318.00	No

Action #	Title	Description	Total Funds	Contributing
Action #5	Care Closet Program - Title I	To effectively support and serve our homeless and foster youth students, our goal is to close the achievement gap by implementing a program that will provide independent living essentials. In collaboration with the community and our Instructional staff, we will be implementing a Care Closet Program that will include essentials such as shower passes, meals, clothing, feminine hygiene products, etc. Lastly, to enhance our program and to provide more academic support, we will be working to extend our partnerships with the community to provide more services and programs for our homeless and foster youth students.	\$30,000.00	No

Goal Analysis for 2022-2023

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 providing educational resources to our educational partners and supported in-person learning for all EL students, Foster Youth, Students with Disabilities (SWD), and Low-Income Students.

The actions outlined within goal 1 were fully implemented as intended and identified within the LCAP.

Successes: The LEA continued to support EL Students with the iLit program and access to small group instruction in order to develop their English Language skills. 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. The ELD team utilized the ALP (Student Academic Learning Plan) process in order to facilitate parent and student participation regarding student progress, academic goals, and post-secondary goals. The District English Language Advisory Committee (DELAC) provided information and updates about the Bilingual Scholars Program. Our ELD team hosted the Bilingual Scholars Celebration this winter 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. EL students were invited to attend a bowling field trip in the spring. EL Specialists had the opportunity to participate in professional development and Professional Learning Committees (PLCs) throughout the school year. SWD continued to have access to individualized, in-person instruction through the Special Education Specialists and paraprofessionals, as well as with additional support staff such as English and math tutors, to aid in their mastery of Common Core State Standards. 75% of SWD demonstrated an increase in overall Lexile level during the current school year. Foster Youth and Homeless students met with their Post-Secondary Counselor, the Foster and Homeless Liaison, and Career Pathways Coordinators to identify resources needed to be successful at school as well as discuss and plan for post-secondary goals. Foster Youth and Homeless students also had access to the Telios/Emerge Group Mentoring Program. In addition, EL, SWD, Foster Youth, Homeless Students, and Low-Income Students received support such as academic progress review, workforce opportunities, post-secondary plans, educational technology resources, meals, and snacks.

Challenges: The ratio of EL students to EL Specialists differs depending on the school site. Lexile levels for EL students and Reclassified students decreased, and the percentage of students making progress towards English language proficiency decreased. To address this challenge, the LEA plans to have an additional EL support position available to the sites most in need. English and math proficiency for SWD is an identified area of growth. Graduation rates for Foster Youth and Homeless students are currently below desired outcomes; however, this rate may increase as students reach the end of the academic school year.

The actions outlined within goal 1 were fully implemented as intended and identified within the SPSA

Successes: With the use of Title Funds, the school implemented a Care Closet Program to support our homeless and foster youth students. The program plays a vital role in increasing academic success by eliminating barriers the homeless and foster youth students face. To assist in eliminating such barriers, the program provides independent living essentials to ensure that students have the necessary resources to focus on their education, which leads to an increase in student engagement and well-being. The Care Closet was stocked with independent living essentials for students.

Challenges: To enhance and expand the Care Closet Program, the Charter intends to increase their partnerships with the community to provide additional services and programs to support the needs of our homeless and foster youth students. The charter would like to go beyond the school to provide support for longer term sustainability through community partnerships. The school hopes that expanding the program will foster a supportive and inclusive academic environment.

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.

Material Differences LCAP: The LEA has no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report as all actions were implemented as intended.

Material Differences SPSA (Title): The Care Closet Program budgeted expenditures may have been overestimated based on the estimated actual expenditures due to the 22-23 SPSA being approved in January 2023 which prevented the school in having enough time to purchase and stock the care closets as intended.

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 following actions were effective in making progress toward the goal:

The actions related to English Learner goal progress were proven to be mostly effective based on the results of EL students in the following metrics. EL Reclassification rate increased from a baseline of 77% to 91.43% in year 2 and exceeded the desired outcome of a 20% reclassification rate. 34.89% of EL students are reading at or above grade level Lexile band which increased from the previous year where only 14.56% EL students were at or above grade level Lexile band. The desired outcome of at least 20% of EL students reading at or above grade level Lexile band was accomplished during year 2.

The Foster Youth and Homeless actions supported in making some progress toward achieving the desired outcome of a 55% graduation rate for these students during year 2. In May 2023, 44.44% of Foster students and 38.46% of homeless students had graduated. As noted previously, the graduation rate may increase as students reach the end of the academic school year

The intervention support and instruction for Students with Disabilities action was proven to be effective based on the results of 75% of SWD demonstrated an increase in Lexile measures during year 2, which exceeded the desired outcome of 50%.

The Care Closet Program is a Title Fund initiative that has proven to be effective in enhancing academic support and continuous engagement for all homeless and foster youth students. The program provided independent living essentials which alleviated a barrier that homeless and foster youth students face. After implementing the Care Closet Program, the school saw an increase in academic success and students' progress towards graduation. Some of the feedback from families of students who qualify for access to the Care Closet was that they were appreciative of the essential living items we were able to provide to their students and mentioned the students felt more confident in being successful at school with the proper supplies to attend.



Services Directly Impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Demonstrates Effectiveness By:

The percentage of students with disabilities with increased Lexiles has steadily remained above 50% as of February 2023

Supports our LCAP plan in:

Goal 1: Action 4
Metric 2



Contributes to Our Charter's Academic Success by:

Ensuring the provision of free and appropriate public education in the least restrictive environment for all subgroups by providing research and data analysis to better support these subgroups.

The services the Diverse Learners team provide contribute to increased collaboration among special education, English language learners staff, general education, and other service providers. They work closely with our SELPAs to stay abreast of current and new legislation as it effects our at-promise youth.

They also provide professional development opportunities to special education leadership and administration, provide information on external professional development, student achievement data analysis and monitoring, policy, procedure development, and best practices implementation.



Services Directly Impact:

English Learners (EL)



Demonstrates Effectiveness by:

Increasing EL reclassification from a baseline of 77% to 85.29% as of February 2023

Supports our LCAP in:

Goal 1: Actions 1 & 3
Metrics 1, 4, 5



Contributes to Charter Academic Success by:

Providing guidance and support for building a school-wide comprehensive ELD program. This includes outlining ELD program requirements established by the state and ESSA such as staffing, program entry and exit criteria, performance monitoring, instruction, intervention, and parent engagement. Their services also include research, recommendations, planning, and training staff to implement ELD curriculum for all language levels, including newcomer students, the IS desk, SGI classroom, and online. Staff receive support in using second language acquisition strategies effectively and in reviewing performance reports to trace student/class progress along with areas of growth.

They also assist with documentation and aligning the school's policies to address all state and Department of Education elements, including enrollment, academic accessibility, program options, assessment, translated materials, and parent communication. Due to the wide range of needs involved in engaging English learners and their families, they offer ongoing professional development including SIOP Training, Diverse Learners and Family Engagement workshops, ELD Roadmap planning and review, and Reclassification training.

It takes time to develop the infrastructure and capacity to support English language learners. The English Language Development team helps leaders define and shift priorities as the needs of students change.



Services directly impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Demonstrates Effectiveness by:

Math core course completion has increased from the baseline of 4.38 to 4.56 as of February of 22-23.

Contributes to charter academic success by:

Creating online and physical curriculum (Edmentum and Student Activity Workbooks), facilitating curriculum trainings and PDs, providing online resource support; direct customer relations support; and supporting with intervention software programs such as Achieve 3000, Exact Path, and Renaissance Star.

All curriculum targets core coursework and electives that aim to progress students through grade level coursework and toward graduation. The curriculum often includes assignments, activities, and assessments that are rooted in SDAIE practices and have built in EL supports. The trainings, PDs, and resources support teacher best practices and instructional growth. The intervention programs that Curriculum oversees and facilitates access to has helped to show many facets of student growth.

Supports our LCAP plan in:

Goal 1: Action 1 - Metrics 1, 4, & 5 Goal 2: Actions 4-6 - Metrics 1-4



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 the feedback from our educational partner and our comprehensive needs assessment, the school did not make any changes to the 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 2

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 use of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). Thus, the charter strives to see positive pupil outcomes outlined within Priority 8 in applicable courses of study for grades 8 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.

Through the comprehensive needs assessment process and educational partner feedback in the 2022-23 school year, it was determined that there is a need to continue to support individual academic needs of all students based on student performance on SBAC in both math and ELA as well as Renaissance Star results in math and reading. 2021/22 Math SBAC scores indicated that a majority of 11th grade students (97.04%) were performing below the standard and 21/22 ELA SBAC scores indicated that 61.47% of 11th graders performed below the standard. Additionally, Renaissance Star Math results were not meeting the desired outcome with 60% of students demonstrating student growth percentile (SGP) of 40 from one test to the next with just about 50% of students reaching a SGP of 40. Educational partner feedback indicated that 71% of families felt the school matches their child’s academic and development needs well. To address these identified needs, the student achievement metrics were developed as well as appropriate actions to ensure students are receiving quality instruction and support and staff are receiving professional development to provide quality instruction to students.

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 all student groups demonstrated a Math student growth percentile of 40 or higher. Fall to Winter: 42.85 Fall to Spring: 35.88	50.66% of all student groups demonstrated a Math student growth percentile of 40 or higher. Fall to Winter: 43.19 Fall to Spring: 37.24	Not Applicable	60% of all student groups will demonstrate a Math student growth percentile of 40 from the first to the second or third 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%	Reading Lexile growth from the first to the second administration was is as follows: All: 63.63% EL: 61.73% Foster: 60.87% Homeless:57.89% SWD: 75% FRMP: 62.38%	Not Applicable	50% of all student groups will demonstrate reading Lexile growth from the first to the second or third administration.
The Charter aims to maintain student progression for all students.	71.05%	78.53%	Student progression was at 83.17% for all students	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	English: 6.07 units Math: 5.07 units Science: 5.22 units Social Studies: 6.34 units	English:6.70 units Math: 5.88 units Science: 6.13 units Social Studies: 6.63 units	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 SIOP for EL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and Low Income students.	\$2,000,000.00	Yes
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.	\$451,000.00	Yes
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, English Intervention Specialist, and Math & English tutoring.	\$485,000.00	Yes
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.	\$273,000.00	No
Action #5	Education 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.	\$100,000.00	Yes
Action #6	Math Professional Development	Professional Development specific to supporting students with math and building foundational skills to support planning and implementation of enrichment courses throughout the year to prepare students for Math courses and math assessments.	\$20,000.00	Yes
Action #7	Academic Intervention Specialist	The duties of the Academic Intervention Specialist are to ensure that students receive high quality instruction; make academic progress, and reach their academic goals. This position is primarily responsible for delivering data-driven, results-based instruction to students, with the implementation of the Common Core Standards. This Title 1 funded position will work with students who are most at risk of falling behind their peers in completing core coursework.	\$343,750.00	No
Action #8	Tutoring Services through Paper Education	Paper offers unlimited 24/7 one-on-one tutoring for all subjects, delivered by a live educator through Paper's Classroom in both English and Spanish. This service would make tutoring more accessible to students and help close the achievement gap by offering tutoring in all subjects for all grades.	\$13,360.32	No

Action #	Title	Description	Total Funds	Contributing
Action #9	Literary Workshops, Resources, and Tools for Students - Title I	In order to support at-risk youth who are struggling with reading and writing, the LEA plans to provide opportunities for students to participate and become more involved in reading and writing activities. Students would also have more access to literature at the school site to encourage them to explore different literature outside of the required reading for courses. To measure whether students who participated in this action improved in their reading, the school will use results from Ren Star to measure their growth throughout the school year.	\$25,000.00	No
Action #10	Professional Development for Leadership & Instructional Staff - Title II	Professional development including workshops and conferences that will contribute to the continued development of current school leaders and the growth of new leaders so that they are able to continue offering individualized support for instructors to meet the needs of our students	\$20,000.00	No
Action #11	Leadership Development: Admin Credential Tuition Reimbursement - Title II	To further develop and strengthen the professional growth of our instructional staff, we will provide tuition reimbursement for those working to obtain their administrative credential.	\$20,000.00	No
Action #12	Reading Strategies & Literacy Professional Development - Title II	All instructional staff will participate in professional development to build strategies that will support a learning environment that's tailored to developing literacy skills for at-risk students.	\$8,277.35	No

Goal Analysis for 2022-2023

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 2022-23 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.

The actions outlined within goal 2 were fully implemented as intended and identified within the LCAP.

Successes: The LEA continued to ensure that targeted group instruction courses were offered in all core subjects. The school offered English, Math, Social Studies, and Science including Biology, Physics, and Engineering Your World (Physical Science). Science professional development was offered to broaden science course offerings. Science teachers attended professional development with the University of Texas to teach Engineering courses. The professional development titled, Engineer Your World and teachers attended a two week professional development to implement Engineering classes across the school sites. The school was able to fully hire ELA and Math Intervention staff during this academic year to work with students in smaller group settings on coursework as well as benchmark assessments. All students had access to education technology resources such as chrome books and/or hotspots to check out for at home use if needed.

Challenges: During the 2022-23 school year, the school encountered an increase in the number of novice staff members including teachers, Math Intervention Specialists, and English Intervention Specialists which required additional time for training to provide these staff members with the necessary tools and resources to be successful in their role and contribute to some of the student achievement metrics in this goal. The need for professional development for new staff members, may have hindered the professional development opportunities for more seasoned teachers. Area of growth is to increase student participation in intervention courses, Exact Path, for reading and/or math.

The actions outlined within goal 2 were partially implemented as intended and identified within the SPSA

Successes: With the Title I action of Literary Workshops, Resources, and Tools for Students, the school was able to host a Book Fair for all students where they had the opportunity to select books of their choice without having to worry about the cost of the book. The Book Fair event also gave teachers the opportunity to add to their classroom libraries to widen the selection of books available in each classroom for students. In addition, the school was able to offer professional development opportunities to instructional staff for leadership development and administration credential tuition reimbursement to continue the development of current school leaders and the growth of new leaders to support with the individualized support for instructors to meet the needs of our students. With the addition of Title I funds, the school was able to purchase Promethean Boards and Software for many of the classrooms to improve the quality of instruction and engagement for students by replacing outdated technology.

Challenges: The school experienced a delay in implementing Paper Tutoring, a Title I fund initiative which aims to provide accessible one-on-one tutoring to students. The goal of the program is to provide 24-7 tutoring services to students in order to close the achievement gap. The school also was unable to successfully fill the Academic Intervention Specialist position, a Title I fund initiative to support students in courses outside of math and English and utilize intervention programs to support the students with closing the achievement gap. The school was also unsuccessful in implementing the Reading Strategies and Literacy PD for staff, a Title II fund initiative that aims to educate staff in building strategies that will support a learning environment that tailors around developing literacy skills for at-risk students. The school still finds these initiatives to be beneficial and will ensure full implementation takes place into the 23-24 school year.

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.

Material Differences LCAP

The LEA overestimated the cost of the budgeted expenditure for goal 2 action 6 for science course completion. The school anticipated the cost for professional development, training, new course materials, and supplies to be higher. As of April 2023, the LEA had \$5,151.13 remaining for this action.

Material Differences SPSA (Title):

Academic Intervention Specialists: The school was unable to successfully fill this position with a strong candidate during the 22-23 school year. The LEA has recognized how beneficial this position will be to support student achievement especially after the CNA process and

reflecting on actions and metrics throughout LCAP. The school has developed a plan for the 23-24 school year to fill the position to aid students in reaching their academic potential.

Paper Tutoring: The school was able to successfully implement Paper Tutoring and train their staff members in the roll out. The total allocated funds for this action were not spent in full because the final cost was less than what was projected.

Literacy Workshops, Resources, and Tools for Students: The school provided additional literary opportunities for students to foster their literacy skills while promoting engagement. While the total allocated funds were not fully expended, a significant portion was dedicated to enabling students to participate and cultivate their reading habits. This action will continue into the 23-24 school year, with an emphasis on delivering enriching workshops and providing resources to enhance students' reading and writing abilities.

Professional Development for Leadership & Instructional Staff: Instructional staff participated in professional development throughout the school year to learn more about individualized support for instructors and teams to help them meet the needs of our students. The total allocated funds for this action were not spent in full and will continue to be available for more staff to participate in the 23-24 school year.

Leadership Development: To further develop and strengthen professional growth, the school provided tuition reimbursement for instructional staff pursuing their Administrative Credential. Funds allocated for this action were not fully expended due to a limited number of staff members in programs, or pursuing the CPACE exam. This action will continue to be available for instructional staff next school year.

Reading Strategies & Literacy PD: The school was unable to provide Reading Strategies and Literacy professional development for staff which resulted in no funds being spent during the 22-23 school year. The LEA will continue with this action in the 23-24 school year and will develop a schedule for staff to attend Professional developments under this action.

Reading Specialist: The Charter was unable to fill this position which resulted in no funds being spent during the 22-23 school year. This action has been removed for the next school year.

Promethean Boards and Software: Board and software were purchased to improve the quality of instruction and engagement for students by replacing outdated technology in classrooms. The total funds allocated were overspent for this action due to the increased need of replacing outdated technology and providing equity across the charter to improve the quality of instruction and engagement for students.

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 following actions were effective in making progress toward the goal:

The Targeted Group Instruction (action #1) and Board course of study (action #4) actions supported the LEA by providing students opportunities to complete direct instruction in core courses in English, math, science, and social studies. It has been noted that some students perform better in core courses when they are receiving direct instruction instead of completing the course independently. These actions supported students with achievement gaps and completing A-G requirements as well as the required high school graduation requirements. In both science and social studies, the school has met the desired outcome of core unit completion which resulted in 6.13 units of science and 6.63 units of social science being completed by students during the 22-23 school year. Actions #1 and #4 also contributed to the progress the school has made year after year in student progression results. The school has improved from a 78.53% rate at the end of year 1 to 83.17% at the end of year. The charter anticipates that students will meet the 85% progression goal in the 23-24 school year.

Similar to the above mentioned action's effectiveness, the action of ELA & Math Intervention Services (action #3) supported students in core course completion for students completing these courses independently. ELA and Math Intervention as well as tutors were able to meet with students in a small group setting to address learning gaps and understanding of their coursework. Action #3 also contributed to the percentages of students demonstrating growth in Lexile results as well as a student growth percentile of 40 in math. In reading, the desired outcome is for 50% of all student groups to demonstrate reading Lexile growth between test administrations, the school resulted with 63.63% of all student groups showing Lexile improvements in their reading. In math, the desired outcome is for 60% of all student groups to demonstrate a math student growth percentile of 40 between test administrations which the charter fell short on again during year 2 with 50.66% students receiving a SGP of 40. Another contributing measure action #3 supports the school in making progress towards the goal of core unit completion of English and math. At the conclusion of year 2 the school did not meet all the core unit completion (metric #4) desired outcomes specifically in English and math, but the results do indicate that the school is making progress year after year in both subjects. At the end of year 1, 6.07 English units were completed by students whereas year 2 results showed an improvement with 6.70 English units completed. In math, 5.07 units were completed at the end of year 1 with an improvement at the end of year 2 with 5.88 math units completed.

The Science Course Completion action #6 was added for year 2 to increase the breadth of offerings of science curriculum for students to explore different careers in science and broaden their awareness of their post-secondary options as well as training for science teachers to support these course offerings for their students

Several of the Title I funded actions, Tutoring Services through Paper, and Literacy Workshops, Resources, and Tools for students were implemented this school year and contributed to academic success in the following areas. Students had additional staff to support them through courses other than English or math as well as students who were falling behind in course requirements. Additionally, 24/7 tutoring was made available to all students at the end of the second semester, which was in the beginning stages of student usage and will be utilized on a larger scale during the next school year. To support students with reading and writing, the school made literature more accessible to students during a Book Fair where each student had the opportunity to select books of their interest for reading with no cost. This may have supported the school in making progress and reaching the desired outcome of Lexile growth.



Services Directly Impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Demonstrates Effectiveness by:

Hosting 81 different professional development sessions attended by our staff last school year and 42 so far this year (as of March)

Contributes to Our Charter's Academic Success by:



Providing custom charter-based professional development workshops and materials including: Equity Summit, CNA Data Dives, Conference in a Day, and the Reengagement series.

Their Equity Summit is designed for teachers and leadership, with a general topic of making access for students more equitable. Strands for the 2022 Equity Summit included "Amplifying Voices," "Building Community Partnerships," "Academic Engagement for All Learners," and "Healing Through Social Emotional Learning." Their CNA Data dives are designed to engage the charter/region in data analysis practices that result in targeting specific areas of growth that can be made into a region-wide initiative. The reengagement series was designed to help teachers reengage their students emotionally, academically, and socially post-pandemic.

Supports Our LCAP in:

Goal 2: Actions 2 & 6 - Metrics 3 & 4



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

The changes made for LCAP:

Based on the feedback from our educational partner and our comprehensive needs assessment, the school did remove the Science Course Completion action due to the action being fulfilled with the required training of science teachers and a full year of implementation of the new science curriculum. After reviewing data and feedback, the LEA did decide to add a Math Professional Development action to this goal to provide opportunities for instructional staff to support students with math and building foundational skills required to be successful in core math courses. The school also recognizes the need to embed SBAC student preparation support into Target Group Instruction courses to prepare students for standardized testing. The school anticipates by implementing SBAC preparation into courses it will increase student performance in Renaissance Star and CAASPP testing. The school will also be intentional in ensuring there are more frequent and structured professional development opportunities with instructional coaches to focus on student achievement by working with teachers through observations, coaching conversations, and PLCs.

The changes made for SPSA:

The Reading Specialist Role was a Title Fund initiative that was implemented in the 22-23 school year. Due to unforeseen circumstances, the creation of the job description took a sizable amount of time that prevented the school from posting the position and recruiting qualified candidates. However, after thorough review of the purpose and role of the Reading Specialist, the school has determined that it does not serve the identified needs of the school CNA. It has not contributed to the enhancement of student academic success; therefore, the position has been eliminated. The additional funds will be reallocated in providing more Academic Intervention Specialist (AIS) positions which support students academically in areas of Lexile Reading, Math Performance, and Graduation goals. The school was successful in updating outdated technology in all classrooms with the purchase of Promethean Boards and Software and no longer needs this action for the 23-24 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 3

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.

Through the comprehensive needs assessment process and educational partner feedback in the 2022-23 school year, it was determined that increasing participation in college and career readiness to positively impact progress toward graduation and post-secondary plans continues to be a needed focus at OFY-Acton. The LEA concluded with a 4-5 year graduation rate of 60.5% and a 1 year graduation rate of 84.55%; while the 1 year graduation rate is worth noting there is still work to be done to improve the 4-5 year graduation rate. Another area of focus is A-G completion rate because the EL and SWD subgroups were both at 0% during the CNA process compared to 26.23% of all students completing A-G requirements. 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 and career pathways coordinators 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.

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%	80.95% (2019-2020 & 2020-2021)	Fall 2022 CA Dashboard 2021-22 $\frac{4}{5}$ year grad rate average= 60.5% graduation rate. 2021-22 DASS 1-year Graduation rate: 84.55% There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a $\frac{4}{5}$ year cohort grad rate. This has impacted the charter in its CSI Identification for the 2023-24 academic year.	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.	2021-22: 15% of students are graduating on the A-G planning guide.	20202-23: 12.33% of students are graduating on the A-G planning guide. As of May 2023.	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 chose the undecided option in 2021-22.	5.69% of students chose the undecided option in 2022-23.	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	60.71% (9 middle school students)	58% of middle school students were chronically absent as of May 2023. Which is a 33% decline over our baseline year in 2020-21. (10 middle school students)	Not Applicable	Chronic Absenteeism will be reduced by at least 10% based on current enrollment. (2020-2021) Enrollment: 4 middle school students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase the number of students completing CTE pathway, A-G requirements, college credit courses, and AP exams	Baseline data from State Released Data for CCI in 2021 CTE: 2.3% A-G: 15% College Credit Courses: 5.7% (one semester/two quarters and 3.4% (two semesters, three quarters) AP Exams: 0% of students who scored 3 or higher on at least 2 AP exam	Not Applicable - State Data aligned to this outcome is unavailable	CTE: 67 students in progress and/or completed a quarter/semester of a CTE course A-G: 25% College Credit Courses: 18 students AP Exams: 38 students completed at least one AP exam in May	Not Applicable	The charter aims to increase the percentage of students completing the following items related to the College and Career Indicator: CTE completion of at least one pathway to 5% A-G requirements met to 25% College Credit Course(s) completion to 10% for one semester/two quarters and 5% for two semesters/three quarters AP Exams: Increase AP exam participation by 10% of 38.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-Secondary Plans	All seniors will meet with their credentialed teacher, Post-Secondary Counselor and/or Career Pathways Coordinators 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.	\$302,000.00	Yes
Action #2	Post-Secondary Events	The LEA will host/develop events and opportunities including but not limited to: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition.	\$310,000.00	Yes
Action #3	Continue to strengthen WIOA and Community Partnerships	The Charter will further strengthen WIOA by hosting workforce/career readiness events, activities, and/or workshops as well as build community partnerships, and continue to explore partnerships with local community colleges to increase the number of students participating in dual enrollment. The LEA will provide AP testing opportunities for students.	\$565,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$60,000.00	Yes
Action #5	Arts Program - Title I	The school plans to implement more art opportunities for students. The art opportunities will include art instructional materials that are research based to re-engage students in school and meet their mental health needs. Additionally, these opportunities will connect to the creative pathway and will introduce students to careers in the arts field.	\$60,000.00	No
Action #6	Pathful Connect - Title I	To contribute to student achievement and post-secondary success we will utilize Pathful Connect to connect educators and learners with a network of industry professionals, virtually, bringing real-world relevance and career exposure to all students. Pathful Connect also provides a skills-based volunteering platform for organizations to extend education outreach, and build their brand among the future workforce. The platform prepares students for college and career by exploring the vast library of authentic industry content featuring role models, workplaces and experiences	\$8,000.00	No

Goal Analysis for 2022-2023

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, we have continued to strengthen our college and career approach with all students to bolster their preparedness and improve motivation to be consistent with attendance and achieve at a high level.

The actions outlined within goal 3 were fully implemented as intended and identified within the LCAP.

Successes: During the 2022 - 2023 school year, the charter made a concerted effort to address students' A-G eligibility and post-secondary goals, which ultimately increased the number of students on an A-G planning guide from our baseline, resulting in a significant increase of college-bound graduates. We increased student exposure to college and career opportunities through a College and Career Fair, College and Career Week, FAFSA Night, Senior Info meetings, College Planning meetings for college-bound Seniors, and various field trips to local colleges and career-related locations. The charter renewed its efforts to increase AP exam participation and the amount of students taking dual enrollment courses to improve college preparedness while earning college credit. The charter 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. In terms of career preparedness, the charter has improved relationships with WIOA partners to increase the number of students receiving services, such as career exploration, resume building, and interview skills.

Challenges: The focus on college and career preparedness has demonstrated that all staff have the responsibility to attend to students' post-secondary goals to increase all students' exposure to college and career opportunities. This would include student participation rates and their understanding of the benefits to those offerings. Also, the implementation of the 4-year grad rate creates a challenge in improving the graduation rate due to the enrollment pattern of our student population. Another challenge has been creating structure and intentional support for our growing middle school population. There is a need to dedicate more resources, including designating a teacher to work with all middle school students in each site, to create consistency and progress for middle school students.

The actions outlined within goal 3 were partially implemented as intended and identified within the SPSA

Successes: With Title I funds, the Charter was able to implement an Arts Program for all students which included instructional materials that are research based to en-engage students in school. Students had the opportunity to participate in various art and creative engagement courses throughout the school year where students were able to create their own work and learn about different styles of art. Students also had the opportunity to attend various art field trips to learn more about different careers in art, as well as, participate in activities to gain hands-on experience. The school has observed that students participating in the Arts Program have shown an increased interest in school and to their post-secondary success; therefore, this action will continue into the 23-24 school year. .

Challenges: Pathful Connect is a platform the Charter purchased with Title I funds to contribute to student achievement and post-secondary success. The purpose of the platform is to connect staff and students to a network of industry professionals, bringing real-world relevance and career exposure to our school. Although the school staff was trained in the program, and students were able to access the content, the action was not fully implemented due to it being late in the school year. The school does intend to continue its partnership with Pathful in the 23-24 school year, and will utilize the program to its fullest potential within the classroom, during conversations with the Career Pathways Coordinators, and for events like the College and Career Fair.

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.

Material Differences LCAP

The LEA has no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report as all actions were implemented as intended.

Material Differences SPSA (Title): The Arts Program budgeted expenditures may have been an overestimation based on the estimated actual expenditures. The LEA did decrease the budgeted expenditures for this action in the 23-24 to an appropriate amount the school will be capable of spending.

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 following actions were effective in making progress toward the goal:

Action #1 Post-Secondary Plans: During the 22-23 school year, the school focused on expanding A-G awareness and training with all staff which contributed to the increased number of students on an A-G plan. With staff more aware of A-G requirements and the opportunities available to students on this plan, it provided students and their families more information about the benefits of graduating with A-G requirements met. These efforts also contributed to the highest number of students who were accepted into a 4 year university this school year. The school had a total of 41 students accepted into a 4 year university.

Action #3 Continue to strengthen WIOA and Community Partnerships: OFY-Acton continued to work closely with our Workforce partners (Equus Workforce Solutions, Hawkeye, Goodwill) to refer students to their program while in the process of enrolling at our school. On top of this work, the school partnered with Equus Workforce Solutions in creating a co-location which has made workforce opportunities more accessible to services for our students and staff. During the 22-23 school year, the charter focused on ensuring all 18+ students enrolling at the schools were referred to the WIOA partner to learn more about the services available to them and their families. Implementing this action has increased the number of students who have been referred to a WIOA partner to receive various services like internship opportunities, work experience, job preparation workshops, and more.

Action #4 CTE program: The school offered Nursing and Veterinarian pathways during this school year. Nursing students met virtually with their CTE instructor throughout the whole school year in an accelerated program where they earned their CPR/AED and First Aid Credential, preparation for the NNAAP Certified Nursing Assistant Exam, and science or elective high school graduation credits. The Veterinarian CTE course was offered in person during the second semester and will continue into next school year with the same cohort of students working towards skills to work in the veterinary, agriculture, and animal care field. They also can receive an Approved Veterinary Assistant designation to work as a Veterinary Assistant. A new cohort of in person Nursing students will begin next school year. The CTE program contributes to many factors including college and career readiness and indicators as well as graduation rates and ultimately providing a starting point for students to have the knowledge, skills, and experience in a career after graduation to continue their goals and aspirations in the career.

Action #5 Arts Program Title I: This action continues to be an effective resource in enhancing student achievement and academic success. The purpose of this program is to offer students various opportunities to explore different careers in art. Students are able to gain hands-on experience during workshops and events which has contributed to the increase of students on and/or graduating on the A-G track . Courses met the visual arts high school graduation requirements for A-G. It also gave students the opportunity to continue their education in the Arts at a university, as well as decrease the number of students who are on the undedicated career pathway because students have discovered their passion and goals through exploring the arts and are now on the creative pathways.



Services Directly Impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Demonstrates Effectiveness by:
Increasing student progression
from 78.41% in 21-22 to 83.11%
as of March 2023

Contributes to our charter's academic success by:
Analyzing and monitoring monthly data with the school leadership team in each of the charters (APs, APIOs and principals). Data Dives occur at the principal meetings, one-on-ones with the regions and funnels to the teachers via achievement chat/center meetings and in-services. The purpose is to review each of the schools metrics, action items and areas of growth so that support can happen immediately. One way this happens is by developing a new plan of action to counter the low numbers for each of the metrics in the school improvement dashboards.

They review our LCAP goals regularly, meeting with teams to create benchmarks and plans for the month, then review the outcomes. We use each charter's data to inform decisions about whether they continue with plans that demonstrate success or to make adjustments as needed.

Supports our LCAP in:

Goal 3: Action 3 - Metric 3

Goal 4: Action 1 & 2 - Metrics 1-4



Services Directly Impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Supports our LCAP plan in:

Goal 3: Action 4
Metric 3



Services Directly Impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Demonstrates Effectiveness By:

Increasing the percentage of
students on the A-G planning
guide from 6% to 24.42% as of
February 2023



Contributes to Our Charter's Academic Success by:

Providing support for all of the listed student groups to overcome barriers to entry into the workforce. These sub-groups are targeted for special supports, including but not limited to: WIOA caseload participant, internships, job placement, dual enrollment, and CTE.

The services the College and Careers team provide support students through WIOA compliance, increasing the College and Career Indicator, and increasing access and engagement through additional support services.

Supports Our LCAP in:

Goal 3: Action 3 - Metrics 1, 2, & 5



Contributes to Our Charter's Academic Success by:

Targeting and supporting students overcoming barriers to entry into the workforce.

The listed sub-groups are targeted for special supports, including but not limited to: WIOA caseload participant, internships, job placement, dual enrollment, and CTE. This impacts the College and Career indicator, student retention, and WIOA compliance.

Demonstrates Effectiveness by:

Decreasing the % of students who are undecided on their post high school career plans from a baseline of 20.79% to 5.84% as of February of 2023

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

The changes made for LCAP:

OFY-Acton updated metric 5 to align with the changes made on the CA Dashboard in regards to calculating the College and Career Indicator. Previously the metric was written to the former method which was determining a percentage of prepared, approaching prepared, and not prepared. The metric was updated to: The charter aims to increase the number of students completing CTE pathway, A-G requirements, college credit courses, and AP exams with the desired outcomes of: CTE completion of at least one pathway to 5%, A-G requirements met to 20%, College Credit Course(s) completion to 10% for one semester/two quarters and 5% for two semesters/three quarters, and 3% of students scoring a 3 or higher on at least two AP exams. Changing this metric will give more focused attention to the enrollment of CTE courses, building A-G awareness and opportunities for students, enrolling students in college credit courses, and preparing students for AP exams. OFY-Acton will be more intentional about working with each grade level on graduation goals including cohorts and freshman orientations. In addition, the school will focus on A-G students based on grade level to better support them with completing A-G graduation requirements. The school intends to better recognize students who are accepted into college by posting the announcement in the schools, school websites, and during events. The LEA will provide more exposure to dual enrollment opportunities by partnering with local community colleges and providing more information to students and their families on the benefits of participating in dual enrollment while completing high school graduation requirements. The LEA will continue to prepare students to be successful on AP exams and encourage more students to register for the AP exam after completion of courses. The school will also focus on student career pathways by creating more purposeful efforts to share information about the options available to students after graduation. The Biliteracy Seal will also be a focus area for the school to increase the number of students who complete the requirements to earn the Biliteracy Seal upon graduation.

The changes made for SPSA:

In hopes of enhancing student academic achievement beyond a high school diploma, the Charter was hoping to implement a Title Fund initiative that contributed to students and their post-secondary success by providing the opportunity for them to earn Industry Recognized Certifications. However, the implementation process for this program was unsuccessful due to issues with the vendor being unavailable, as well as, delays in the training schedule for staff. Although the program did not have a successful launch in the 22-23 school year, the school will have access to the program during the 23-24 school year and will not need to allocate funds towards this action hence its removal from the Title I actions.

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 4

Goal #	Description
Goal # 4	<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.

Based on educational partner feedback in the 2022-23 school year, it was determined that the school needs to continue to promote opportunities for parental involvement, educational partner engagement, and social-emotional learning with an emphasis on social media safety, mental health and wellness. The school intends to increase the number of students (currently 55%) who feel they are a valued member of the school community by supporting SEL, mental health, and wellness activities and events to all students. The school also intends to maintain or increase the number of families (currently 85%) who believe there are no barriers to engagements preventing them from interacting with or becoming involved with their child's school.

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	0% suspension rate	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%	4.55% dropout rate (1 student out of 22)	0% dropout rate (0 students out of 44)	Not Applicable	The middle school dropout rates will be maintained at or below 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The high school dropout rates will be maintained.	9% dropout rate	7.58% dropout rate (1 student out of 22)	6.37% dropout rate (187 students out of 2,937)	Not Applicable	The high school dropout rates will be maintained at or below 5%.
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>	<p>Missassignments : Teacher misassignment portion of the local indicator for Priority 1 in the Dashboard in the fall of 2023 will be pre populated by the state.</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p> <p>Number of Uniform Complaints: 0</p>	Not Applicable	<p>Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%’ Number of Uniform Complaints: 0</p>

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.	\$2,750,000.00	Yes
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 surveys to gauge student, parent, and staff perceptions of the different aspects of the school. This action will also include the materials needed to improve engagement, including providing public transportation, charter level events, and award banquets.	\$350,000.00	Yes
Action #3	School Safety	The charter will implement measures to reduce the disruption and safety concerns of cell phones during school hours. In addition, the school will enforce the lanyard and signing in/out policies for anyone entering the school, provide additional school safety training for staff, provide Site Safety Coordinators per school site and school security guards as needed, to further ensure safety on school grounds.	\$295,000.00	No
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.	\$725,000.00	Yes
Action #5	Healthy Snacks & Meals	The charter will provide students with healthy snack options at school and during student activities, events, and/or field trips	\$35,000.00	No
Action #6	Parent University -Title I	Series of workshops to inform parents about relevant topics, issues, or concerns that they may be experiencing with their child. This could also include providing tools directly to parents for career opportunities and how to support their children at home with their education, job exploration, or life events.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #7	Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students -Title I	Educational partner feedback from parents/guardians, students, and staff indicated a need for increased mental health resources and support for students. The charter intends to provide more awareness around mental health, wellness, and substance abuse by offering workshops, activities, and supplies to support students. Ensuring our students are aware, given the proper resources, and prepared to work through any given situation (mental health, wellness, and substance abuse) will allow them to move forward and be more able to focus on their school work and overall student achievement.	\$80,000.00	No
Action #8	Mental Health, Wellness, and Trauma Professional Development and resources for educators -Title II	Educational partner feedback from parents/guardians, students, and staff indicated a need for increased mental health resources and support for students. In order to best support our students in these areas, the charter intends to provide professional development and resources for educators to better prepare them to work and support students in areas of mental health, wellness, and trauma. Learning how to support students in these areas will allow educators to feel more confident to work through situations with students while also supporting students academically.	\$20,000.00	No

Goal Analysis for 2022-2023

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

The actions outlined within goal 4 were fully implemented as intended and identified within the LCAP.

Successes: The overall effectiveness of this goal was positive in the 2022-23 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 Fall LCAP Night. During the spring, we offered events for our educational partner like our celebrations for Bilingual Scholars, and Sports Banquet. After the first semesters, OFY-Acton offered several sports opportunities for students to engage in, including boys flag football, girls softball, Esports, 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. Additionally, the LEA partnered with Telios to implement the EMERGE program to offer additional support to our Foster Youth. A team of staff members came together in the 22-23 school year to form a diversity, equity, and inclusion committee who developed monthly newsletters that highlighted the cultural and social emotional events for each calendar month. Students also were able to participate in SEL activities such as, experiential learning trips,

student council, and a shark tank event that helped students learn about entrepreneurship. Additional safety coordinators were added to support in maintaining a safe environment at the school sites.

Challenges: While the EMERGE program was offered to all Foster Youth students, there was low participation in these sessions. There was also an identified need to better offer intervention support for all students considering that our students are still navigating the impact of distance learning and educational gaps.

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

Successes: The overall effectiveness of Title I actions within goal 4 were positive in the 2022-23 school year. The school was able to implement the Parent University Workshops which provide Educational Partners with the tools and strategies to support their students in issues, topics and concerns that may impact their well-being - a barrier that heavily impacts a student's academic success. The workshops also provide parents the opportunity to explore different career opportunities, as well as, how to support their students in their post-secondary success. Lastly, mental health workshops were added as an additional resource for students during lunch period. During this time, School Psychologists provided workshops that included Positive Coping Skills, Hiking Club and Truth About Drugs.

Challenges: Although the implementation of the Parent University and Lunchtime Mental Health Workshops were a success, there is a need to increase awareness and engagement across all educational partners. However, moving into the 23-24 school year, the school will do its best to ensure these opportunities are highlighted and marketed to their parents, families and communities.

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.

Material Differences LCAP

The LEA has no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report as all actions were implemented as intended.

Material Differences SPSA (Title):

Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students: Expenditures for this action exceeded the projected budget that the school intended to use due to the needs of the students and the unexpected costs of the activities and workshops. However, based on feedback and the positive impact of this action, the school will allocate more funds towards this action for the 23-24 school year.

Parent University: Expenditures for this action did not exceed the projected budget the school intended to use due to a few community partners that facilitated workshops for free or at a low cost. The school will continue to host Parent University workshops into the 23-24 school year, as well as, provide additional resources since feedback from families have been extremely positive.

Education Partner Liaison: Expenditures for this action did not exceed the projected budget the school intended to use due to the inability to fill the positions. Towards the end of the school year, the school was able to fill 2 out of the 3 Educational Partner Liaison positions but has ultimately decided to not move forward with this position into the 23-24 school year.

Student Engagement Programs, Activities, and Supplies: Expenditures for this action did not exceed the projected budget the school intended to use due to the limited capacity to implement new and engaging activities during the second semester. There were too many events and year-end activities hindering it's implementation, and students were more focused on coursework; therefore, the school has ultimately decided not to continue allocating funds for this action into the 23-24 school year.

Driving Training School Partnerships: The LEA was unsuccessful in partnering with a driving school; the budgeted expenditure for this action was not met and will be removed for the 23-24 school year.

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, including maintained retention and a safe learning environment for all students. Dropout rates declined from the baseline rate of 9% to 6.92% as of February 2023. Suspension rates continued to be maintained at 0% in the 22-23 school year. However, there is a continued need to encourage further engagement in the resources we are providing for our students and families.

Action 1: Enrollment and Outreach: The LEA continues to work on strengthening the intervention process and provides additional support to support students' needs in academic progress. This action contributed to the efforts made in having a 0% middle school dropout rate and decreasing the high school dropout rate compared to the baseline of 9% and previous year of 7.58% to be at 6.76%.

Action 2 Parental Involvement and Educational Partner Engagement: The LEA did have parental involvement through SSC, DELAC, Fall LCAP Family events, and Parent University workshops. Based on the feedback during these meetings and events, the LEA recognizes there is a need for more opportunities for families to be involved at the school and receive consistent communication from the school about events, activities, student performance updates, and opportunities for their child to be more successful and connected to the school. The school also collected feedback through the School Climate Survey and LCAP Fall and spring surveys which informed the school that there is a great sense of safety while at school, but a need to address social-emotional needs of students including social media safety.

Action 4 Social Emotional Learning: The school was able to return to providing the opportunity for students to participate in experiential learning trips to places like Washington DC, beach cleanup, college tours in Northern California and the East Coast, Colorado at the Rocky Mountain Pathways Ranch, Las Vegas for CSI activities, Black History & Culture Tour in the South, and Ireland. On these trips students learned a variety of information including, but not limited to how to work with their peers, learn more about different cultures and perspectives, history, career exploration, and animal care.

Action 6 Parent University - Title I: With the support of Title I funds, the school was able to implement a series of workshops covering various topics such as student motivation, financial literacy, drug awareness, and safety. The school was able to address the feedback received from educational partners in regards to providing more opportunities for families to stay informed about topics, issues, or concerns surrounding their students. The LEA intends to continue these efforts in the upcoming school year, aiming to further enhance parent engagement and involvement.

Action 7 Mental Health - Title I: With Title I funds, the school was able to implement various initiatives that aimed at supporting students' mental health, wellness, and addressing substance abuse. Tools that were shared to support students in these areas included monthly workshops during lunchtime, visits from therapy dogs at the school and student events, hiking trips, drug awareness courses, and the distribution of posters and informational pamphlets on mental health. These Title I Funded actions have supported students who have been struggling personally and academically and have therefore contributed to the reduction of students dropping out from middle and high school.

Action 8 Mental Health PD - Title II: With the assistance of Title II Funds, instructional staff attended a conference focused on Student Mental Health, gaining valuable practices that were implemented within the school. An outcome of the conference was the development of a social media app designed to provide counseling and important information to students regarding the significance of dedicated wellness areas at school for both students and staff. The staff also enhanced their understanding of working with students who have experienced trauma by participating in a Trauma Informed Professional Development program. They learned strategies to help them implement calming tools in the classroom and prioritizing students' needs before academic demands. Overall, these Title II funded actions contributed to the reduction in middle and high school dropout rates during the current academic year.



We support direct impact to:

English Learners
Foster Youth
Low-Income Students
Homeless Youth
Students with Disabilities



Demonstrates Effectiveness by:

Decreasing our dropout rates
from a baseline of 9% to 6.92% as
of February 2023

Contributes to charter academic success by:



Supporting the charter's service to these subgroups by actively reaching out to community organizations and other schools that work with these subgroups so that students who need our services can learn of our school and be referred. Second, the E & O department works to streamline the enrollment process for those students by responding to their inquiries and partnering with local center staff to insure timely enrollment for these students.

In particular, the Outreach team members network with foster agencies, homeless support organizations, parole officers, pregnancy centers, school counselors, and other community groups that serve the student populations we aim to serve.

Supports our LCAP in:

Goal 4: Action 1 - Metrics 1-3



Services Directly Impact:

English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth



Demonstrates Effectiveness by:

Suspension rates remain at
0% this year.

Contributes to Our Charter's Academic Success by:



Maintaining up-to-date knowledge of education legislation pertaining to charter schools in California by attending workshops given by the California Department of Education, Charter Schools Development Center, and the CSSA. They analyze legislation and determine Charter impact, develop systems, and collaborate with school leaders and network providers to implement updated legislation into operations and ensure all schools remain in compliance.

They also develop policies that reflect the needs of the charter school and align with new or updated legislation, develop new policy materials/resources and supporting documents to be shared with school teams. They provide translated policies and forms to school staff, allowing all subgroups access to school documents in their native language.

Supports Our LCAP in:

Goal 4: Action 3 - Metrics 1-3



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

The changes made for LCAP:

Based on the feedback from our educational partner and our comprehensive needs

The changes made for SPSA:

Educational Partner Liaison: The purpose of the Educational Partner Liaison was to establish and maintain a relationship with at-risk students and all educational partners in hopes to increase student engagement and academic success. However, after thorough review the school ultimately decided that the position was not meeting the needs of the students and overall goals and services of the school. Moving forward into the 23-24 school year, the position has been removed as a Title Fund action. Based on feedback provided by the schools Educational Partners, the school will allocate more funds towards their identified needs such as mental health, wellness, substance abuse awareness opportunities for students, and additional workshops for parents to increase parent and family engagement.

Student Engagement Programs: The school reflected on the effectiveness of the Student Engagement Programs and after reviewing the identified needs during the CNA the school has determined this action under Title I funds is not contributing to the enhancement of our school and supporting student achievement in the ways it was intended.

Driver Training School Partnership: The purpose of the Driver Training School Partnership was to provide an opportunity that would allow students to become licensed drivers. As licensed drivers, students would be able to drive themselves to school, tutoring and school events which would increase their attendance and participation, and later contribute to their academic success. However, the school was unsuccessful in finding a driving school partnership; therefore, they were unable to implement this opportunity and will not continue this effort into the 23-24 school year.

School Climate Org: The school also will move forward with removing the School Climate Org Title I action from the plan for the 23-24 school year due to the fact that the program will not be needed to support the development and implementation of the School Climate Survey which is completed once every two years.

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 2023 - 2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 8,979,664.00	\$ 1,073,770.00

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
34.12%	0.00%	\$0	67.20%

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.

Actions:
Targeted Group Instruction (Goal 2 Action 1)
ELA & Math Intervention Services (Goal 2 Action 3)
Enrollment and Outreach (Goal 4 Action 1)

These actions are being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students who would benefit to a greater extent from targeted group instruction, ELA & math intervention services, and outreach services through intervention. As provided in the Comprehensive Support and Improvement, Identified Needs, and Engaging Educational Partner sections and further review of CAASPP data, math and ELA performance and graduation rate results were identified focus areas. 100% of EL students during the 21-22 administration of SBAC did not meet the standard in math and 97.23% of Low-Income students nearly met or did not meet the math standard. In ELA, 97.43% of EL students nearly met or did not meet the ELA standard and 62.59% of Low-Income students nearly met or did not meet the ELA standard. Foster youth graduation rate was at 28.57% which is about 20% lower than the expected outcome of 55%. EL students had the lowest graduation rate compared to all other subgroups. While the graduation rate of 32% of Low-Income students was

above the all student rate, it was still an area of concern. In addition, our high school drop-out rate was 5.88% compared to the results of EL students at 4.62%, our Foster Youth students at 10%, and our Low-Income students at 6.55%. Both Foster Youth and Low-Income students are performing at a higher rate than all students. These actions will be effective in meeting the requirements of increasing and improving services for our English Learners, Foster Youth, and Low-Income students as they are enrolled in targeted group instruction courses that will support them in building their math competency and improve the graduation rate overall because the unduplicated students will have greater access to highly qualified instructors in core courses meeting graduation requirements throughout the school year. In addition, providing students with specialized instruction through intervention support provided by the Math and English Intervention Specialists will improve and strengthen students' performance outcomes in both ELA and math. This focus would also improve student progression, core course completion results, and the dropout rate.

The school anticipates that the participation and enrollment of unduplicated students will increase in small group's instruction courses where their progression towards graduation will increase as well as their math performance levels 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 60% of all student groups will demonstrate a Math student growth percentile of 40 from the first to the second or third administration (Goal 2 Metrics 1) and 50% of all student groups will demonstrate reading Lexile growth from the first to the second or third administration (Goal 2 Metrics 2). Also, the school anticipates that student progression will be at or above 85% for all students (Goal 2 Metric 3). Next, the charter strives for all students to complete at least 8 English, 7 Math, 6 Science, 6 Social Studies units (Goal 2 Metric 4). In addition, the school will maintain or increase graduation rate for Foster Youth and students experiencing homelessness at 55% (Goal 1 Metric 3) as well as a Two-year Graduation Rate Average will be at or above 70.8% (Goal 3 Metric 1). Lastly, the school's drop-out rate will be maintained at or below 5% (Goal 4 Metric 3).

Actions:

Professional Development (Goal 2 Action 2)

Math Professional Development (Goal 2 Action 6)

These actions are being offered on a charter wide basis, but primarily directed for Low-Income students who would benefit to a greater extent in school when they have teachers who are continuously growing as a teacher and learning new and effective practices to implement in the classroom to improve student learning. As provided in the Comprehensive Support and Improvement, Engaging Educational Partner sections, and further review of CAASPP data as well as math and ELA performance benchmark assessments. 97.23% of Low-Income students nearly met or did not meet the math standard. In ELA, 62.59% of Low-Income students nearly met or did not meet the ELA standard. Ensuring our Low-Income students are being taught about teachers who are using the most effective strategies in the classroom for students achievement which could support students in their academics and completing high school graduation requirements which would be evident in student progression rate and core course completion results.

The school anticipates that by providing teachers professional development specifically in working with low-income students will better equip them to provide individualized, standards aligned instruction. However, because we provide opportunities of professional development outside of just these subgroups, these actions are provided on a charter wide basis. The expected outcomes for all students will be 60% of

all student groups will demonstrate a Math student growth percentile of 40 from the first to the second or third administration (Goal 2 Metrics 1) and 50% of all student groups will demonstrate reading Lexile growth from the first to the second or third administration (Goal 2 Metrics 2). Also, the school anticipates that student progression will be at or above 85% for all students (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 (Goal 2 Metric 4). In addition, the school will maintain or increase graduation rate for Foster Youth and students experiencing homelessness at 55% (Goal 1 Metric 3) as well as a Two-year Graduation Rate Average will be at or above 70.8% (Goal 3 Metric 1).

Action: Educational Technology Resources (Goal 2 Action 5)

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students who would benefit to a greater extent in educational technology resources. As provided in the Comprehensive Support and Improvement and Engaging Educational Partner sections. Foster youth graduation rate was at 28.57% which is about 20% lower than the expected outcome of 55%. While the graduation rate of 32% of Low-Income students was above the all student rate, it was still an area of concern. This action will be effective in meeting the requirements of increasing and improving services as we ensure that 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 and completing high school graduation requirements which would be evident in student progression rate and core course completion results.

The school anticipates that the need for educational technology resources to be higher for these subgroups in order to complete high school requirements in 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 that student progression will be at or above 85% for all students (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 (Goal 2 Metric 4).

Actions:

Post-Secondary Plans (Goal 3 Action 1)

Post-Secondary Events (Goal 3 Action 2)

These actions are being offered on a charter wide basis, but primarily directed for Foster Youth, Low-Income, and English Learner students who would benefit to a greater extent in working with staff to strategically plan and set goals for post-secondary opportunities as well as participate in various events to encourage college and/or career exploration and opportunities for students. As provided in the Comprehensive Support section as well as identified needs section our grad rate at the time was 31.67%. During this time, our grad rate for Foster Youth students was 37.5% and Low-Income students was at 32% which is slightly above the graduation rate compared to all students. English Learners had the lowest graduation rate out of unduplicated students at 24.32%. During the CNA we also noted that all students were at 26.23% in A-G completion. Our Foster Youth were at 33.33% while our Low-Income students were at 23.08% and our EL students were at 0%. In addition, our workforce pathway undecided rate for all students was at 6.32%. Our Foster Youth were at 4.17% undecided, our Low-Income students were at 6.7%, and EL students were at 4.3%. These actions will be effective in meeting the requirements of increasing and improving services for Foster Youth, Low-Income, and English Learner students as the LEA recognizes these

subgroups of students may need greater support in post-secondary plans and events. The grad rate, A-G completion, and undecided rate all change throughout the year so it is important to ensure we provide Foster Youth, Low-Income, and English Learner students access to meet with our Post-Secondary Counselors, as well as Career Pathways Coordinators, to provide academic resources, support, and opportunities at events for these 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.

The school anticipates 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 as well as participate in post-secondary events to be greater than the needs of students outside of these subgroups. However, because we offer all students this opportunity to meet with staff to discuss post-secondary plans and participate in events, these actions are provided on a charter wide basis. The expected outcomes for all students will be a two-year graduation rate average of at or above 70.8% (Goal 3 Metric 1). In addition, 12% of all students will graduate on the A-G planning guide (Goal 3 Metric 2) and the percentage of students choosing the undecided option will be at or below 10% (Goal 3 Metric 3).

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

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students by increasing workforce and career readiness through events, activities, and/or workshops. As provided in the Comprehensive Support section as well as identified needs section our A-G completion rate for all students was at 26.23%. Our Foster Youth were at 33.33% while our Low-Income students were at 23.08%. In addition, we noted that our workforce pathway undecided rate for all students was at 6.32% where our Foster Youth were at 4.17% undecided, and our Low-Income students were at 6.7%. This action will be effective in meeting the requirements of increasing and improving services for FY and LI students they 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. This exposure will contribute to students completing A-G requirements and determining a career path they would like to pursue.

The school anticipates the career readiness opportunities for students in these subgroups to be more beneficial by increasing their participation in dual enrollment, A-G completion rates, 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 (Goal 3 Metric 2) and the percentage of students choosing the undecided option will be at or below 10% (Goal 3 Metric 3).

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

This action is being offered on a charter wide basis, but primarily directed for Foster Youth and Low-Income students. As provided in the Comprehensive Support section as well as identified needs section our workforce pathway undecided rate for all students was at 6.32% where our Foster Youth were at 4.17% undecided, and our Low-Income students were at 6.7%. This action will be effective in meeting the requirements of increasing and improving services in this category as Low-Income students are below the rate compared to all students. Ensuring our Foster Youth and Low-Income students have access to explore different career options through CTE opportunities is important to prepare them for post-secondary plans and provide them the tools to be successful in their path.

The school anticipates 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.

Action: Parental Involvement and Educational Partner Engagement (Goal 4 Action 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, our high school drop-out rate was 5.88% compared to the results of EL students at 4.62%, our Foster Youth students at 10%, and our Low-Income students at 6.55%. Both Foster Youth and Low-Income students are performing at a higher rate than all students. This action will be effective in meeting the requirements of increasing and improving services for our English Learners, Foster Youth, and Low-Income students' as parents/guardians are more involved in our school and their student's education. While enrolled the LEA will provide more opportunities for the educational partners in these subgroups to participate in. As seen throughout the Engaging Educational Partner section, the feedback from our educational partners is valuable in learning how the school can improve and focus on relevant issues to address academic and social emotional needs of students. Receiving feedback from parents of unduplicated students will contribute to the overall success in appropriate behaviors and completing high school graduation requirements.

The school anticipates 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 school anticipates the outcome will be that the high school drop-out rate will be maintained at or below 5% (Goal 4 Metric 3).

Action: Social Emotional Learning (SEL) (Goal 4 Action 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, our high school drop-out rate was 5.88% with our Low-Income students at 6.55% which shows our Low-Income students are dropping out more compared to all students. This action will be effective in meeting the requirements of increasing and improving services for our Low-Income students who 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 and meet high school graduation requirements.

The school anticipates 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 expects high school drop-out rates will be maintained at or below 5% (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 37.5% graduation rate at the start of the second semester. As we approach the end of the 2022-2023 school year, the graduation rate has increased for Foster Youth to 55.56%.

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 LEA anticipates our foster youth will maintain or increase their graduation rate of 55% due to increased resources and information about post-secondary education (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 reviewed in our CNA process, English language proficiency progress was reported on the CA Dashboard for 2021-2022 as 45.8% which has decreased from our baseline results of 67.3%. During the CNA data dives our English Learners' Lexile band percent at or above grade level was 12.13% since then the percentage has increased to 34.89%. Currently, a majority of 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).

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 10,817,000	\$ 1,902,318	\$ -	\$ 646,665	13,365,983	\$ 5,746,700	\$ 7,619,283

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	\$ 353,000	\$ -	\$ -	\$ -	\$ 353,000
1	2	Foster Youth Services	Foster Youth	\$ 405,000	\$ -	\$ -	\$ -	\$ 405,000
1	3	EL Professional Development	English Learner	\$ 210,000	\$ -	\$ -	\$ -	\$ 210,000
1	4	Students with Disabilities (SWD) Intervention Support and Instruction -	Students with Disabilities	\$ 1,120,000	\$ 1,902,318	\$ -	\$ -	\$ 3,022,318
1	5	Care Closet Program - Title I	Foster Youth, Homeless	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000
2	1	Targeted Group Instruction	English Learner, Foster Youth, Homeless, Low-income	\$ 2,000,000	\$ -	\$ -	\$ -	\$ 2,000,000
2	2	Professional Development	Homeless and Low-income	\$ 451,000	\$ -	\$ -	\$ -	\$ 451,000
2	3	ELA & Math Intervention Services	Students below reading and math grade level	\$ 485,000	\$ -	\$ -	\$ -	\$ 485,000
2	4	Broad course of Study	All	\$ 273,000	\$ -	\$ -	\$ -	\$ 273,000
2	5	Education Technology Resources	Foster Youth, Homeless, Low-income	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
2	6	Math Professional Development	Students below math grade level	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000
2	7	Academic Intervention Specialist	Students below grade level in any subject	\$ -	\$ -	\$ -	\$ 343,750	\$ 343,750
2	8	Tutoring Services through Paper Education	Students below grade level in any subject	\$ -	\$ -	\$ -	\$ 13,360	\$ 13,360
2	9	Literary Workshops, Resources, and Tools for Students - Title I	Students below grade level in any subject	\$ -	\$ -	\$ -	\$ 25,000	\$ 25,000
2	10	Professional Development for Leadership & Instructional Staff - Title II	All	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
2	11	Leadership Development: Admin Credential Tuition Reimbursement - Title II	All	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
2	12	Reading Strategies & Literacy Professional Development - Title II	Students below reading and math grade level	\$ -	\$ -	\$ -	\$ 8,277	\$ 8,277

3	1	Post-Secondary Plans	Foster Youth, Homeless, Low-Income	\$ 310,000	\$ -	\$ -	\$ -	\$ 310,000
3	2	Post-Secondary Events	12th graders	\$ 310,000	\$ -	\$ -	\$ -	\$ 310,000
3	3	Continue to strengthen WIOA and Community Partnerships	Foster Youth, Homeless, Low-Income	\$ 565,000	\$ -	\$ -	\$ -	\$ 565,000
3	4	Continue to grow our CTE program	Foster Youth, Homeless, Low-Income	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
3	5	Arts Program - Title I		\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000
3	6	Pathful Connect - Title I		\$ -	\$ -	\$ -	\$ 8,000	\$ 8,000
4	1	Enrollment and Outreach	Students below grade level	\$ 2,750,000	\$ -	\$ -	\$ -	\$ 2,750,000
4	2	Parental Involvement and Educational Partner Engagement	English Learner, Foster Youth, Homeless, Low-Income	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000
4	3	School Safety	All	\$ 295,000	\$ -	\$ -	\$ -	\$ 295,000
4	4	Social Emotional Learning (SEL)	Low-income	\$ 725,000	\$ -	\$ -	\$ -	\$ 725,000
4	5	Healthy Snacks & Meals	All	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
4	6	Parent University -Title I		\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000
4	7	Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students -Title I		\$ -	\$ -	\$ -	\$ 80,000	\$ 80,000
4	8	Mental Health, Wellness, and Trauma Professional Development and resources for educators -Title II		\$ -	\$ -	\$ -	\$ 28,277	\$ 28,277
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2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 26,317,892	\$ 8,979,664	34.12%	33.08%	67.20%	\$ 9,094,000	0.00%	34.55%	Total:	\$ 9,094,000
								LEA-wide Total:	\$ 8,126,000
								Limited Total:	\$ 968,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	EL Individualized Support & Instruction	Yes	Limited	English Learners	All schools	\$ 353,000	0.00%
1	2	Foster Youth Services	Yes	Limited	Foster Youth	All schools	\$ 405,000	0.00%
1	3	EL Professional Development	Yes	Limited	English Learners	All schools	\$ 210,000	0.00%
2	1	Targeted Group Instruction	Yes	LEA-wide	All	All Schools	\$ 2,000,000	0.00%
2	2	Professional Development	Yes	LEA-wide	Low-Income	All Schools	\$ 451,000	0.00%
2	3	ELA & Math InterventionServices	Yes	LEA-wide	All	All Schools	\$ 485,000	0.00%
2	5	Education Technology Resources	Yes	LEA-wide	All	All Schools	\$ 100,000	0.00%
2	6	Math Professional Development	Yes	LEA-wide	All	All Schools	\$ 20,000	0.00%
3	1	Post-Secondary Plans	Yes	LEA-wide	All	All Schools	\$ 310,000	0.00%
3	2	Post-Secondary Events	Yes	LEA-wide	All	All Schools	\$ 310,000	0.00%
3	3	Continue to strengthen WIOA and Communi	Yes	LEA-wide	All	All Schools	\$ 565,000	0.00%
3	4	Continue to grow our CTE program	Yes	LEA-wide	All	All Schools	\$ 60,000	0.00%
4	1	Enrollment and Outreach	Yes	LEA-wide	All	All Schools	\$ 2,750,000	0.00%
4	2	Parental Involvement and Educational Partn	Yes	LEA-wide	All	All Schools	\$ 350,000	0.00%
4	4	Social Emotional Learning (SEL)	Yes	LEA-wide	All	All Schools	\$ 725,000	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,729,545.00	\$ 10,833,766.01

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	\$ 337,718	\$ 404,301
1	2	Foster Youth Services	Yes	\$ 301,918	\$ 332,431
1	3	EL Professional Development	Yes	\$ 127,959	\$ 122,085
1	4	Students with Disabilities (SWD) Intervention Support and Instruction	No	\$ 960,000	\$ 1,028,796
2	1	Targeted Group Instruction	Yes	\$ 1,920,280	\$ 1,961,556
2	2	Professional Development	Yes	\$ 128,918	\$ 427,629
2	3	ELA & Math Intervention Services	Yes	\$ 561,918	\$ 793,462
2	4	Broad course of Study	No	\$ 211,918	\$ 366,987
2	5	Educational Technology Resources	Yes	\$ 116,000	\$ 137,320
2	6	Science Course Completion	Yes	\$ 27,800	\$ 22,649
3	1	Post-Secondary Plans	Yes	\$ 960,140	\$ 983,222
3	2	Post-Secondary Events	Yes	\$ 473,000	\$ 728,677
3	3	Continue to strengthen WIOA and Community Partnerships	Yes	\$ 179,932	\$ 389,701
3	4	Continue to grow our CTE program	Yes	\$ 73,000	\$ 127,930
4	1	Enrollment and Outreach	Yes	\$ 894,126	\$ 1,986,850
4	2	Parental Involvement and Educational Partner Engagement	Yes	\$ 151,918	\$ 391,361
4	3	School Safety	No	\$ 100,000	\$ 101,026
4	4	Social Emotional Learning (SEL)	Yes	\$ 183,000	\$ 441,993
4	5	School Nutrition Program	No	\$ 20,000	\$ 85,789

2022-2023 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)
\$ 7,998,381	\$ 6,437,627	\$ 9,251,167	\$ (2,813,540)	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	\$ 337,718	\$ 404,301.00	0.00%	0.00%
1	2	Foster Youth Services	Yes	\$ 301,918	\$ 332,431.00	0.00%	0.00%
1	3	EL Professional Development	Yes	\$ 127,959	\$ 122,085.00	0.00%	0.00%
2	1	Targeted Group Instruction	Yes	\$ 1,920,280	\$ 1,961,556.00	0.00%	0.00%
2	2	Professional Development	Yes	\$ 128,918	\$ 427,629.00	0.00%	0.00%
2	3	ELA & Math Intervention Services	Yes	\$ 561,918	\$ 793,462.00	0.00%	0.00%
2	5	Educational Technology Resources	Yes	\$ 116,000	\$ 137,320.00	0.00%	0.00%
2	6	Science Course Completion	Yes	\$ 27,800	\$ 22,649.00	0.00%	0.00%
3	1	Post-Secondary Plans	Yes	\$ 960,140	\$ 983,222.00	0.00%	0.00%
3	2	Post-Secondary Events	Yes	\$ 473,000	\$ 726,677.00	0.00%	0.00%
3	3	Continue to strengthen WIOA and Community Partnerships	Yes	\$ 179,932	\$ 389,701.00	0.00%	0.00%
3	4	Continue to grow our CTE program	Yes	\$ 73,000	\$ 127,930.00	0.00%	0.00%
4	1	Enrollment and Outreach	Yes	\$ 894,126	\$ 1,986,850.00	0.00%	0.00%
4	2	Parental Involvement and Educational Partner Engagement	Yes	\$ 151,918	\$ 391,361.00	0.00%	0.00%

2022-2023 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)
\$ 24,176,709	\$ 7,998,381	0.00%	33.08%	\$ 9,251,167	0.00%	38.26%	\$0.00 - No Carryover	0.00% - No Carryover

Summary / Addendum Document

Comprehensive Needs Assessment

February 2023

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, CSI/SPSA and any other School Improvement Plan.

STAKEHOLDERS

Who are the stakeholders involved in the Comprehensive Needs Assessment?
How were stakeholders 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 conducted two separate data dive sessions for the Comprehensive Needs Assessment and shared some of the data results with School Site Council.

The first was facilitated by the leadership team during an all staff in-service. During the staff in-service, staff were split into smaller groups to rotate through different sets of data. During each session, staff completed the data dive protocol where each session included an observation round, a questions round, a hypothesis round, and a next steps round. The following staff were in attendance:

Aaron Bayona, Adilene Cortes, Andrea Guerra, Anh Ho, Alyssa Conner, Alyssa Ramirez, Amador Galvan Suarez, Amber Mendez, Ana Alcaraz, Ana Cortes Lopez, Andrew Byrne, Armida De La Torre Candelaria, Ashlie Van Holst, Ashley Soto, Brianna Benson, Brock Champion, Berenice Gonzalez, Beau Reyes, Bria Gaines, Brianna Villalpando, Carmen Soto, Cassandra Jaramillo, Cecilia Nardulli, Chelsea Ross, Christina Orahim, Claire Larson, Carrie Woo, Daniel Arcy, Daphne Vilchis, David Torres, David Uscanga, David Baraja, Drinalda Shimaj Logu, Deneen Riley, Enrique Calo, Emily Martin, Everett Quiroz, Felicia Mendoza, Flower Melo,

Gabriel Campos, Grace Ramilo, Heather Miele, Hulon Parker, Joseph Barros, Jeremy Namm, Jesi Gonzalez, Jesse Montes, Jennifer Estell, Julie Heurung, JOHN BERLIN, Jose Jimenez, Josiah Parks, Joyce Stein, Julieta Huerta, Karina Chavez, Katya Dominguez, Kathryn Casey, Kevin McCondichie, Kevin Peralta, Lisa Davis, Lizet Alvarez, Mele Watts, Michael Glass, Miguel Ramirez, Maria Mejia-guizar, Monika Hernandez, Magda Villalobos, Natalie Baca, Nathalia Dominguez, Nicholas Fairchild, Nicolas Landeros, Norma Cole, NORMA MCGHEE, Phillip Summers, Rebekah Keagy, Robin Miller, Samont Washington, Savannah Orozco, Shawn Beloate, Sean Stearns, Stephanie Saucedo, Teresa Brown, Terri Liang, Thomas Hinds, Tina Valdez, Tisfanny Guevara, Tamara Thomas, Tom Zaragoza, Veronica Salazar, Vicky Chaidez, Victor Beltran, Victor Carrillo, Yvette Lopez.

The second CNA was facilitated virtually using the same structure as the all staff in-service. During this CNA, the following staff were in attendance:

Christine Sundeen, Elizabeth Brejnak, Jason Brown-Galindo, Javier Castro, Joseph Escoto, Katie Jones , Karl Diemert , Sarah Jenkins, Theresa Barden

School Site Council was presented data during the March 23, 2023 meeting. During this meeting, the following attendees were present:

SSC Members: Heather Canales (Parent), Serena Ontiveros (Parent), Audriana Gutierrez (Parent), Gabriel Roman (Student), Sarah Ramirez (Student), Miya Domon (Student), Tamara Thomas (Staff), Cecilia Nardulli (Staff), Amber Mendez (Teacher), Joseph Barros (Teacher), Deneen Riley (Teacher), Jodi Moreno (Principal)

Others in attendance: Brianna Villalpando (Staff), Jessica Martinez (staff)

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did stakeholders 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)

The data sources that was reviewed during the CNA for all educational partners were:

- EL reclassification rates
- Lexile scores for students with disabilities
- graduation rates for homeless and foster youth
- Lexile reading bands for EL students
- English language proficiency (ELPI) progress
- Student progression for low-income students and all other subgroups
- Renaissance Star Math student growth percentile by subgroups
- Renaissance Star Reading Lexile growth by subgroups
- Core Course Completion
- Evidence Based Interventions and participate rates
- Graduation rates by subgroups
- Students graduating on A-G plans by subgroups
- Undecided career selection rates by subgroups
- Chronic absenteeism
- College/career preparedness
- Suspension rates
- Middle school dropout rates
- High school dropout rates by subgroups
- Graduation pace rates by subgroups
- 2021-22 and 2020-21 SBAC math results
- 2021-22 and 2020-21 SBAC ELA results

RESULTS / Phase 2 (Data Dive Summary Table)

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

During the data dive sessions, our team found the following as Areas of Focus:

English Learner Lexile Reading Bands

- 12.31% of EL students are reading at their Lexile reading band which is lower then the result for the 21-22 school year
- 22-23 results are about 8% lower than the expected outcome

CNA	Expected Outcome	Current Progress 22/23	21/22
EL Lexile Reading Bands	At least 20% of EL students will be reading at or above Lexile grade level band.	12.13%	14.56%

Grad Rate:

- Homeless and Foster Youth grad rate is about 20% lower than the expected outcome
- EL students have the lowest grad rate compared to all other subgroups
- Foster Youth students have the highest graduation rate compared to all other subgroups

CNA	Expected Outcome	Current Progress 22/23	21/22
Homeless Graduation Rate	Maintain or increase graduation rate for students experiencing homelessness at 55%.	28.57% (1 year)	Not available
Foster Youth Graduation Rate	Maintain or increase graduation rate for Foster Youth at 55%.	37.5% (1 year)	50%

CNA	Expected Outcome	Current Progress 22/23	21/22
Graduation Rate	Two-year Graduation Rate Average will be at or above 70.8%.	ALL: 31.67% EL: 24.32% Foster: 37.5% Homeless: 28.57% SWD: 35.71% FRMP: 32%	All: 70.58% EL: 61% Foster: 60.87% Homeless: NA SWD: 61.48% FRMP: 72.85%

Math Performance (Ren Star, SBAC, Exact Path):

- Students at all school sites are not meeting the 60% expected outcome
- 22/23 data is similar to 21/22 data
- My Math Path has fewer students who have completed the course compared to 21/22 completion rates
- Math SBAC results for 11th graders in 20-21 and 21-22 are nearly the same for “met” and “exceeded”
- There was an increase in the number of 11th graders who were classified as “not met” during the 21-22 school year

CNA	Expected Outcome	Current Progress 22/23	Last Year 21/22	Evidence Based Interventions		
Math SGP Growth	60% of all student groups will demonstrate a Math student growth percentile of 40 from the first to the second administration.	F1: 52% Chino 1: 51%	51%			
		F2: 53% Oxnard: 55%				
		Rancho: 55% H2: 45%		Fall to Winter: 42.85 SGP Fall to Spring: 35.88 SGP		
		Upland: 51% VV2: 50%				
				22/23	21/22 Completion Rates	
				My Math Path (Exact Math)	5 complete/ 14 courses open	20 students earned 5 credits (26.7%)
SBAC Math				21/22 8th Graders Not Met: 78.95% Nearly Met: 15.79% Met: 5.26% Exceeded: 0%	21/22 11th Graders Not Met: 82.25% Nearly Met: 14.79% Met: 2.37% Exceeded: 0.59%	20/21 11th Graders Not Met: 78.49% Nearly Met: 18.6% Met: 2.33% Exceeded: .58%

English Language Arts Performance (SBAC, Renaissance Star)

- 21/22 ELA SBAC results slightly increased to the prior year in underperformance results. 61.47% of 11th graders in 21/22 performed below the standard compared to 60.81% of 11th graders in 20/21.
- 84.21% of 8th graders are performing below the standard
- More than 50% of all students were meeting the goal of demonstrating reading Lexile growth from the first to the second administration of Renaissance Star

CNA	Expected Outcome	Current Progress 22/23	Last Year 21/22
Lexile Growth Percentage	50% of all student groups will demonstrate reading Lexile growth from the first to the second administration.	All: 54.52% EL: 54.81% Foster: 69.23% Homeless: 50% SWD: 56.44% FRMP: 53.79%	All: 57.64% EL: 62.84% Foster: 50.00% Homeless: 50.91% SWD: 64.89% FRMP: 56.46%

A-G Completion Rate:

- The school has exceeded the A-G expected outcome of 12% of students graduating on the A-G guide
- EL students and Students with Disabilities are at 0% and the lowest ranking subgroup in this category
- FRMP are graduating on the A-G plan at a lower rate compared to Foster and Homeless students

CNA	Expected Outcome	Current Progress 22/23	21/22
A-G	12% of all students will graduate on the A-G planning guide.	All: 26.23% (16 grads) EL: 0% Foster: 33.33% Homeless: 66.67% SWD: 0% FRMP: 23.08%	All: 15% EL: 18.66% Foster: 7.69% Homeless: 7.14% SWD: 4.76% FRMP: 18.42%

Dropout Rate:

- The school is not meeting the expected outcome of the dropout rate expected outcome. The school is over by .88%. However, the dropout rate has declined by almost half in the 22-23 school year compared to the previous year.
- Foster and Homeless students have the highest dropout rates.

CNA	Expected Outcome	Current Progress 22/23	Last Year 21/22
High School Dropout Rates	The high school dropout rates will be maintained at or below 5%.	5.88% (142 students) EL: 4.62% Foster: 10% Homeless: 14.56% SWD: 3.64% FRMP: 6.55%	All: 11.5% EL: 13.70% Foster: 12.5% Homeless: 18.64% SWD: 8.09% FRMP: 11.13%

Middle School Chronic Absenteeism:

- The school is meeting the expected outcome as listed in LCAP (10% under 91%)
- Even though the school is meeting the desired outcome in LCAP, the chronic absenteeism rate is not meeting the CA Dashboard goal of under 10%

CNA	Expected Outcome	Current Progress 22/23	21/22
Chronic Absenteeism	Chronic Absenteeism will be reduced by at least 10% based on current enrollment. (2020-2021=91%)	57.14%	60.71% (9 middle school students)

Grad Pace:

- The school is barely meeting the 40% or higher goal of students meeting graduation pace (5+ credits per month)
- Most of the subgroups are below the 40% goal

- Some school sites are meeting the goal (Fontana 2 and Rancho)
- Homeless students have the lowest grad pace at 26.51%
- EL students have the highest grad pace at 35.36%, but still not meeting the 40% goal

Grad Pace	Expected Outcome	22/23	21/22
Fontana 1: 37.15%	40% or higher of students meeting graduation pace which is defined as 5+ units completed per month	All: 41.88%	All: 41.79%
Fontana 2: 50.66%		EL: 35.36%	EL: 48.3%
Rancho: 42.77%		Foster: 32.76%	Foster: 43.95%
Upland: 27.93%		Homeless: 26.51%	Homeless: 31.2%
		SWD: 31.85%	SWD: 41.46%
		FRMP: 35.71%	FRMP: 43.19%

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.

Based on the data dive and Areas of Focus the prioritized needs are listed below that will have the greatest impact on student outcomes if addressed:

- **English Learner Lexile Reading Bands:** A need to focus improvement on increase in EL students reading at or above grade level
- **Grad Rate:** A need to focus improvement on increasing students completing high school graduation requirements
- **Math Performance:** A need to focus on having an increase in students building their math skills to be at or above grade level
- **English Language Arts Performance (SBAC, Renaissance Star):** A need to focus on increasing student building reading and writing skills to be at or above grade level
- **A-G Completion Rate:** A need to focus on having an increase in students completing requirements to be eligible for university entry
- **Middle School Chronic Absenteeism:** A need to focus on decreasing the percentage of middle school students who are not completing assigned independent study coursework and attending school
- **Dropout Rate:** A need to focus on decreasing the percentage of high school students who leave our school and do not enroll elsewhere to meet their high school graduation requirements. Increase retention efforts to support this need.

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:

English Learner Lexile Reading Bands

- **Root Causes:**

- Increase in EL enrollment during the the 22-23 school year
- The reading skills of EL students may be impacted by distance learning
- Intervention supports are not being utilized to support reading levels

- **Measurable Outcomes:**

- After the first administration of Ren Star, EL students who are not reading at or above their Lexile grade level band will be assigned My Reading Path in Exact Path to support them as they build to improve their reading skills.
- EL Specialists will assign EL students lessons in Achieve 3000 throughout the school year to provide students supplemental material to practice and improve their reading skills.

Grad Rate for Foster and Homeless Students:

- **Root Causes:**

- For Foster and Homeless student poor attendance may be a factor
- Lack of transportations or limited transportation for Foster and Homeless
- Other major life events or responsibilities outside of school for Foster and Homeless
- Motivational factors after returning back to school after adjusting last year to in-person instruction

- **Measurable Outcomes:**

- Foster and Homeless students will meet quarterly with Foster & Homeless Liaison, Counselor, CPC, and/ Educational Partner Liaison to find out what current barriers are preventing the student from attending school, getting to school, and/or completing work for school. This interaction could lead to additional resources and supports the school is able to provide or find a resource in the community for the student.

- Prioritize Foster and Homeless students when assigning students for tutoring, SGI courses to complete at least three core semester courses in full within each semester.
- Postsecondary Counselors will meet with Foster and Homeless students on a quarterly basis for academic planning and goal setting.
- Teachers will support Foster and Homeless by setting graduation pace goals within the first 30 days of enrollment and evaluating those goals every 3 school months with the student and parent/guardian.

Math

- **Root Causes:**

- Implementation of Exact path was not successful. Teachers were not properly trained to feel confident in facilitating and assigning it to students

- **Measurable Outcomes:**

- Each teacher will assign at least 5 students who would benefit the most from math support into My Math Path through Exact Path after the first Ren Star administration.
- During the second semester, each teacher will assign 5 more students My Math Path after the second Ren Star administration.
- At least once a semester, teachers and counselors will work together on a planning guide audit check for all students to ensure they are enrolled in math courses. During this check, teachers and counselors will also consider students who are not progressing in math independently and assign them to a math elective course and/or tutoring.
- At the start of the school year, SBAC preparation will be embedded in SGI Math classes. During the second semester, SBAC prep courses will be offered in the schedule and taught by a math teacher.

English Language Arts Performance (SBAC, Renaissance Star):

- **Root Causes:**

- Implementation of SBAC prep was not successful, SBAC prep started too late in the school year, lack of teacher and support buy-in for intervention program to support students in ELA

- **Measurable Outcomes:**

- Renaissance benchmark and growth reports reviewed after each administration to calculate growth in Lexile scores (goal: at least 50% of all students showing growth)
- Renaissance benchmark results reviewed for percentage of students reading at above grade level (goal: at least 50% of students)
- At the start of the school year, SBAC preparation will be embedded in SGI English classes. During the second semester, SBAC prep courses will be offered in the schedule and taught by an English teacher.

A-G Completion Rate

- **Root Causes:**

- Need more information and awareness about A-G
- When do students/parents find out about A-G
- Teachers need to be more knowledgeable on the benefits of A-G requirements being met to better inform parents/students
- Course offerings to complete some A-G requirements are limited
- EL and SWD awareness and expectations of A-G

- **Measurable Outcomes:**

- Once a semester, teachers with the support of counselors will run an A-G audit check with all student planning guides to determine if all eligible students are on an A-G planning guide.
- During ALPs and IEPs, A-G information will be shared with all educational partners to determine if it is in the best interest for the student to complete A-G requirements.
- All new students with 9-10th grade credits will be assigned the A-G planning guide upon enrollment.
- At least once a year, students and parents/guardians will receive appropriate grade level information about A-G requirements, benefits, and opportunities through newsletter, workshops, and/or events.
- The school will hold at least one A-G Informational Workshop during the school year for families and students.

Dropout Rate

- **Root Causes:**

- Poor attendance
- What interventions were in place to support the student before they left
- Did they feel connected and understand the program before leaving
- What barriers were preventing them from being successful?

- **Measurable Outcomes:**

- After 3 months of enrollment, students who are not on track will be required to have an intervention meeting to discuss their work progress, set goals, and collaborate with teacher, parent/guardian, and/or other educational partners to address the factors preventing the student from being on track.

Middle School Chronic Absenteeism

- **Root Causes:**

- Not enough instructional support for MS
- In need of Middle School cohorts for students to collaborate and work with age-appropriate peers

- In need of curriculum updates
- Adjustment to independent study program
- **Measurable Outcomes:**
 - Offer parent and student conferences, workshops, and/or info nights to discuss how to support MS at home twice a year
 - At least twice a year, instructional staff will participate in professional development and/or PLCs to learn how to better support middle school students at our school.
 - Increase the attendance requirements of middle school students from 2 days to 4 days a week.

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 schoolwide, EL students, Foster Youth, Homeless, 12th graders, and 8th graders which can be found in the results section of the CNA addendum. Below are the noticed trends:

- Math performance on Ren Star, SBAC, and Exact path completion/participation rates are lower than previous years and/or compared to other schools among all students.
- Lexile reading grade level band is lower than previous years results for EL students.
- Graduation rates for Foster and Homeless students are lower compared to other subgroups .
- Graduation rates and A-G completion rates are lower than expected for 12th graders.
- Chronic absenteeism is significantly higher among middle school students.

RESOURCE INEQUITIES REVIEW ADDENDUM

Document Purpose: This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

Charter	Date Resource Inequity Review was conducted
Options For Youth - Acton	April 27, 2023

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.

<ul style="list-style-type: none"> • What actionable inequities were identified by the Charter during their Resource Inequity Review? 	<ul style="list-style-type: none"> • Professional Development: <ul style="list-style-type: none"> ◦ Due to the increase in the amount of new teachers hired this year there is a need for more training and PD opportunities to support novice teachers. • Intervention Support Staff: <ul style="list-style-type: none"> ◦ Due to the increase in student enrollments, Area Teachers were utilized to support teacher student loads. • EL Program <ul style="list-style-type: none"> ◦ Due to the increase in enrollment of EL students there is a need for additional staff to support EL students on an individual level. • 8th grade Student Support: <ul style="list-style-type: none"> ◦ Due to the increased enrollment of 8th graders and the limited teacher experience of working with middle students there is a need to: create 8th grade cohorts, structured tutor appointments, goal setting, and professional development for teachers. • AP Exams Program: <ul style="list-style-type: none"> ◦ There is a need for more awareness for all educational partners about AP exams and opportunities for students. There is a need to: certify teachers to teach AP courses, offer an AP course to prepare for the exam, bring more awareness on the benefits of AP exams to all educational partners. • Early Intervention: <ul style="list-style-type: none"> ◦ There is insufficient follow through with students to continue in intervention opportunities and/or courses. ◦ More training for teachers and instructional staff is needed to support them with feeling confident in providing intervention support to students. ◦ More awareness of intervention supports available to students should be provided to parents/guardians. ◦ Additional intervention support that can be offered at flexible times in a flexible setting is also needed. • Physical Space: <ul style="list-style-type: none"> ◦ Due to the increase in student and the need for additional staff, the schools are finding it difficult to accommodate the space for additional teachers, support staff, and
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	students
<ul style="list-style-type: none"> • Which inequities are priorities for the Charter to address in their School Improvement Plans? 	<ul style="list-style-type: none"> • Professional Development • Intervention Support Staff • EL Program • 8th grade Student Support
<ul style="list-style-type: none"> • How does the Charter plan on addressing these inequities? 	<ul style="list-style-type: none"> • Plan for PD opportunities for instructional staff and increasing retention rates of instructional staff through coaching and additional staff to better the needs of our students (Academic Intervention Specialists). • Hire of additional staff members (EL Teacher) to support with increased amount of intervention and individualized supports needed for our EL population at Fontana 1 and Fontana 2. • Plan for 8th grade cohorts and professional development and/or coaching for instructional staff working with 8th graders
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Physical Space: Due to the increased enrollment of students, teachers' student loads have increased and the need for more students in small group classes has increased, but the schools are limited on space and do their best to adjust furniture and/or classrooms to accommodate the growth. In addition, this also causes issues with staffing. There is a need to hire, but providing them with a desk or classroom is a current challenge.

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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).

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