

LCFF Budget Overview for Parents

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

CDS Code: 19 75309 0136648

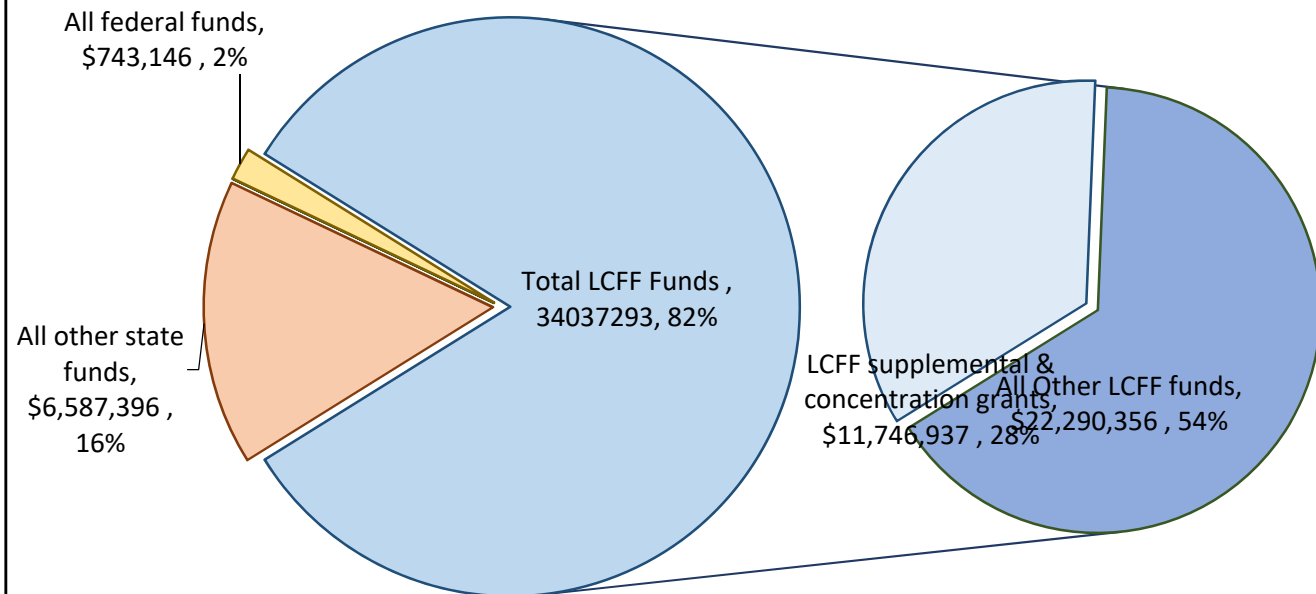
School Year: 2026-27

LEA contact information: Brock Champion, Principal - E:bchampion@ofy.org P:909-315-9154

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

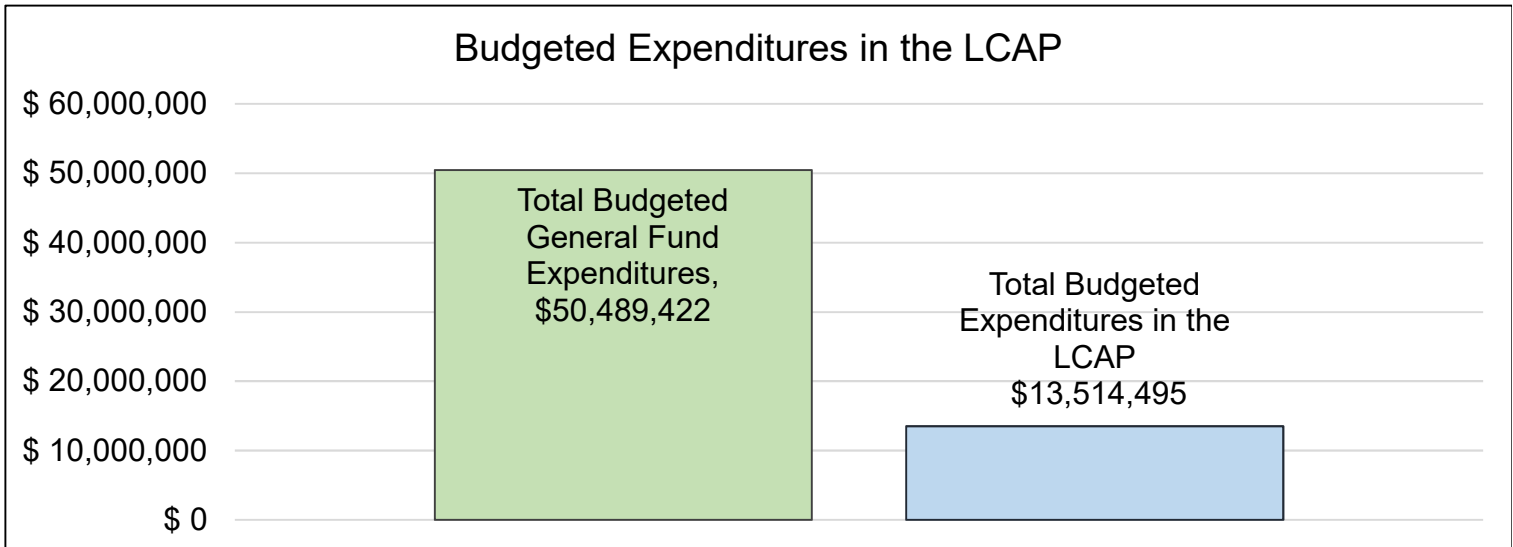


This chart shows the total general purpose revenue Options For Youth Acton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth Acton is \$41,367,835.00, of which \$34,037,293.00 is Local Control Funding Formula (LCFF), \$6,587,396.00 is other state funds, \$0.00 is local funds, and \$743,146.00 is federal funds. Of the \$34,037,293.00 in LCFF Funds, \$11,746,937.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options For Youth Acton plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options For Youth Acton plans to spend \$50,489,422.00 for the 2026-27 school year. Of that amount, \$13,514,495.00 is tied to actions/services in the LCAP and \$36,974,927.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

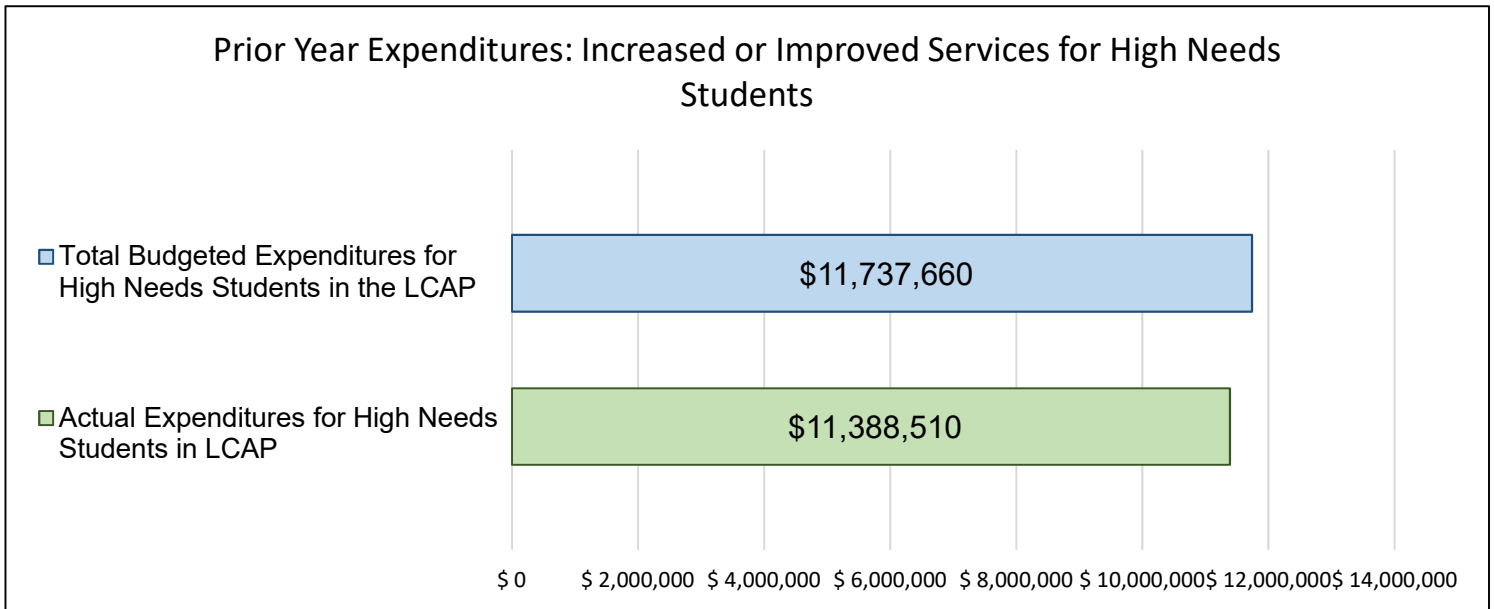
In addition to the programs and actions outlined in the LCAP, the General Fund covers a range of required operational expenditures that support the overall functioning of the school but are not directly tied to specific LCAP actions. This includes salaries for classified and administrative staff not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

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

In 2026-27, Options For Youth Acton is projecting it will receive \$11,746,937.00 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 \$11,939,645.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Options For Youth 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 2025-26, Options For Youth Acton's LCAP budgeted \$11,737,660.00 for planned actions to increase or improve services for high needs students. Options For Youth Acton actually spent \$11,388,510.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$349,150.00 had the following impact on Options For Youth Acton's ability to increase or improve services for high needs students:

Although current expenditures are below the total amount budgeted in the LCAP, the LEA received \$11,374,773 in Supplemental and Concentration funding, which was less than originally projected. Expenditures supporting high-needs students have already exceeded the actual Supplemental and Concentration funding received.

The variance between budgeted and year-to-date expenditures has not negatively impacted the actions and services provided to high-needs students. The difference is primarily attributable to the timing of planned activities, services, and personnel costs scheduled for later in the academic year. The LEA remains committed to fully implementing all planned actions and services and anticipates utilizing the remaining

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	E: bchampion@ofy.org P: 909-315-9154

Plan Summary 2026-27

General Information

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

OFY Acton 2026-27



LOCAL CONTROL & ACCOUNTABILITY PLAN

CHARTER DEMOGRAPHIC & BUDGETING

Options For Youth empowers all students through meaningful connections, flexible educational choices, and supportive relationships. Our mission is to inspire learners to reach their goals and equip them with the skills and confidence needed to thrive academically and pursue their dreams in high school and beyond.



8
Learning Center



274
Staff



3,298
students



- 13% English Learner
- 2.1% Foster Youth
- 17.3% Students with Disabilities
- 42.9% Socioeconomically Disadvantaged
- 11.5% Long Term English Learner
- 3.9% Homeless
- 38.9% Non-Unduplicated

Overall, 56.5% of students were identified as part of a high-risk population, with 22.3% identified as credit deficient at enrollment.

Options For Youth - Acton 2024-27 LCAP (2026-27 version)

Board Approved 6/29/26

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At Options For Youth – Acton (OFY Acton), we believe every student deserves a second chance and access to a learning environment that meets their unique needs. We recognize that many of our students have faced challenges in traditional school settings, and we are committed to providing the personalized support, encouragement, and opportunities necessary for them to succeed.

Our primary goal is to ensure that all students graduate high school prepared for college, careers, and life beyond the classroom. To accomplish this, OFY Acton provides a safe, flexible, and supportive learning environment where students can progress at their own pace while receiving individualized academic guidance. Our instructional model is designed to remove barriers to achievement and empower students to take ownership of their education.

A central component of our program is a strong emphasis on social-emotional learning (SEL). We intentionally teach and reinforce essential life skills such as goal-setting, problem-solving, resilience, and self-advocacy. By integrating SEL into our educational approach, we help students build confidence, develop perseverance, and strengthen the skills necessary to navigate both academic and personal challenges. OFY Acton is dedicated to serving all students, including those who have struggled in traditional school systems. Through partnerships with community organizations and career-focused programs, we provide students with meaningful real-world experiences and exposure to postsecondary opportunities. These partnerships enhance career readiness and help students connect their education to future pathways.

At OFY Acton, we understand that education is not one-size-fits-all. Our LCAP priorities focus on academic achievement, student engagement, social-emotional development, graduation outcomes, and college and career readiness. Through personalized learning, targeted supports, and strong community collaboration, we are committed to helping every student discover and pursue their path to success.

Educational Program

OFY Acton has eight school sites with an Online Program component. The eight school sites are located in the cities of Fontana, Rancho Cucamonga, Upland, Chino, Hesperia, and Oxnard. The school serves approximately 2,100 students in grades 8-12, with enrollment fluctuating throughout the school year. During the 2024-2025 school year, our student demographics consisted of 13% EL students, 11.5% LTEL students, 42.9% FRMP students, 17.3% Students with Disabilities, 2.1% Foster Youth, and 3.9% Homeless students. OFY Acton attracts students for various reasons, including the opportunity to catch up on credits, to accelerate their progress, participate in a smaller learning environment, or an alternative modality than traditional school. A little over a third of our students are credit deficient and in need of academic support to help them catch up and graduate.

Exclusive Workforce Partnership

We don't just help students earn their diplomas, we prepare them for the future. OFY Acton provides instruction to all students exclusively in partnership with the federal Workforce Innovation and Opportunity Act (WIOA). Our workforce partnerships give students the skills and connections they need to enter the workforce with confidence.

Through our WIOA partners, students gain access to, but not limited to:

- comprehensive career coaching
- paid work experience
- internships and pre-apprenticeships
- industry-recognized certifications

Our WIOA Partners include:

- California Association of Health and Education Linked Professions JPA (CAHELP)
- Equus Workforce Solutions
- First Institute Training & Management (FITM)
- Goodwill Industries of Ventura and Santa Barbara Counties (GIVSB)
- Hawkeye Properties and Workforce Innovation, Inc.
- Youth Action Project, Inc. (YAP)

Title I - Schoolwide Program (SWP) / SPSA / CSI Plan / LCAP

Options for Youth Acton will continue with Title I and II 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 Options for Youth - Acton 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.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG):

At OFY Acton, we are committed to supporting students in recovering from the academic and social-emotional impacts of the COVID-19 pandemic. Through the strategic use of the Learning Recovery Emergency Block Grant (LREBG)—a one-time state funding source available through the 2027–2028 school year—the Charter is implementing targeted supports aligned to the findings of the Comprehensive Needs Assessment (CNA) and educational partner input. These funds supplement existing programs and are used to address identified gaps in student achievement, engagement, and access to learning.

Based on CNA findings, OFY-Acton identified that while student engagement and course completion have improved, gaps remain in academic achievement, particularly in Math and ELA, as well as in consistent participation and completion of coursework required for graduation. LREBG funds are being used strategically to address these needs and support students in meeting graduation requirements. We are using these funds to support the following key areas:

- **Social-Emotional and Mental Health Supports:**

Provide access to wellness resources and staff to support students in building resilience, managing stress, and maintaining engagement in school. This aligns with CNA findings identifying social-emotional barriers as a factor impacting student attendance, engagement, and academic progress.

- **Targeted Academic Interventions and Tutoring:**

Provide targeted academic intervention programs and expanded tutoring opportunities for students performing below grade level in Math and ELA. Tutoring services offer additional individualized and small-group instruction to reinforce foundational skills, support course completion, and accelerate learning recovery. These supports are prioritized for student groups identified in the CNA, including English Learners, Foster Youth, and Homeless students.

- **Individualized Instructional Planning and Goal Setting (Goalbook):**

Utilize Goalbook to support Special Education teachers in designing individualized, standards-aligned instructional strategies and interventions for students. This supports differentiated instruction and ensures that students receive targeted academic support aligned to their needs.

- **Access to Instructional Technology (Chromebooks):**

Provide students with access to Chromebooks to ensure consistent participation in instructional programs, completion of coursework, and progress toward graduation requirements. In an independent study model, access to technology is essential for students to engage in curriculum, complete assignments, participate in assessments, and access intervention and tutoring supports.

- **Support for Completion of Graduation Requirements:**

Provide targeted support and monitoring to ensure students are completing required coursework and progressing toward graduation. This includes increased access to instructional supports, intervention programs, tutoring services, and progress monitoring systems aligned to CNA findings identifying graduation rate and course completion as key areas of need.

These investments are aligned with the goals and actions outlined in the LCAP and are focused on supporting student groups most impacted by the pandemic, including students with disabilities, English learners, and socioeconomically disadvantaged students. By using LREBG funds strategically, OFY-Acton is strengthening implementation of supports, increasing student participation, and ensuring students have the resources necessary to succeed academically and meet graduation goals.

Reflections: Annual Performance

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

Since establishing baseline measures, OFY-Acton has demonstrated growth and improvement in several key areas. The LEA has continued to improve outcomes for English Learners, increase student progression rates, reduce chronic absenteeism, and expand college and career readiness opportunities. A review of both local and state indicator data demonstrates areas of progress while also highlighting ongoing areas of need that continue to inform implementation of the 2024–2027 LCAP.

OFY-Acton has continued to improve reading outcomes for English Learner (EL) students, with internal benchmark data demonstrating ongoing Lexile growth. Baseline data showed that 15.57% of EL students were reading at or above the grade-level Lexile band. During the 2024–2025 school year, 32.4% of EL students were reading at or above the grade-level Lexile band. Current 2025–2026 data indicates continued progress, with 34.8% of EL students reading at or above the grade-level Lexile band.

The LEA has also demonstrated growth in student progression. Baseline data showed a student progression rate of 71.05%. As of the end of the 2025–2026 school year, the student progression rate increased to 88.7%, reflecting continued progress toward helping students remain on track for graduation.

Additionally, middle school chronic absenteeism decreased from 47.6% to 35.3%, representing a 12.3 percentage point improvement. State indicator data also reflects gains in the College/Career Indicator and Graduation Rate. Notably, Graduation Rate was identified as a Red performance indicator on the 2023 California School Dashboard and has remained a priority area for improvement throughout implementation of the current LCAP.

While OFY-Acton has demonstrated growth in several areas, a review of the Fall 2025 California School Dashboard indicates that English Language Arts, Mathematics, English Learner Progress, and Graduation Rate continue to require focused attention. The College/Career Indicator increased by 5.7 percentage points to 13.8% Prepared and improved two performance levels to Yellow. The Graduation Rate

indicator increased by 11.4 percentage points to 47.4%, demonstrating meaningful progress toward addressing a historically low-performing indicator. However, Mathematics and Graduation Rate remained in the Red performance level, while English Language Arts and the English Learner Progress Indicator decreased one performance level to Orange. These results indicate that, despite positive growth trends, significant achievement gaps and performance challenges persist for many student groups.

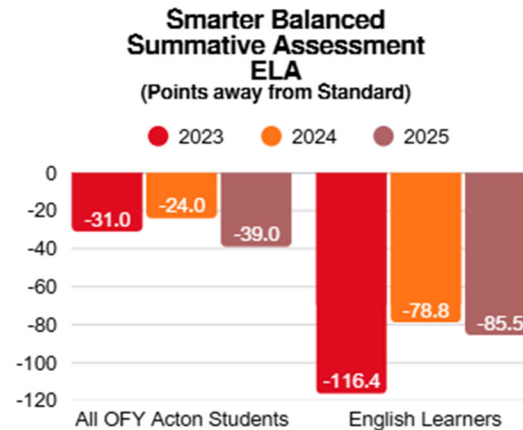
Based on a review of Dashboard and local data, OFY-Acton has identified the continued need to strengthen literacy and mathematics achievement, accelerate English language acquisition, improve graduation outcomes, and expand college and career readiness opportunities for all students. To address these needs, the LEA will continue implementing and refining actions within the 2024–2027 LCAP designed to improve outcomes for students, particularly English Learners, Long-Term English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities.

Key actions supporting these efforts include targeted ELD interventions, professional development focused on supporting EL and LTEL students, enhanced staffing to support unduplicated pupils, post-secondary planning services, and expanded college and career readiness opportunities. These actions are intended to address the areas identified through Dashboard and local data analysis and will remain in place through the conclusion of the 2024–2027 LCAP cycle.

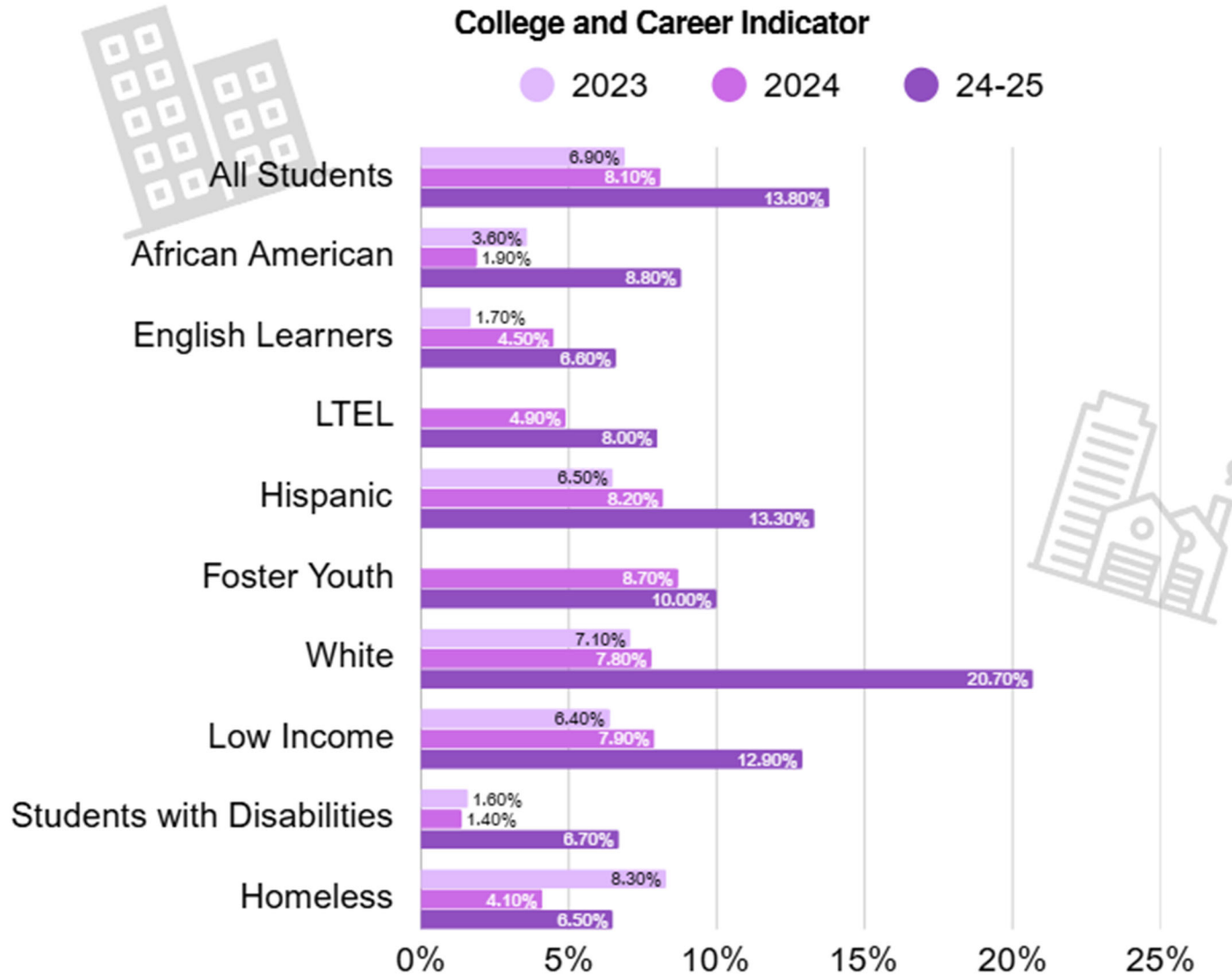
To address these areas, the charter has established specific goals and corresponding actions aimed at improving student outcomes in alignment with the identified state and local indicators. The LEA will continue monitoring progress annually to determine the effectiveness of these actions and adjust as necessary to improve student outcomes in the identified areas of need.

- Goal 1 Action 1: Targeted ELD Intervention
- Goal 1 Action 2: EL Professional Development
- Goal 1 Action 3: LTEL Professional Development
- Goal 1 Action 4: Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives
- Goal 2 Action 1: Post-secondary Planning
- Goal 2 Action 2: Post-Secondary Opportunities

ELA Performance Indicator:

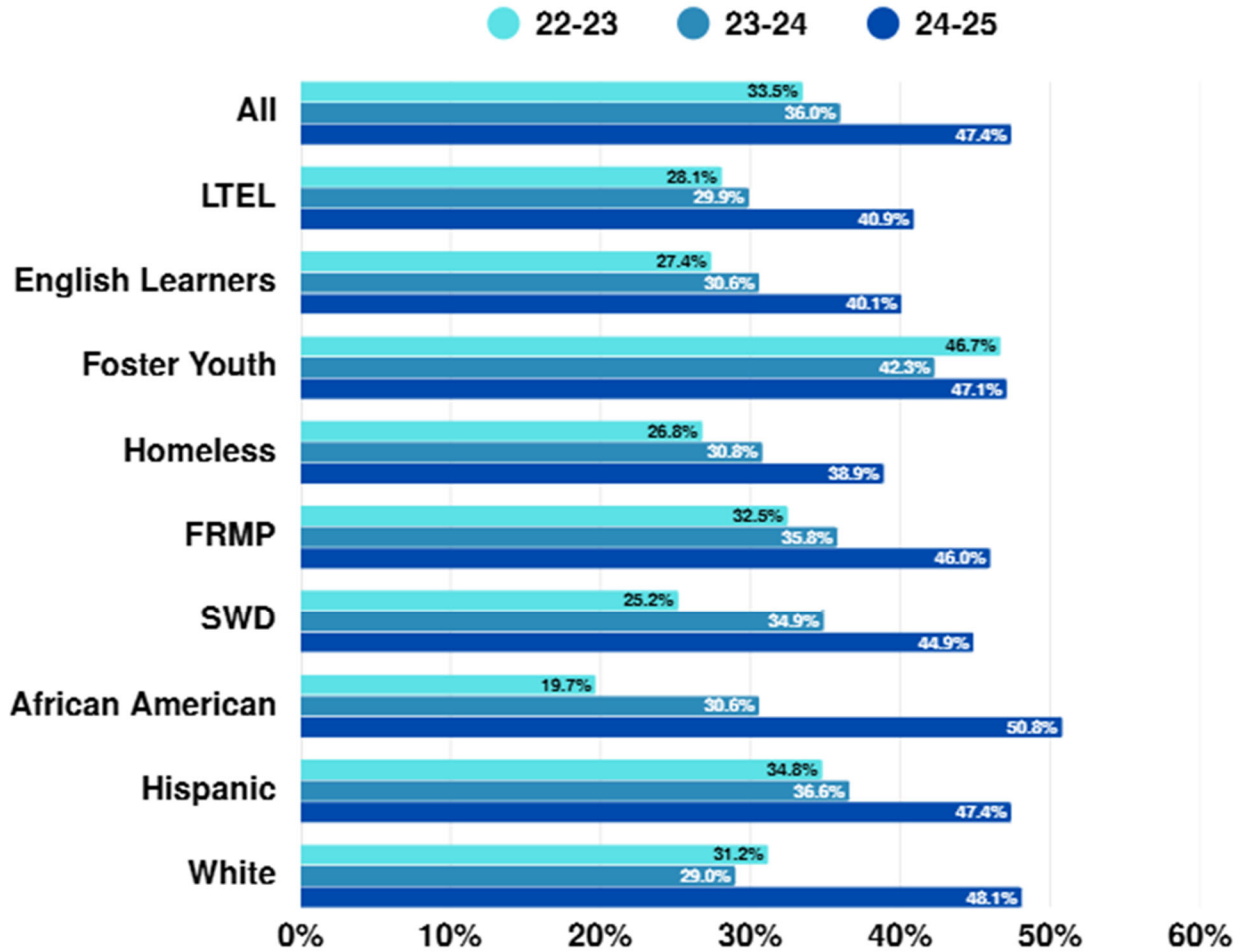


College and Career Indicator:

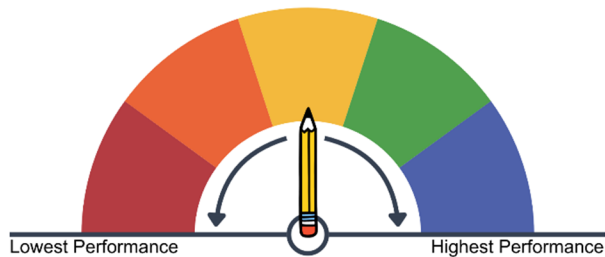


4-5 Year Cohort Graduation Rate:

OFY Acton 4-5 Year Graduation Rate



California School Dashboard Performance Levels



Following a review of the 2025 California School Dashboard and local data, OFY Acton identified the following areas of strength and need:

English Language Arts (ELA) – Orange Performance Level (decreased 1 performance level)

ELA performance decreased by 15 points, resulting in an overall status of 39 points below standard. Subgroup performance highlights include:

- English Learner: 85.5 points below standard (↓ 6.7 points)
- Hispanic: 33.4 points below standard (↓ 2.6 points)
- Long Term English Learner: 103.4 points below standard (↓ 21.6 points)
- Socioeconomically Disadvantaged: 42 points below standard (↓ 11.2 points)
- Students with Disabilities: 97.3 points below standard (↓ 31.9 points)
- White: 42 points below standard (↓ 55.5 points)

Mathematics – Red Performance Level (decreased 1 performance level)

Mathematics performance decreased by 13.2 points; overall performance remains 156.4 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:

- English Learner: 197.7 points below standard (↓ 20.4 points)
- Hispanic: 155.4 points below standard (↓ 6.7 points)
- Long Term English Learner: 209 points below standard (↓ 11.9 points)
- Socioeconomically Disadvantaged: 156.7 points below standard (↓ 8.7 points)
- Students with Disabilities: 194.1 points below standard (↓ 8.7 points)
- White: 165 points below standard (↓ 46.5 points)

English Learner Progress Indicator – Orange Performance Level (decreased 1 performance level)

The English Learner Progress indicator decreased by 6.3 percentage points, with 50.6% of EL students making progress toward English language proficiency. Subgroup performance highlights include:

- English Learner: 50.6% making progress (↓ 6.3%)
- Long Term English Learner: 53.8% making progress (↓ 5.6%)

College/Career – Yellow Performance Level (increased 2 performance levels)

The College/Career indicator increased by 5.7 percentage points, with 13.8% of students demonstrating college or career readiness. Gains were evident among the following student groups:

- African American/Black: 8.8% prepared (↑ 6.9%)
- English Learner: 6.6% prepared (↑ 2.1%)
- Hispanic: 13.3% prepared (↑ 5.1%)
- Homeless: 6.5% prepared (↑ 2.4%)
- Long Term English Learner: 8% prepared (↑ 3.1%)
- Socioeconomically Disadvantaged: 12.9% prepared (↑ 4.9%)
- Students with Disabilities: 6.7% prepared (↑ 5.4%)
- White: 20.7% prepared (↑ 13%)

Graduation Rate – Red Performance Level (maintained performance level)

The graduation rate increased by 11.4 percentage points, with 47.4% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:

- African American/Black: 50.8% graduated (↑ 20.1%)
- English Learner: 40.1% graduated (↑ 9.5%)
- Hispanic: 47.4% graduated (↑ 10.8%)
- Homeless: 38.9% graduated (↑ 8.1%)
- Long Term English Learner: 40.9% graduated (↑ 11%)
- Socioeconomically Disadvantaged: 46% graduated (↑ 10.2%)
- Students with Disabilities: 44.9% graduated (↑ 10.1%)
- White: 48.1% graduated (↑ 19.1%)

Learning Recovery Emergency Block Grant (LREBG) Fund:

Based on a review of the 2025 California School Dashboard and local data, OFY-Acton has shown progress in several indicators, including Chronic Absenteeism, which decreased by 12.3 percentage points; Graduation Rate, which increased by 11.4 percentage points; and the College/Career Indicator, which increased by 5.7 percentage points. Local data also shows continued growth in student progression and English Learner Lexile performance; however, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge in English Language Arts, Mathematics, English Learner Progress, and Graduation Rate.

To address these areas of need, LREBG funds will be strategically allocated to support targeted academic interventions, expanded learning opportunities, and student support services aligned to identified student needs. Actions funded in whole or in part with LREBG funds are outlined in Goal 1, Actions 15,16, and 19, with detailed rationales provided in the action descriptions.

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

Reflections: Technical Assistance

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

OFY Acton met eligibility to receive Direct Technical Support based on 2025 CA Dashboard results in the following seven student groups and four indicators:

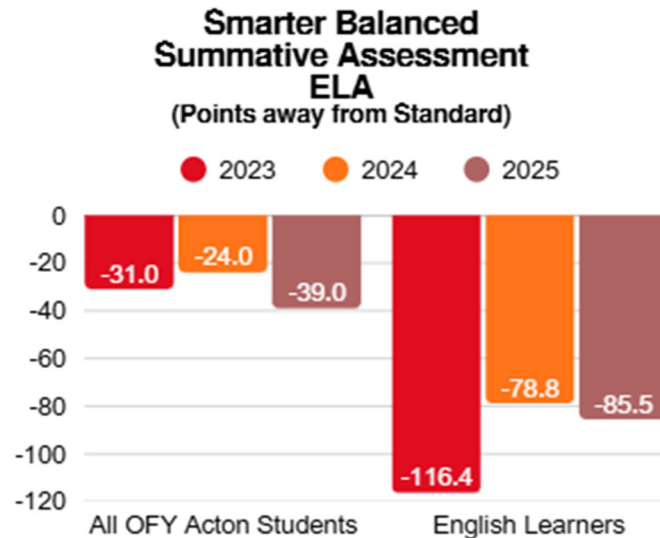
- Graduation Rate: Hispanic, EL, LTEL, SED, SWD, and White
- ELA Performance Indicator: EL, Hispanic, SED, SWD, and White
- Math Performance Indicator: EL, Hispanic, SED, SWD, and White
- English Learner Progress Indicator (ELPI): LTEL

Based on the 2025 CA Dashboard, OFY Acton no longer was eligible for DA for Black/African American and Homeless students in the following indicators: Graduation Rate, and College/Career Indicator, but the school will continue the work we have put into place to support these student groups.

The Los Angeles County Office of Education continued to aid the school through in-person and virtual workshops to support the school in focusing on differentiated assistance, support and improvement. School Leadership has also met regularly to reflect on student achievement data and to review the purpose of the work and what needs to be done to support student learning. OFY Acton leaders attended the 2026 Differentiated Assistance Convening in February 2026, where they had the opportunity to collaborate with other schools and learn about strategies to help the school better incorporate student voice and the importance of qualitative data to support student learning. On February 17, 2026 OFY Acton Leadership attended the 2026 Charter School Differentiated Assistance Symposium offered by the LACOE. During the meeting, the team engaged in breakout sessions centered around using data driven strategies to drive organizational change. Additionally, OFY Acton formed a DTA team that met regularly and collaborated with their LACOE DTA Liaison to receive support for utilizing data to develop action plans that meet student needs.

The following has been developed and implemented during the 25/26 school year to address the areas of improvement based on the support provided by LACOE and the school's data trends in the following areas:

ELA Performance Indicator:



OFY-Acton intentionally used Renaissance Star data to identify students' current ELA skill levels and place them in appropriate remediation supports, including Freckle intervention classes and direct instruction. This ensured each student received individualized academic content aligned to their needs. Direct instruction classes also incorporated test preparation strategies and performance tasks into the curriculum to better equip students with the skills needed to navigate state assessment structures.

Schoolwide, there has been a sustained emphasis on curriculum alignment to ensure consistent, high-standards expectations across all classrooms, supported by data-driven instruction and targeted interventions. Throughout the 2025–26 school year, teachers engaged in regular professional development and PLCs centered on ELD strategies and test-taking skills designed for integration into daily instruction. ELD instructional staff further supported students by establishing personalized ELA language goals and differentiating instruction to provide access to grade-level content based on individual student needs.

As we continue to address this area, the charter will focus on improving student outcomes in ELA performance by focusing on the following goals and actions:

Goal 1 Action 1: Targeted ELD Intervention

Goal 1 Action 2: EL Professional Development

Goal 1 Action 4: Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives

Goal 1 Action 11: Academic Intervention Specialist (Title I)

Goal 1 Action 16: Targeted Math and ELA Intervention (Title 1)

Math Performance Indicator:

During the 25/26 school year, student math performance continues to be an area of growth. To address this area of improvement, the school has identified the following possible root causes as a part of the school's comprehensive needs assessment: credit deficiency in the area of mathematics, lack of foundational skills, and lack of accountability for enrolling students in math courses. To address these root causes, OFY-Acton has implemented Freckle intervention and encouraged the enrollment of all students in direct instruction math courses. Additionally, Math instructors have participated in collaborative meetings to align curriculum to ensure consistent, high-standards expectations across all classrooms, supported by data-driven instruction and targeted interventions. Direct instruction classes also incorporated test preparation strategies and performance tasks into the curriculum to better equip students with the skills needed to navigate state assessment structures.

As we continue to address this area, the charter will focus on improving student outcomes in ELA performance by focusing on the following goals and actions:

Goal 1 Action 1: Targeted ELD Intervention

Goal 1 Action 2: EL Professional Development

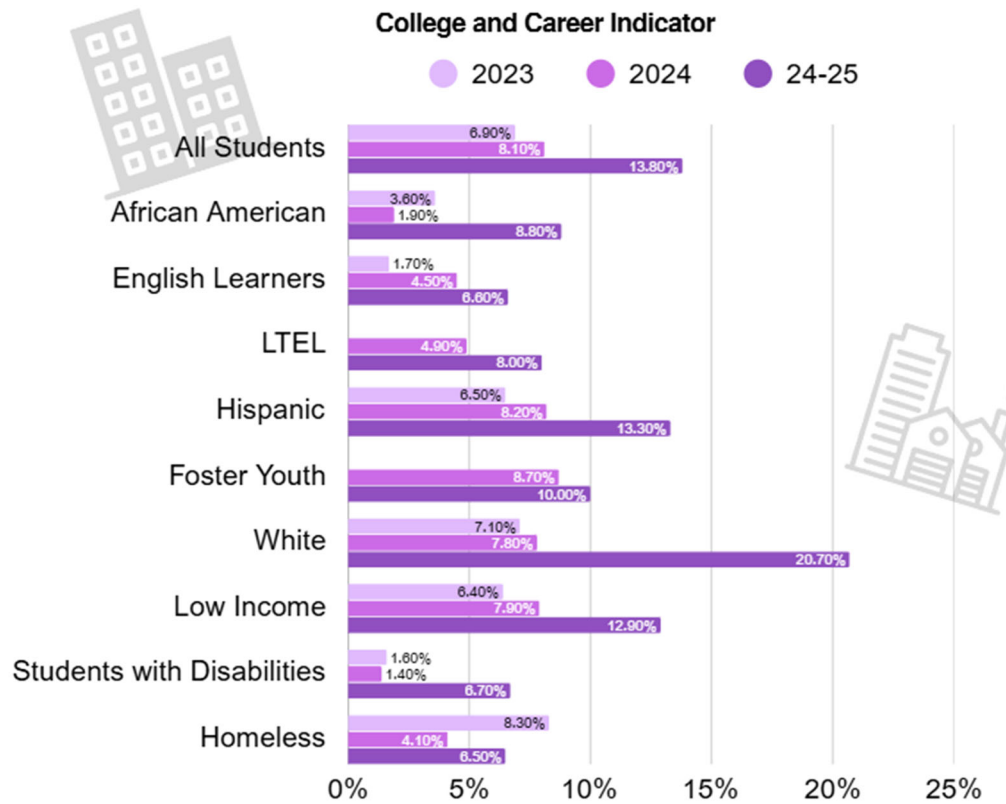
Goal 1 Action 4: Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives

Goal 1 Action 11: Academic Intervention Specialist (Title I)

Goal 1 Action 12: Tutoring Services (Title I)

Goal 1 Action 16: Targeted Math and ELA Intervention (Title 1)

College and Career Indicator:



Based on the 2026 CA Dashboard, all student subgroups were removed from the identified student subgroups that qualified for Differentiated Assistance for the College and Career indicator. This may be attributed to the work the post-secondary counseling team and instructional team have done to support post-secondary awareness and preparedness. The post-secondary counselors have established awareness among the instructional team regarding the State Seal of Biliteracy, Dual Enrollment opportunities, CTE offerings and AP courses. In turn, both teams met with students and families regularly to discuss post-secondary opportunities that led to increased college and career preparation among students.

As we continue to address this area, the charter will continue to focus on improving student outcomes in the College and Career Indicator by continually focusing on the following goals and actions:

- Goal 2 Action 1 - Post-secondary planning
- Goal 2 Action 2 - Post-Secondary Opportunities
- Goal 2 Action 3 - Post Secondary Field Trips/Opportunities
- Goal 2 Action 4 - Post Secondary Activities/Events
- Goal 2 Action 5 - Staff Development
- Goal 2 Action 6 - Pathful Connect (Title I)

Comprehensive Support and Improvement

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

Schools Identified

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

Options For Youth Acton

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 2025–2026 school year, Options For Youth – Acton continued to remain eligible for Comprehensive Support and Improvement (CSI) due to a graduation rate below the 68% ESSA requirement. The current combined four- and five-year cohort graduation rate is approximately 47%, indicating a continued need to improve student completion outcomes.

While OFY-Acton remains in CSI, recent data indicates positive trends in student engagement and retention, including increases in graduation rates, decreases in dropout rates, and improvements in Monthly Student Progression (MSP) and credit attainment. However, these improvements have not yet translated into comparable gains in academic achievement on state assessments or college and career readiness outcomes.

OFY-Acton has integrated its CSI Plan into the 2024–2027 LCAP, ensuring alignment between CSI focus areas, LCAP priorities, Comprehensive Needs Assessment (CNA) findings, and the Resource Inequities Review. The development of the 2026–2027 LCAP/SPSA/CSI plan was informed by analysis of state and local data, as well as input from educational partners including students, staff, parents, the Parent Advisory Committee (PAC), and District English Learner Advisory Committee (DELAC).

Through this process, the Charter identified key areas of focus centered on improving student achievement in Mathematics and ELA, increasing student engagement and consistent participation in instructional supports, and improving college and career readiness outcomes for all students, with a focus on underperforming student groups.

Additionally, the Resource Inequities Review identified that while the Charter has systems and supports in place, inequities exist in the consistent implementation, student participation, and effectiveness of these supports. As a result, the Charter will focus on strengthening instructional alignment, increasing student engagement and connection, improving consistency of college and career readiness supports, enhancing parent engagement, and standardizing student onboarding processes.

The Charter will continue to reflect on and evaluate instructional practices, student supports, and engagement strategies to increase student achievement, improve graduation outcomes, and work toward exiting CSI status by the 2026–2027 academic year.

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

Goal 1: ELA and Math Performance Results

Comprehensive Needs Assessment Findings

Through the comprehensive need's assessment process, these were the identified areas of focus:

1. Improve student achievement in Mathematics across all grade levels and subgroups. Educational partners consistently identified math as a critical area of concern, noting low CAASPP performance and significant gaps in foundational skills. Data indicates a high percentage of students scoring "Standard Not Met," with limited improvement over time. Staff feedback highlighted the need for targeted intervention, consistent math placement, and increased access to structured math support for students with learning gaps.
2. Strengthen ELA achievement and writing proficiency, particularly for EL, LTEL, and Students with Disabilities. Educational partners identified a decline in ELA performance, particularly among LTEL and special populations. Feedback emphasized limited exposure to rigorous writing instruction, inconsistent alignment between instructional settings (SGI/IS), and insufficient targeted literacy intervention. Despite growth in local reading measures, state assessment data indicates a continued gap in proficiency. Increase student engagement and consistent participation in instructional programs, including attendance, credit attainment, and academic support
3. Educational partners identified attendance, engagement, and participation in support programs as key barriers to student success. Feedback highlighted chronic absenteeism, inconsistent participation in SGI classes, and limited student access to academic interventions. While local data shows improvements in credit attainment and progression, partners noted that increased engagement is necessary to improve academic outcomes.
4. Improve college and career readiness outcomes, including A-G completion and participation in college and career pathways for all students, with a focus on underperforming subgroups

Educational partners noted disparities in A-G completion and college and career participation, particularly among Foster Youth and Homeless students. Feedback emphasized the need for stronger student and family awareness, improved access to programs such as dual enrollment and CTE, and increased support for students navigating postsecondary pathways. While participation has increased, completion rates remain low, indicating a need for more targeted support systems.

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 area of focus:

1. Area of Focus: Mathematics Achievement

Root Cause(s):

Students enter with significant gaps in foundational math skills and prior learning.

Students experience long gaps in time without consistent enrollment in math courses.

Students are not consistently placed in targeted math intervention or support classes aligned to their skill level.

Limited alignment between instructional strategies and rigor of CAASPP standards.

Measurable Outcome(s):

The percentage of students scoring "Standard Nearly Met" or higher on SBAC Math will increase by 5 percentage points by the end of the 2026–2027 school year.

The percentage of students identified below grade level who are enrolled in a math intervention (e.g., SGI, Freckle, or targeted support) will increase by 10% by the end of the 2025–2026 school year.

Math GLE scores for All Students will increase from 7.2 to 8.0 by the end of the 2026–2027 school year.

2. Area of Focus: ELA Achievement

Root Cause(s):

Students have limited exposure to structured writing instruction and grade-level literacy tasks.
Inconsistent alignment between SGI/DI instruction and Independent Study (IS) support.
Insufficient targeted literacy intervention for EL, LTEL, and Students with Disabilities.
Decreased student engagement in reading and writing activities, impacting skill development.

Measurable Outcome(s):

The percentage of students demonstrating growth in Lexile scores will increase from 61.8% to 70% by the end of the 2026–2027 school year.
Reading GLE scores for All Students will increase from 8.8 to 9.5 by the end of the 2026–2027 school year.
The percentage of LTEL students improving performance on the ELA Dashboard indicator will increase by 5 percentage points by the next reporting cycle.

3. Area of Focus: Student Engagement and Attendance

Root Cause(s):

Students face external responsibilities (work, family obligations) that impact attendance and engagement.
Students are not consistently participating in SGI classes or academic intervention opportunities.
Limited student understanding of the importance of consistent attendance in an independent study model.
Inconsistent access to transportation and support services for high-need student populations.

Measurable Outcome(s):

Chronic absenteeism will decrease by 5 percentage points from the current baseline by the next Dashboard reporting cycle.
Monthly Student Progression (MSP) will maintain an average of 85% or higher across all student groups throughout the 2025–2026 school year.
The percentage of students meeting monthly credit attainment goals (5+ units) will increase by 10% by the end of the 2025–2026 school year.

4. Area of Focus: College and Career Readiness

Root Cause(s):

Students and families have limited awareness of A-G requirements, college pathways, and career opportunities.
Limited access to college and career readiness programs (e.g., AP, dual enrollment, CTE pathways).
Inconsistent communication and advising around postsecondary planning.
Barriers for Foster Youth and Homeless students, including access to resources and stability.

Measurable Outcome(s):

12th grade College and Career Guide completion will increase from 22.9% to 27% by the end of the 2026–2027 school year.
A-G completion for all students will increase by 5 percentage points by the end of the 2026–2027 school year.
College and Career Guide completion rates for Foster Youth and Homeless Youth will increase by 5 percentage points by the end of the 2026–2027 school year.
The percentage of students meeting the College and Career Indicator (CCI) will increase by 3 percentage points by the next

Comprehensive Needs Assessment Trends and Themes

During the course of the charter's Comprehensive Needs Assessment, several key strengths and challenges emerged based on analysis of state and local data, as well as educational partner feedback.

Strengths:

- Graduation rates increased by 11.4% from 2024 to 2025, and one-year graduation rates improved across multiple student groups.
- Dropout rates decreased significantly from 11% in 2023 to 4.1% in 2025, indicating improved student retention.
- College and Career Indicator (CCI) outcomes improved, moving from Red to Yellow, with increased participation in college and career readiness activities.
- Local academic measures, including Reading and Math GLE, showed consistent growth across grade levels.
- Core course credit completion and Monthly Student Progression (MSP) improved, indicating increased student engagement and course completion.

Challenges:

- Math achievement remains a significant area of concern, with a majority of students scoring "Standard Not Met" and overall performance remaining in the "Very Low" range on the California Dashboard.
- ELA performance declined across student groups, with Long-Term English Learners (LTEL), English Learners (EL), and Students with Disabilities experiencing the most significant decreases.
- Chronic absenteeism remains high, limiting consistent access to instruction and impacting academic outcomes.
- Disparities persist among student subgroups, particularly for EL, LTEL, Foster Youth, and Homeless students in graduation rates and college and career readiness outcomes.
- While participation in college and career pathways has increased, completion rates remain low, especially for high-need student groups.

Trends Identified:

- A consistent trend across the data shows that student engagement and completion metrics (credit attainment, MSP, graduation rates) are improving over time.
- However, academic achievement on state assessments (SBAC Math and ELA) has not improved at the same rate, indicating a gap between course completion and mastery of grade-level standards.
- Local assessment data (GLE and Lexile) shows growth, suggesting that students are making progress academically, but this growth is not yet translating to proficiency on state assessments.
- Subgroup performance trends indicate that targeted supports are needed to address persistent equity gaps.

Data Utilized to conduct our Comprehensive Needs Assessment

OFY-Acton collected and analyzed the following data sources:

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

- California Dashboard performance data (2023-2025)
 - Suspension Rates

- Combined Four- and Five-Year Graduation Rate
- Chronic Absenteeism Indicator
- College/Career Levels and Measures Report
- College/Career Levels & Measures Report: How Students Met Prepared
- College/Career Levels & Measures Report: How Students Met Approaching Prepared
- College & Career Data
 - College and Career Guide - Participation
 - College and Career Guide - Completion
- Cohort Outcomes
 - Student Dropout Rate
 - Alternative School Status One-Year Grad Rate
- CAASPP data
 - SBAC Math Results
 - SBAC Math Results | Avg. Scaled Score
 - CAST Results | Avg. Scaled Score
 - CAST Results
- Local Priorities Data
 - Lexile Performance
 - Reading GLE Performance
 - Math GLE Performance
 - 2023 - 2025 Credit Attainment (5+ Units)
 - 2023 - 2025 Monthly Student Progression (MSP)
 - Core Course Credit Completion
- Fall 2025 Dashboard Report
- Tableau
- EL Reclassification Data
- Stakeholder Surveys
- Star Renaissance Data
- Student and Family Participation Rates in Events Data

Resource Inequities to be addressed:

As part of the resource inequity review, the OFY-Acton leadership team identified several areas requiring attention based on analysis of data and educational partner feedback. The following action steps will be put in place for the 2026–2027 school year to address these inequities:

Academic Intervention and Instructional Alignment:

Strengthen consistency in student placement into Math and ELA supports.

Improve alignment between SGI, DI, and Independent Study instructional settings.

Increase monitoring of student progress to ensure students are effectively accessing and benefiting from available supports.

Student Engagement, Connection, and Belonging:

Increase student participation in existing engagement opportunities, including SGI, extracurricular activities, and school events.
Improve scheduling and access to support participation across student groups.
Expand opportunities for peer collaboration to improve student connection and belonging.

College and Career Readiness Supports:

Increase consistency in the implementation of college and career readiness supports.
Increase the frequency of goal-setting and postsecondary planning conversations.
Ensure students are actively engaging in and completing college and career readiness activities.

Online Safety and Student Focus:

Implement strategies to address online safety and social media impacts on student focus and behavior.
Increase awareness for students, staff, and families regarding responsible technology use.

Parent Academic Engagement:

Increase parent participation in school events and surveys.
Improve communication systems to better engage families in the school community.

Student Orientation and Onboarding:

Standardize orientation processes across sites.
Improve communication of program expectations to increase student preparedness and engagement.

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

Middle School Student Support:

Goal 1: Academic Achievement

- Action 6 - ELA & Math Intervention Services
- Action 7 - Professional Development
- Action 8 - Broad Course of Study
- Action 11 - Academic Intervention Specialist (Title 1)
- Action 12 - Tutoring Services (Title 1)
- Action 15 - Targeted Student Support and Learning Recovery (LREBG)
- Action 17 - Targeted Math and ELA Intervention (Title 1)

Goal 3: Safe, Inclusive, and Connected Learning Environment

- Action 2 - Sports, Student Council, and Student Experiences
- Action 8 - Student Initiatives - Academic Wellness Supports and Resources (Title I)
- Action 11 - Targeted Social and Emotional Well-Being (LREBG)

AP Offerings:

Goal 2: Achievement and Engagement in College and Career Preparation

- Action 1- Post-Secondary Planning
- Action 2 - Post-Secondary Opportunities

- Action 3 - Post-Secondary Field Trips/Opportunities
- Action 4 - Post Secondary Activities/Events
- Action 5 - Staff Development

Parent Academic Engagement:

- Goal 3: Safe, Inclusive, and Connected Learning Environment
 - Action 1 - School Climate Survey (Title 1)
 - Action 5 - Parent and Family Engagement (Title 1)

Physical Space:

- Goal 2: Achievement and Engagement in College and Career Preparation
 - Action 3 - Post-Secondary Field Trips/Opportunities
 - Action 4 - Post Secondary Activities/Events
- Goal 3: Safe, Inclusive, and Connected Learning Environment
 - Action 1 - School Climate Survey (Title 1)

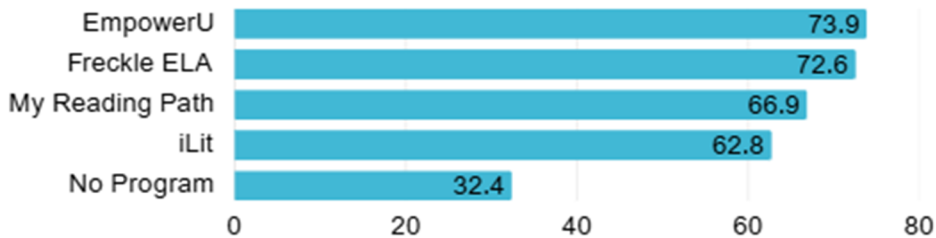
Evidence-based interventions

Due to the on-going progress of our 25/26 CSI plan and student outcomes with our evidence-based interventions which were selected based on educational partner feedback and collaboration, we will be continuing with the following EBIs into the 26/27 school year: Exact Path, ERWC, iLit, tutoring, Empower U, and Freckle. OFY-Acton has decided to remove Achieve 3000 from our list of EBIs because it was not utilized very much in the 24/25 school year as it was in previous years because of the implementation and success of iLit. The School Leadership Team has reviewed the data, confirming the effectiveness of the above mentioned interventions as evident in the infographic below. These evidence-based interventions have been instrumental in improving identified performance indicators from the CA Dashboard. The positive outcomes and progress noted in student performance indicators affirm the effectiveness of these interventions in addressing our identified needs, supporting their continued implementation.

Change in RenStar from First to Second Test:

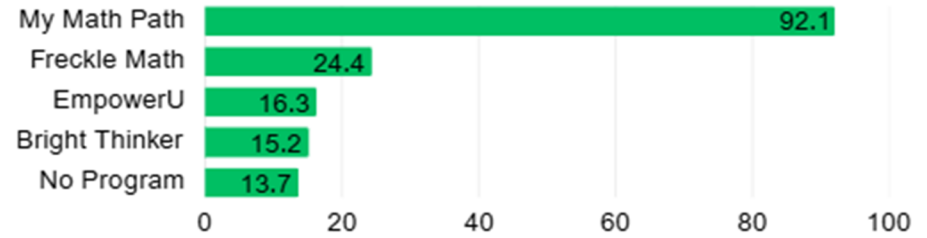
Reading RenStar Score Changes

● Avg Change in Scaled Score



Math RenStar Score Changes

● Avg Change in Scaled Score



Exact Path

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

Expository Reading & Writing Course (ERWC)

ERWC is a tier 2 intervention; the program is designed for 12th graders to prepare them for entering a California State University. 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.

Freckle

Freckle is a Tier 2 and Tier 3 ESSA-aligned intervention, provides adaptive, standards-based practice in both mathematics and English Language Arts. Students receive personalized learning paths based on Renaissance Star assessment data, allowing them to build skills at their own level. Freckle adjusts in real time to student performance and is used in small group or one-on-one academic appointments with teacher or tutor support. Staff are trained to implement Freckle effectively and use student progress data to inform instruction. This targeted intervention supports student growth and helps close learning gaps through individualized, data-driven practice.

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: <https://savvas-sc-content-hub-cdn.azureedge.net/api/public/content/ResPri581F0716JW3-iLit-ESSA-Level-3?v=6c1909ae>

Freckle: <https://www.renaissance.com/2024/06/05/new-research-studies-validate-freckles-positive-impact-on-student-math-and-ela-performance/>

Math: <https://research.renaissance.com/research/620>

ELA: <https://research.renaissance.com/research/636>

Comprehensive Needs Assessment (CNA) Educational Partner Engagement

Educational Partners Engaged in our Comprehensive Needs Assessment:

- Staff: OFY-Acton provided staff with an opportunity to engage in a data dive on January 16, 2026. During the data dive, staff reviewed schoolwide performance data, identified strengths and weaknesses in the program, and discussed areas of focus based on the data. Staff were divided into smaller groups to complete the data dive process and then proceeded with the development of a root cause analysis to better understand the factors contributing to student outcomes.
- Parents and Students: our DELAC and PAC committees have engaged in a couple of data overviews where they have collaborated with leadership to develop areas of focus for the program.
- Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations): met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

Parent Advisory Committee Process:

The Parent Advisory Committee (PAC) at OFY-Acton includes various educational partners such as parents, teachers, administration, and students. The committee was established to enhance Educational Partner Engagement and gather input for school improvement. Parent members were appointed during the first PAC meeting of the school year on August 12, 2025, with additional partners joining throughout the year, provided the committee met the composition requirements outlined in Article III, Section 1.

Throughout the school year, the PAC held meetings on August 12, 2025; October 30, 2025; March 13, 2026; and April 28, 2026. The committee was composed of parents, one principal, and students. These meetings involved parents, students, teachers, staff, and administrators in discussions about the LCAP/SPSA/CSI. They reviewed and updated the LCAP/SPSA/CSI, monitored progress, evaluated goals outlined in the Comprehensive Support and Improvement (CSI) plan, and helped decide how to allocate Title funds for school improvement. Additionally, PAC members received training on the legal requirements for the committee and Title funds.

During PAC meetings throughout the school year, members were provided with LCAP/SPSA/CSI progress updates, which included discussion about current data, implementation practices, and allocation of funds to support students in reaching each goal outlined in the plan. The PAC also reviewed and shared feedback on the 2026–2027 Parent and Family Engagement Policy and the 2026–2027 School-Parent Compact before they were presented to the OFY-Acton Board for approval.

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 (OFY Acton) is committed to ongoing monitoring and evaluation of its Comprehensive Support and Improvement (CSI) plan to ensure that strategies are effectively improving student outcomes. The charter uses a structured cycle of data collection, analysis, and collaboration with educational partners to assess progress and make adjustments to support and resources when needed.

Tracking Implementation and Progress

OFY Acton monitors the implementation of the CSI plan through regular progress checks using both state and internal data sources. Key measures include performance in areas identified as low or very low on the California School Dashboard, including graduation rate, college and career readiness, and academic performance in English Language Arts (ELA) and mathematics.

To track progress, the charter analyzes data from multiple sources, including:

- State data sources: California School Dashboard, CAASPP, ELPAC, and other state assessments
- Internal data sources: Renaissance Star benchmark assessments, course completion data, and internal student progress monitoring tools

Data is reviewed monthly by school leadership and instructional staff, with quarterly progress reviews conducted to evaluate trends in student performance and the implementation of CSI strategies.

Evaluating Effectiveness of Interventions

The effectiveness of CSI interventions is evaluated through ongoing analysis of student performance data and program implementation. Staff review student outcomes to determine whether interventions—such as credit recovery, academic intervention programs, and college and career readiness initiatives—are improving outcomes for identified student groups.

These findings are shared during quarterly leadership meetings and educational partner engagement opportunities, including meetings with instructional staff and the Parent Advisory Committee (PAC). These reviews allow the school to assess which strategies are working and where additional support may be needed.

Educational Partner Engagement

Educational partners play an important role in monitoring CSI progress. Data related to graduation rates, academic performance, and student support is shared during PAC meetings and other engagement events, where families and community members can review progress and provide feedback.

In addition, the annual Comprehensive Needs Assessment (CNA) is used to examine achievement gaps and identify areas where additional support or program adjustments may be needed. Findings from the CNA inform updates to the CSI plan, Local Control and Accountability Plan (LCAP), and School Plan for Student Achievement (SPSA).

Continuous Improvement and Adjustments

Based on ongoing data analysis and educational partner feedback, OFY Acton will refine CSI strategies to better support student success.

Current improvement priorities include:

- Expanding credit recovery and individualized graduation plans for students at risk of not graduating
- Strengthening college and career readiness opportunities, including career pathways and workforce partnerships
- Increasing targeted literacy interventions for student groups experiencing declines in ELA performance
- Expanding math interventions, including small-group instruction and personalized tutoring, to address persistent learning gaps
- Enhancing graduation monitoring and support systems for Foster Youth, Socioeconomically Disadvantaged students, and other identified student groups

Through consistent monitoring, collaboration with educational partners, and data-informed adjustments, OFY Acton will continue refining its CSI strategies to improve academic outcomes, increase graduation rates, and support students in achieving postsecondary success.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Staff (teachers, principals, administrators, other school personnel)</p>	<p>OFY-Acton staff have participated in a number of ways to support the development of the LCAP, including In-Service meetings, bi-weekly center meetings, weekly leadership meetings, department meetings, staff surveys, and the Comprehensive Needs Assessment. During meetings, school leadership provided updates on progress toward metrics and developed plans to ensure the implementation of all actions. Staff had the opportunity to voice concerns and contribute to the continuous improvement of their day-to-day work with students.</p> <p>All staff meetings were held on: August 8, 2025; September 12, 2025; November 7, 2025; January 29, 2026; January 30, 2026; and May 1, 2026.</p>
<p>Students</p>	<p>OFY-Acton provided students with multiple opportunities to engage in the LCAP development process. Students were invited to participate in the Parent Advisory Committee (PAC) meetings, where they learned about school plans, goals, and progress and provided input through discussion and feedback. Students actively engaged in these meetings by sharing comments and perspectives to inform school decision-making.</p> <p>Students participated in PAC meetings held on August 12, 2025; October 30, 2025; March 13, 2026; and April 28, 2026.</p> <p>In addition, students contributed input through student leadership opportunities, including student council/ASB, where they engaged in school projects and provided feedback on school programs and initiatives. Students also participated in surveys administered at least twice annually, including the LCAP/Big 5 survey and the School Climate survey. Feedback collected from these engagement opportunities was reviewed and considered in the development of LCAP goals, actions, and services to support improved student outcomes.</p>
<p>Parents/Guardians</p>	<p>OFY-Acton provided parents/guardians with multiple opportunities to engage in the LCAP development process throughout the year. Families were invited to attend school events such as Back to School Night, Fall events, and Open House, where they learned about school programs, student opportunities, and progress toward school goals. These events also provided opportunities for parents/guardians to share feedback through surveys and direct communication with staff.</p> <p>School events were held on October 9, 2025, and October 23, 2025.</p> <p>In addition, parents/guardians were invited to participate in Parent Advisory Committee (PAC) meetings held on August 12, 2025; October 30, 2025; March 13, 2026; and April 28, 2026, where they provided input on school plans, goals, and progress.</p> <p>Parents/guardians also participated in parent-teacher conferences, which were scheduled at least twice annually. During these conferences, families met with their child's independent study teacher to review academic progress, discuss goals, and identify supports needed for student success. Feedback gathered during these conferences provided valuable insight into how the school can better support students academically and address social-emotional needs through targeted resources and services.</p> <p>Input collected from these engagement opportunities was reviewed and considered in the development of LCAP goals, actions, and services to support improved student outcomes.</p>

Governing Board	<p>The Options For Youth–Acton Board met regularly throughout the school year to review and discuss key aspects of the school’s operations. These meetings included updates on charter implementation, progress monitoring toward school goals, and financial oversight, including grant planning and expenditures. The Board also reviewed progress related to the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and Comprehensive Support and Improvement (CSI) efforts.</p> <p>OFY-Acton Board meetings were held on September 17, 2025; November 19, 2025; January 21, 2026; March 30, 2026; May 19, 2026; and June 29, 2026.</p>
PAC and DELAC	<p>OFY-Acton engaged parents/guardians, students, and staff through Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) meetings held throughout the year. These meetings provided opportunities for the school to share information regarding LCAP goals, actions, and progress toward meeting identified metrics. DELAC meetings included a focused review of supports and services for English Learners (EL) and Long-Term English Learners (LTEL).</p> <p>PAC meetings were held on August 12, 2025; October 30, 2025; March 13, 2026; and April 28, 2026. DELAC meetings were held on September 26, 2025; January 23, 2026; March 27, 2026; and May 9, 2026.</p> <p>During these meetings, participants were provided opportunities to give input on school initiatives, student supports, and progress toward LCAP goals. Feedback from PAC members indicated appreciation for improvements in College and Career Indicator (CCI) outcomes, increased dual enrollment opportunities, and growth in the graduation rate.</p> <p>DELAC feedback, gathered through meetings and survey responses, highlighted several key themes. Participants expressed appreciation for the academic support provided to students, particularly English Learners, and recognized continued improvements in programs and services over time. Families also noted the value of extracurricular opportunities and resources supporting college and career readiness.</p> <p>Suggestions for improvement included increasing opportunities for students to practice and use their second language in real-world contexts, expanding EL-specific goals and supports, providing additional academic resources such as reading support and practice assessments, and maintaining a focus on school safety. Some feedback also indicated interest in continued participation in DELAC meetings and satisfaction with the overall direction of the program.</p> <p>Input collected from PAC and DELAC meetings and surveys was reviewed and considered in the development and refinement of LCAP goals, actions, and services to better support student academic achievement, social-emotional well-being, and postsecondary readiness.</p>

SELPA	<p>On April 21, 2026, OFY-Acton met with the Special Education Local Plan Area (SELPA) to collaborate on the development of the 2026–2027 LCAP. During this consultation, the school provided updates on progress toward LCAP goals and metrics related to Students with Disabilities (SWDs), including ongoing areas of need such as chronic absenteeism, academic performance in ELA and mathematics, graduation rate, and College and Career Indicator (CCI).</p> <p>The school and SELPA discussed strategies to improve student outcomes, including adjustments to assessment practices such as administering the Renaissance Star (RenStar) assessments over multiple days and ensuring testing accommodations are consistently implemented with support from Special Education staff. Additional strategies to address chronic absenteeism were reviewed, including transportation supports such as the “Hop, Skip, Ride” initiative to improve student attendance in a highly transient population.</p> <p>Intervention support for SWDs was also a focus of the consultation. The school shared current and planned academic interventions, including the use of Freckle, small group instruction (SGI), tutoring, and the pilot of Acellus curriculum to address learning gaps. The school also identified a need for increased staff capacity and comfort with intervention programs and plans to require student participation in targeted supports such as SGI, tutoring, Freckle, or Acellus. The addition of Academic Intervention Specialists with a focus on mathematics was also discussed as a strategy to improve outcomes.</p> <p>The SELPA provided input on the use of professional development and resources to support SWDs, including the allocation of funds toward staff positions, such as Lead Special Education Specialists, and access to conferences and training opportunities.</p> <p>The SELPA and school also discussed alignment between LCAP goals and ongoing improvement efforts for SWDs, including targeted interventions to improve SBAC mathematics performance. OFY-Acton confirmed continued alignment between LCAP actions and the school’s Compliance and Improvement Monitoring (CIM) plan to address areas of identified need.</p> <p>Input from the SELPA consultation was considered in the development and refinement of LCAP goals, actions, and services to better support Students with Disabilities in achieving improved academic outcomes, increased attendance, and enhanced college and career readiness.</p>
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Insert or delete rows, as necessary.

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

Options for Youth – Acton remains committed to meaningful engagement with students, parents, staff, and community partners to ensure the Local Control and Accountability Plan (LCAP) reflects the needs and priorities of the school community. During the development of the 2026-27 LCAP, feedback was gathered through multiple engagement opportunities, including:

- LCAP and School Climate Surveys
- Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) meetings
- Parent-teacher conferences and community engagement events
- Staff collaboration and professional learning sessions

- Consultation with the Special Education Local Plan Area (SELPA)

Input collected through these engagement activities helped confirm the continued need for the existing LCAP goals and informed decisions to maintain and refine several actions and services supporting student engagement, academic progress, and wellness.

Strengthening Student Connection and School Community

Educational partners emphasized the importance of strengthening student belonging and engagement opportunities. Survey results indicated that approximately 67% of students reported feeling part of the school community, suggesting progress but also highlighting the need to continue expanding opportunities for students to connect with peers and staff.

Based on this feedback, OFY Acton prioritized maintaining and expanding actions that promote student engagement and school connectedness. These actions include:

- Goal 2, Action 2 – Post-Secondary Opportunities, which expands access to career exploration, vocational training, and internship opportunities.
- Goal 2, Action 3 – Post-Secondary Field Trips/Opportunities, which increases student exposure to career pathways through hands-on learning experiences.
- Goal 3, Action 2 – Sports, Student Council, and Student Experiences, which supports extracurricular activities, leadership opportunities, and student-led programs to strengthen school community.
- Goal 3, Action 8 – Wellness Supports and Resources (Title I) and Goal 3, Action 10 – Social and Emotional Well-Being (LREBG), which expand mental health workshops, peer supports, and social-emotional learning resources.

Maintaining these actions reflects educational partner feedback that student connection, engagement opportunities, and wellness supports remain essential for improving student outcomes.

Supporting Academic Progress and College & Career Readiness

Educational partners also emphasized the importance of academic intervention and post-secondary preparation. Feedback from staff and families, along with review of local data and the California School Dashboard, highlighted continued needs in graduation rates, college and career readiness, and academic performance.

In response, OFY Acton maintained several actions designed to support academic achievement and readiness for post-secondary success, including:

- Goal 1, Action 6 – ELA and Math Intervention Services, which provides tutoring, small-group instruction, and targeted academic supports for students performing below grade level.
- Goal 1, Action 15 – Student Support and Learning Recovery (LREBG) and Goal 1, Action 16 – Targeted Math and ELA Intervention (Title I), which provide evidence-based academic interventions and additional instructional support.
- Goal 2, Action 1 – Post-Secondary Planning, which supports individualized student planning in career, college, and vocational pathways.
- Goal 2, Action 2 – Post-Secondary Opportunities, which expands access to career pathways and workforce experiences.

Educational partner feedback reinforced the need to prioritize these actions and maintain related expenditures to support improved graduation outcomes, academic progress, and college and career readiness.

Equity and Wellness Supports

Educational partners highlighted the importance of continuing services that support the whole student, particularly for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities. Feedback from families and staff emphasized the value of programs that address student wellness, engagement, and access to enrichment opportunities.

As a result, OFY Acton prioritized maintaining actions that support student wellness and engagement, including:

- Goal 3, Action 2 – Sports, Student Council, and Student Experiences
- Goal 3, Action 7 – Arts Program (Title I)
- Goal 3, Action 8 – Academic Wellness Supports and Resources (Title I)
- Goal 3, Action 10 – Social and Emotional Well-Being (LREBG)

These actions reflect educational partner priorities to continue investing in programs that support student well-being, increase engagement, and improve overall school climate.

SELPA Consultation

Consultation with the SELPA informed the decision to maintain the SBAC mathematics metric for Students with Disabilities (SWDs) in Goal 1, Metric 1. During consultation, alignment between the LCAP and the school's Compliance and Improvement Monitoring (CIM) Plan was reviewed. The CIM Plan prioritizes improving SBAC math outcomes for SWDs, and this feedback reinforced the importance of maintaining targeted math interventions for this student group.

According to the most recent SBAC results, 91.57% of SWDs scored in the "Standard Not Met" range, representing a 2.89 percentage point improvement from the previous year. Based on this data and SELPA input, OFY-Acton will continue implementing intensive, data-driven math supports and interventions to accelerate progress for SWDs.

During the most recent SELPA consultation on April 21, 2026, additional strategies were discussed to further support SWDs. These included strengthening implementation of assessment accommodations, expanding the use of targeted intervention supports such as small group instruction, tutoring, and supplemental curriculum, and increasing access to specialized staff, including Academic Intervention Specialists with a focus on mathematics. Attendance was also identified as a contributing factor to academic outcomes, and strategies to address chronic absenteeism were reviewed.

Input from this consultation further informed the decision to refine and expand math-focused interventions and supports within the LCAP to improve outcomes for SWDs.

Ongoing Engagement

Educational partner engagement will continue throughout implementation of the LCAP. OFY Acton will maintain:

- Quarterly PAC and DELAC meetings to review progress and gather feedback on LCAP implementation

- Annual surveys to collect input from students, families, and staff
- Ongoing student and family engagement events to strengthen communication and collaboration

These engagement structures ensure that educational partner input continues to inform program improvements, resource allocation, and the ongoing refinement of LCAP goals and actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	The charter will promote academic achievement and equity for every student. We will deploy evidence-based interventions and customized instruction, emphasizing teaching methods aligned with standards. This approach will elevate student performance, fostering growth on ELA and Math indicators, with special attention provided to our diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students)	Focus

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards
- Priority 4: Student Achievement
- Priority 7: Course Access
- Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

OFY-Acton continues this goal in Year 3 of the LCAP to address persistent academic disparities and improve student outcomes, particularly for student groups identified for Direct Technical Assistance (DTA) based on the California School Dashboard. As reflected in the data above, multiple student groups, including English Learners (EL), Long-Term English Learners (LTEL), Hispanic, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWDs), and White students, continue to perform below state standards in English Language Arts (ELA) and Mathematics, with declining trends across several groups.

While the LEA has made measurable progress in College and Career Readiness (CCI) and Graduation Rate indicators, these gains have not yet translated into improved academic performance in ELA and Mathematics. This divergence in outcomes highlights the need for continued and more targeted academic intervention.

This goal reflects the LEA’s ongoing commitment to addressing these disparities through a focused and systemic approach, including differentiated instruction, targeted academic supports, and evidence-based interventions aligned to the expectations of the Direct Technical Assistance process. Continued implementation and refinement of these actions are necessary to accelerate student achievement and close persistent performance gaps.

Key Data Driving This Goal
English Language Arts (ELA) Performance
 All Students: 39 points below standard, declining 15 points.
 English Learners: 85.5 points below standard, declining 6.7 points.

Long-Term English Learners: 103.4 points below standard, declining 21.6 points.
Hispanic Students: 33.4 points below standard and maintained with a slight change of -2.6 points.
Socioeconomically Disadvantaged Students: 42 points below standard, declining 11.2 points.
Students with Disabilities: 97.3 points below standard, declining 31.9 points.
White Students: 42 points below standard, declining 55.5 points, indicating a continued need for literacy interventions.

These results indicate that although targeted supports are in place, many student groups remain significantly below the state standard in ELA and require sustained intervention and instructional support.

Mathematics Performance

All Students: 156.4 points below standard, declining 13.2 points.
English Learners: 197.7 points below standard, declining 20.4 points.
Hispanic Students: 155.4 points below standard, declining 6.7 points.
Long-Term English Learners: 209 points below standard, declining 11.9 points.
Socioeconomically Disadvantaged Students: 156.7 points below standard, declining 8.7 points.
Students with Disabilities: 194.1 points below standard, declining 8.7 points.
White Students: 165 points below standard, declining 46.5 points.

Mathematics remains an area of significant need across all student groups, demonstrating the importance of continued targeted intervention, differentiated instruction, and ongoing progress monitoring.

College & Career Readiness (CCI)

All Students: Increased to 13.8% prepared, up 5.7% from the previous year.
African American Students: Increased to 8.8% prepared, up 6.9%.
English Learners: Increased to 6.6% prepared, up 2.1%.
Hispanic Students: Increased to 13.3% prepared, up 5.1%.
Homeless Students: Increased to 6.5% prepared, up 2.4%.
Long-Term English Learners: Increased to 8% prepared, up 3.1%.
Socioeconomically Disadvantaged Students: Increased to 12.9% prepared, up 4.9%.
Students with Disabilities: Increased to 6.7% prepared, up 5.4%.
White Students: Increased significantly to 20.7% prepared, up 13%.

These improvements demonstrate positive progress in college and career readiness outcomes, though continued expansion of postsecondary opportunities and academic support remains necessary to further increase preparedness rates.

Graduation Rates

All Students: Increased to 47.4%, an improvement of 11.4%.
African American Students: Increased significantly to 50.8%, up 20.1%.
English Learners: Increased to 40.1%, up 9.5%.
Hispanic Students: Increased to 47.4%, up 10.8%.

Homeless Students: Increased to 38.9%, up 8.1%.
Long-Term English Learners: Increased to 40.9%, up 11%.
Socioeconomically Disadvantaged Students: Increased to 46%, up 10.2%.
Students with Disabilities: Increased to 44.9%, up 10.1%.
White Students: Increased significantly to 48.1%, up 19.1%.

While graduation rates improved across nearly all student groups, the overall rate remains below the state average, highlighting the continued need for intensive academic support, credit recovery opportunities, and individualized graduation planning.

How This Goal Will Be Achieved

To address these disparities, OFY-Acton will continue implementing targeted, evidence-based interventions focused on equity, academic support, and instructional improvement.

1. Supporting English Learners & Long-Term English Learners

- Targeted ELD and LTEL interventions designed to strengthen language acquisition and academic achievement.
- Professional development for teachers to implement culturally responsive and research-based instructional strategies.

2. Improving ELA & Math Achievement

- ELA and Math intervention services for students performing below grade level.
- Professional development to strengthen instructional practices in literacy and mathematics.
- Benchmark assessments through Renaissance Star to monitor student progress and guide instructional decisions.
- Tutoring services and literacy workshops funded through Title I.

3. Strengthening College & Career Readiness

- Expanded access to post-secondary opportunities, including dual enrollment, internships, and career pathway experiences.
- Academic Intervention Specialists providing personalized academic planning and graduation support.

4. Enhancing Instructional Support & Equity

- Recruiting and retaining highly qualified staff, including ELD specialists and intervention teachers.
- Expanding educational technology resources to enhance instruction.
- Professional development focused on supporting Students with Disabilities and inclusive instructional practices.

Why This Goal Matters

OFY-Acton remains committed to closing persistent achievement gaps and ensuring all students have equitable access to the academic support, career pathways, and instructional resources necessary for success. As demonstrated in the data above, while progress has been made in Graduation Rates and College and Career Readiness, significant gaps in English Language Arts (ELA) and Mathematics achievement continue to impact multiple student groups.

Maintaining this goal is critical to ensuring that improvements in student outcomes are both sustained and expanded. Through continued implementation of targeted interventions, strengthened instructional practices, and ongoing progress monitoring, the LEA will address areas of greatest academic need while building on gains in postsecondary readiness and completion.

This continued focus on equity and data-driven improvement will support all students, particularly those identified for Direct Technical Assistance, in achieving academic success, graduating prepared, and successfully transitioning to postsecondary opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Math performance	<p>2023 CAASPP Data:</p> <p>EL: 96.55% SWD: 88.68% LTEL: 81.82%</p> <p>students tested into the “Standard not Met” achievement level on SBAC.</p>	<p>2024 CAASPP Data:</p> <p>EL: 100% SWD: 91.57% LTEL: 100%</p> <p>students tested into the “Standard not Met” achievement level on SBAC.</p>	<p>2025 CAASPP Data: 80.26%</p> <p>EL: 97.83% SWD: 95.69% LTEL: 100% Hispanic: 81.33% White: 75.76% FRMP: 80.80%</p> <p>2024 CAASPP Data:75.65% Hispanic: 76.74% White: 66.37% FRMP: 76.29%</p> <p>students tested into the “Standard not Met” achievement level on SBAC.</p>	Reduce the percentage of all student groups testing at “Standard Not Met” on Math SBAC by 5%.	<p>ELL: 1.28%↑ SWD:7.01%↑ LTEL:18.18%↑</p>

Metric# 2	ELA performance	<p>2023 CAASPP Data:</p> <p>EL: 58.33% SWD: 44.44% LTEL: 31.82%</p> <p>students tested into the “Standard not Met” achievement level on ELA SBAC</p>	<p>2024 CAASPP Data:</p> <p>EL: 60% SWD: 40.96% LTEL: 56%</p> <p>students tested into the “Standard not Met” achievement level on ELA SBAC</p>	<p>2025 CAASPP Data: 33.33%</p> <p>EL: 73.33% SWD: 58.24% LTEL: 64.29% Hispanic: 32.23% White: 31.82% FRMP: 34.44%</p> <p>2024 CAASPP Data: 27.26% Hispanic: 29.64% White: 14.81% FRMP: 29.04%</p> <p>students tested into the “Standard not Met” achievement level on ELA SBAC</p>	Reduce the percentage of all student groups testing at “Standard Not Met” on ELA SBAC by 5%.	<p>ELL: 37.23%↑ SWD: 43.47%↑ LTEL: 61.04%↑</p>
Metric# 3	The School aims to maintain ELPI progress.	Fall 2023 CA Dashboard: 64.7% of EL students are making progress toward ELA proficiency (an increase of 21.5%).	Fall 2024 CA Dashboard: 57% of EL students are making progress toward ELA proficiency	Fall 2025 CA Dashboard: 54.5% of EL students are making progress toward ELA proficiency	The charter aims to have ELPI progress maintained at the green or blue levels on the CA Dashboard.	10.2%↓

Metric# 4	The Charter aims to demonstrate student Math growth in order to increase/improve our Math SBAC performance indicator.	Spring 2024 Internal Data Average GLE Score growth: All: 0.9 ELL: 0.9 LTEL: 0.8 FRMP (Low-Income):0.9 Special Ed: 1 Foster Youth: 1.2 Homeless: 1 Middle School: 1.2	Spring 2025 Internal Data Average GLE Score growth: All: 1.4 ELL: 1.4 LTEL: 1.3 FRMP (Low-Income): 1.46 Special Ed: 1.3 Foster Youth: 0.8 Homeless: 1.1 Middle School: 1.1	Spring 2026 Internal Data Average GLE Score growth: All: 1.51 ELL: 1.31 LTEL: 1.13 FRMP (Low-Income): 1.4 Special Ed: 1.58 Foster Youth: 0.81 Homeless: 1.43 Middle School: 1.7	The charter strives to have all student groups demonstrate average Math GLE score growth of 1.0 across the 3-year LCAP cycle.	All: 0.61↑ ELL: 0.41↑ LTEL: 0.33↑ FRMP (Low-Income): 0.5↑ Special Ed: 0.58↑ Foster Youth: 0.39↓ Homeless: 1.43↑ Middle School: 0.5↑
Metric# 5	The Charter aims to demonstrate student ELA growth in order to increase/improve our ELA SBAC performance indicator.	Spring 2024 Internal Data Average GLE Score growth: All: 0.9 ELL: 1.0 LTEL: 1.0 FRMP (Low-Income): 0.9 Special Ed: 1.0 Foster Youth: 1.0 Homeless: 0.8 Middle School: 1.0	Spring 2025 Internal Data Average GLE Score growth: All: 1.3 ELL: 1.3 LTEL: 1.3 FRMP (Low-Income): 1.3 Special Ed: 1.3 Foster Youth: 1.2 Homeless: 1.1 Middle School: 0.8	Spring 2026 Internal Data Average GLE Score growth: All: 1.3 ELL: 1.5 LTEL: 1.5 FRMP (Low-Income): 1.3 Special Ed: 1.5 Foster Youth: 1.5 Homeless: 0.3 Middle School: 0.0	The charter strives to have all student groups demonstrate average ELA GLE score growth of 1.0 across the 3-year LCAP cycle.	Internal Data Average GLE Score growth: All: 0.4↑ ELL: 0.5↑ LTEL: 0.5 ↑ FRMP (Low-Income): 0.4↑ Special Ed: 0.5↑ Foster Youth: 0.5↑ Homeless: 0.5↓ Middle School: 0.2↓
Metric# 6	The Charter aims to maintain student progression for all students.	Spring 2024 Internal Data All: 85.8% ELL: 84.3% LTEL:83.7% FRMP (Low-Income): 84.4% SWDs: 84.2% Foster Youth: 76.7% Homeless: 76% Middle Schooler: 72.2%	Spring 2025 Internal Data All: 87.6% ELL: 85.8% LTEL:86.1% FRMP (Low-Income): 86% SWDs: 87% Foster Youth: 84.1% Homeless: 82.9% Middle Schooler: 80.9%	Spring 2026 Internal Data All: 88.7% ELL: 87.8% LTEL:87.9% FRMP (Low-Income): 88.8% SWDs: 89.6% Foster Youth: 79.7% Homeless: 82.5% Middle Schooler: 82.5%	The charter aims to maintain a progression rate of 85% across all students.	Internal Data All: 2.9% ↑ ELL: 3.5% ↑ LTEL: 4.2% ↑ FRMP: 4.4% ↑ SWDs: 5.4% ↑ FY: 3.0% ↑ Homeless: 6.5% ↑ Middle Schooler: 10.3% ↑

Metric# 7	Core Unit Completion	Spring 2024 Internal Data Core Course Completion: English: 8.35 Math: 7.15 Science: 6.35 Social Studies: 6.9	Spring 2025 Internal Data Core Course Completion: English: 8.0 Math: 7.1 Science: 6.7 Social Studies: 6.5	Spring 2026 Internal Data Core Course Completion: English: 8.5 Math: 7.5 Science: 6.5 Social Studies: 5.9	The charter strives for all students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units.	Internal Data Core Course Completion: English: 0.15↑ Math: 0.35↑ Science: 0.15↑ Social Studies: 1.00↓
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Metric# 8	Local Indicator - Priority 2: Implementation of State Standards	<p>Fall 2023 CA Dashboard: Priority 2: Implementation of State Standards Ratings:</p> <ol style="list-style-type: none"> Professional Development: 5- Full Implementation and Sustainability ratings for all academic standards Instructional Materials: 5- Full Implementation and Sustainability ratings for all academic standards. Policy & Program Support: 4- Full Implementation ratings for all academic standards. Implementation of Standards: 4- Full Implementation and 5- Full Implementation and Sustainability 	<p>Fall 2024 CA Dashboard: Priority 2: Implementation of State Standards Ratings:</p> <ol style="list-style-type: none"> Professional Development: 5- Full Implementation and Sustainability ratings for all academic standards Instructional Materials: 5- Full Implementation and Sustainability ratings for all academic standards. Policy & Program Support: 4- Full Implementation ratings for all academic standards. Implementation of Standards: 4- Full Implementation and 5- Full Implementation and Sustainability 	<p>Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.</p>	<p>Annually maintain Local Indicator - Priority 2 through the self-reflection process:</p> <ol style="list-style-type: none"> Professional Development: 5- Full Implementation and Sustainability ratings for all academic standards Instructional Materials: 5- Full Implementation and Sustainability ratings for all academic standards. Policy & Program Support: 4- Full Implementation ratings for all academic standards. Implementation of Standards: 4- Full Implementation and 5- Full Implementation and Sustainability ratings for all 	<p>Sections of the Local Control and Accountability Plan (LCAP) are currently under development in collaboration with the Leadership Team and our educational partners. Details will be shared as part of the comprehensive update scheduled for the June Board Meeting.</p>
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		ratings for all educational standards Engagement of School Leadership: 4- Full Implementation	ratings for all educational standards Engagement of School Leadership: 4- Full Implementation		educational standards Engagement of School Leadership: 4- Full Implementation	
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Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The actions within Goal 1 were implemented during the school year and contributed to progress toward the Year 3 outcomes identified in the LCAP.

The continued implementation of iLit as the designated ELD curriculum provided structured, standards-aligned language development instruction for English Learners. Through explicit instruction in academic vocabulary, reading comprehension, and structured language practice, students strengthened skills across listening, speaking, reading, and writing domains. ELD teachers provided designated ELD instruction at every school site through implementation of the adopted iLit curriculum and English courses that embedded language development strategies to support English Learners. Each site was staffed with a dedicated ELD teacher responsible for delivering targeted language instruction aligned to ELPAC proficiency levels.

For Long-Term English Learners, the school implemented an Academic Language Development curriculum designed to address language gaps and support students in meeting reclassification criteria. This targeted support focused on advanced academic vocabulary, writing development, and structured language practice to accelerate language acquisition and academic achievement.

Professional development was provided to all staff on English Learner requirements, instructional strategies, progress monitoring expectations, and reclassification criteria. These trainings focused on meeting the academic and linguistic needs of English Learners, understanding compliance requirements, and using student data to inform instruction.

Challenges remained in supporting a growing English Learner population. During 2025, English Learner performance levels on the California Dashboard declined by 6.7 points, while Long-Term English Learner performance declined by 21.6 points. At the same time, the school experienced increased enrollment of English Learners, which contributed to changes in the student population reflected in Dashboard outcomes. The LEA will continue refining supports and monitoring student progress to address these performance gaps.

Title I and Title II-funded actions also supported progress toward Goal 1 outcomes. Academic Intervention Specialists provided targeted intervention services for students performing below grade level, using RenStar benchmark data to identify areas of need and deliver

individualized and small-group instruction. Freckle supported differentiated standards-based practice in mathematics and English Language Arts, while Paper Tutoring expanded access to academic assistance beyond the school day through on-demand virtual tutoring. Additionally, the Wellness Counselor provided social-emotional and mental health supports, including wellness activities and referrals to community-based resources, helping address barriers to learning and student engagement.

Learning Recovery Emergency Block Grant (LREBG) actions were implemented to address unfinished learning and accelerate academic recovery. Café Nights and lunch sessions provided structured opportunities for students to receive academic support, complete assignments, and access teacher assistance. Additional evening classes expanded instructional time and supported credit recovery efforts. Tutoring services delivered targeted academic intervention aligned to grade-level standards, while Goalbook supported differentiated instruction and individualized learning plans. Math Intervention Specialists provided focused small-group instruction designed to address foundational skill gaps and accelerate mathematics achievement. Collectively, these strategies increased access to academic support, expanded learning opportunities, and supported learning recovery for students impacted by prior disruptions to instruction.

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 in LCAP

The LEA identified material differences between budgeted and estimated actual expenditures for several Goal 1 actions, including targeted ELD intervention, LTEL intervention, ELA and Math intervention services, broad course access, professional development, benchmark assessments, educational technology resources, and support for Students with Disabilities. All actions were implemented as planned during the 2025–26 school year; however, actual expenditures exceeded original budget projections.

The increase in expenditures was primarily due to the continued need for staffing, instructional resources, academic interventions, and student support services to address ongoing academic needs in English Language Arts and Mathematics. Based on 2025 California Dashboard results, ELA and Math remain areas of need, and the additional expenditures supported the LEA’s efforts to improve academic achievement and reduce achievement gaps among student groups.

Material Differences in SPSA (Title I and Title II)

All SPSA-funded actions within Goal 1, including Academic Intervention Specialist, Tutoring Services, Literary Workshops and Resources, Leadership Development, and Targeted Math and ELA Intervention, were implemented during the 2025–26 school year.

Academic Intervention Specialist and Tutoring Services expenditures are expected to align closely with budgeted amounts by year-end. However, estimated actual expenditures for Literary Workshops and Resources, Leadership Development, and Targeted Math and ELA Intervention exceeded original budget projections. These increases were attributable to expanded literacy supports, additional professional development opportunities, and enhanced intervention services designed to support students performing below grade level and accelerate academic growth.

Material Differences in Learning Recovery Emergency Block Grant (LREBG)

The LEA identified material differences for Goal 1 Action 15, Targeted Student Support and Learning Recovery, and Goal 1 Action 16, Targeted Instructional Planning. Both actions were fully implemented during the 2025–26 school year, with estimated actual expenditures exceeding budgeted amounts.

Expenditures for Targeted Student Support and Learning Recovery increased as a result of expanded learning recovery efforts, including Café Nights, lunch academic support sessions, evening classes, tutoring services, and Math Intervention Specialist support. Expenditures for Targeted Instructional Planning increased due to the continued use of Goalbook to support individualized instructional planning, standards-aligned goals, progress monitoring, and differentiated supports for students with identified academic needs.

These additional expenditures remained aligned with the intended purpose of the LREBG by addressing unfinished learning, supporting academic recovery, improving ELA and Mathematics outcomes, and increasing opportunities for students to remain on track toward graduation.

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

The actions outlined within Goal 1 were proven to be mostly effective based on the school's current data for Year 2 outcomes and growth from baseline data in the following areas: The actions related to intervention services, educational programs, professional development, benchmark assessments, and instructional supports have shown to contribute to positive growth in GLE across most student groups in both math and reading. In math, students demonstrated a GLE growth score of 1.51 this school year, which is an increase from the baseline score of 0.9. Most student groups met or exceeded the 1.0 GLE growth target in math, including English Learners, LTEL students, FRMP/Low-Income students, Students with Disabilities, Homeless students, and Middle School students. Foster Youth was the only student group that remained below the 1.0 target, with a GLE growth score of 0.81. In reading, students demonstrated a GLE growth score of 1.3 this school year, which is an increase from the baseline score of 0.9. Most student groups met or exceeded the 1.0 GLE growth target in reading, including English Learners, LTEL students, FRMP/Low-Income students, Students with Disabilities, and Foster Youth. Homeless students and Middle School students decreased in reading growth and will continue to require additional support. There is an opportunity to support these identified student groups in their math and reading performance, but a majority of students are showing growth in both areas, which could be attributed to the actions outlined in Goal 1 that focus on intervention, professional development, benchmark assessments, instructional planning, and instruction.

The actions related to English Learners, Long-Term English Learners, and Students with Disabilities have shown improvement in some local measures, but state assessment data continues to show a need for additional support. Under Metric 1, the 2025 CAASPP Math results show that ELs, SWDs, LTELs, Hispanic students, White students, and FRMP/Low-Income students continue to have high percentages of students performing in the “Standard Not Met” range. Under Metric 2, the 2025 CAASPP ELA results also show that ELs, SWDs, LTELs, Hispanic students, White students, and FRMP/Low-Income students continue to need targeted support in ELA. The school added these student groups to Metrics 1 and 2 to better align with student groups identified through DA/DTA and current Dashboard data. The school will continue to focus on these identified student groups to ensure they are receiving support in both math and reading and that staff are using tools from professional development, intervention programs, and benchmark data to enhance teaching and instructional practices.

LREBG

The LREBG-funded actions within Goal 1 were mostly effective in expanding access to academic support, additional instructional time, and individualized instructional planning. Goal 1 Action 15 - Targeted Student Support and Learning Recovery provided learning recovery

supports such as Café Nights, lunch academic support sessions, evening classes, tutoring, and Math Intervention Specialist support. Goal 1 Action 16 - Targeted Instructional Planning supported the use of Goalbook to help staff develop individualized instructional plans, standards-aligned goals, and differentiated supports for students with identified academic needs. These actions supported student growth in math and reading GLE; however, continued low performance on SBAC Math and ELA shows that these actions will need to continue to be refined and monitored to ensure students are consistently accessing intervention supports.

Title I & Title II

The Title I and Title II actions within Goal 1 were partially effective in supporting student academic growth. Academic Intervention Specialists, Tutoring Services, Literary Workshops & Resources, Leadership Development, and Targeted Math and ELA Intervention were implemented to support students performing below grade level. These actions contributed to positive local growth in math and reading, but state assessment data shows that many identified student groups continue to perform in the “Standard Not Met” range on SBAC Math and ELA. The school will continue to use Title I and Title II supports to provide targeted academic intervention, literacy support, leadership development, and evidence-based intervention programs, with a continued focus on students demonstrating the greatest academic need.

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

Based on reflection on 2025–26 implementation and current student outcome data, OFY-Acton will maintain Goal 1 for the coming year because academic achievement in English Language Arts and Mathematics remains an area of significant need. While local assessment data shows student growth in Math and ELA, California Dashboard and CAASPP data demonstrate that significant achievement gaps remain for multiple student groups, including English Learners, Long-Term English Learners, Hispanic students, Socioeconomically Disadvantaged/FRMP students, Students with Disabilities, and White students.

The primary change for the coming year is the refinement of Goal 1, Metric 1: Math Performance and Goal 1, Metric 2: ELA Performance to include additional student groups identified through the Direct Technical Assistance/Differentiated Assistance process and current Dashboard data. In addition to continuing to monitor English Learners, Students with Disabilities, and Long-Term English Learners, the metrics now include Hispanic, White, and FRMP/Low-Income students. This change ensures that the metrics more accurately reflect the student groups demonstrating the greatest need and allows the school to monitor progress for each identified group.

For Goal 1, Metric 1, the Year 2 outcome now reports Math SBAC “Standard Not Met” data for EL, SWD, LTEL, Hispanic, White, and FRMP students. For Goal 1, Metric 2, the Year 2 outcome now reports ELA SBAC “Standard Not Met” data for EL, SWD, LTEL, Hispanic, White, and FRMP students. The Year 3 targets have also been updated to reduce by 5 percentage points the proportion of students in these identified groups scoring “Standard Not Met” on the Math and ELA SBAC.

This change was made because the prior metrics did not fully capture all student groups currently demonstrating significant academic need. Adding these student groups strengthens alignment between the LCAP, Dashboard data, DTA/DA identification, and the school’s Comprehensive Needs Assessment findings.

The school will also continue refining intervention practices by strengthening the use of Renaissance Star data, improving student placement into Math and ELA supports, increasing monitoring of student participation in intervention, and ensuring that intervention supports are aligned

to grade-level standards and SBAC expectations. Professional development will continue to focus on differentiated instruction, English Learner support, LTEL support, inclusive practices for Students with Disabilities, and instructional strategies to support students performing below grade level.

LREBG

For the coming year, OFY-Acton will continue Goal 1, Action 15: Targeted Student Support and Learning Recovery (LREBG) and Goal 1, Action 16: Targeted Instructional Planning (LREBG) because student data continues to show a need for expanded academic intervention, additional instructional time, and individualized instructional planning.

In addition, OFY-Acton added Goal 1, Action 19: Access to Instructional Technology and Student Focus Supports (LREBG) for the 2026–27 school year. This action was added in response to Comprehensive Needs Assessment findings showing that, while student engagement and course completion have improved, gaps remain in consistent participation, academic achievement, and completion of graduation requirements. The action will provide Chromebooks to support equitable access to instruction and academic interventions, and it will include student focus supports such as Yondr pouches to reduce distractions, increase time on task, and improve student engagement during instructional time.

This new LREBG action aligns to Goal 1 because access to instructional technology and improved student focus are necessary conditions for students to complete coursework, access interventions, demonstrate mastery, and make progress in ELA, Mathematics, and course completion.

Title I & Title II

For the coming year, OFY-Acton will continue Title I and Title II actions aligned to Goal 1, including Goal 1, Action 11: Academic Intervention Specialist (Title I), Goal 1, Action 12: Tutoring Services (Title I), Goal 1, Action 13: Literary Workshops & Resources (Title I), Goal 1, Action 14: Leadership Development (Title II), and Goal 1, Action 17: Targeted Math and ELA Intervention (Title I).

These actions will continue because data shows that students performing below grade level require targeted academic intervention, tutoring, literacy support, and strengthened instructional leadership. Based on the continued gap between local growth data and SBAC outcomes, Title I and Title II implementation will be refined to strengthen intervention placement, increase student participation in supports, monitor progress more consistently, and ensure interventions are aligned to ELA and Math standards. Goal 1 Action 14 was updated from “Leadership Development – Admin Credential Tuition Reimbursement” to “Leadership Development” to streamline the action title and better reflect the broader purpose of strengthening leadership capacity. This was a title change only and did not represent a substantive change to the action.

The school will also ensure that Title-funded supports are aligned to the updated Goal 1 Metrics 1 and 2, which now include the student groups identified through DTA/DA and current Dashboard data: EL, SWD, LTEL, Hispanic, White, and FRMP/Low-Income students. This alignment will support more precise monitoring of whether Title-funded interventions are improving outcomes for the student groups with the greatest academic need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted ELD Intervention	Implement targeted English Language Development (ELD) intervention programs to support English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.	\$700,000	Yes
Action #2	EL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for English Learners. Provide training on language acquisition theories, culturally responsive teaching practices, and strategies for differentiating instruction for ELL students.	\$250,000	Yes
Action #3	LTEL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for Long-Term English Learners. Provide training on language acquisition theories, culturally responsive teaching practices, and strategies for differentiating instruction for Long-Term EL students.	\$250,000	Yes
Action #4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Allocate resources for recruiting and maintaining skilled individuals to assist with post-secondary planning and English Language Development efforts. Guarantee attractive compensation packages to draw and maintain professionals, and explore the possibility of introducing additional roles such as specialized support for English Learners, such as ELD Intervention Specialists or tutors.	\$320,000	Yes
Action #5	Targeted LTEL Intervention	Implement targeted English Language Development (ELD) intervention programs to support long-term English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.	\$750,000	Yes
Action #6	ELA & Math Intervention Services	Specialized intervention services, personnel, or programs, including EBI's, to support students struggling in ELA and Math to provide targeted assistance to improve their academic performance.	\$360,000	Yes
Action #7	Professional Development	Investing in professional development programs, workshops, professional learning communities for teachers to enhance their skills in delivering effective instructional strategies across all subjects, incorporating differentiated instruction, and utilizing research-based strategies to address student needs.	\$520,000	Yes
Action #8	Broad Course of Study	Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs.	\$3,500,000	Yes

Action #9	Educational Technology Resources	Procuring educational technology resources such as laptops, tablets, interactive whiteboards, educational software licenses, and online learning platforms to enhance classroom instruction and student engagement.	\$155,000	Yes
Action #10	Benchmark Assessments	Implementing benchmark assessments, such as Renaissance Star, to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.	\$45,000	Yes
Action #11	Academic Intervention Specialist (Title I)	The role of the Title I Academic Intervention Specialists is to provide targeted support and interventions for students falling below academic standards while tailoring strategies to meet individual needs.	\$135,500	No
Action #12	Tutoring Services (Title I)	To close the achievement gap and increase academic success, the LEA will implement tutoring services to provide additional support for students struggling to meet state academic standards.	\$35,000	No
Action #13	Literary Workshops & Resources (Title I)	To support students struggling with English literacy, the LEA will implement workshops and strategies to enhance literacy skills, along with providing resources and tools to promote reading	\$20,000	No
Action #14	Leadership Development - Admin Credential Tuition Reimbursement (Title II)	Enhance leadership development by offering tuition reimbursement for administrators pursuing credentials, fostering effective leadership in addressing academic challenges within the school environment.	\$50,000	No

Action #15	Targeted Student Support and Learning Recovery (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and closing the achievement gap of our students through additional instructional time and intervention support.</p> <p>Findings from the comprehensive needs assessment in SBAC results in both math and ELA, as well as educational partner feedback, demonstrate a need for additional academic support, including targeted intervention. In math, the max score of the scale score decreased by 207 points for 8th graders; 11th graders slightly increased by 25 points with notable room for growth. In ELA, there was a decrease in the minimum scale score of 76 points for 8th graders and a decrease in the maximum scale score of 52 points for 11th graders. While 72.2% of students and 80.2% parents believe the intervention, opportunities provided at the school are great, there is still room for growth to engage more students in intervention opportunities.</p> <p>Research shows that high-quality tutoring, provided by consistent well-trained tutors or educators once or twice a week in 30- to 60-minute sessions with small groups of 2 to 4 students at the school site, is effective in closing the achievement gap.</p> <p>Metrics to measure effectiveness: LCAP Goal 1 - Metrics 1, 2, 4, 5, 6, 7 & 8</p>	\$220,000	No
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Action #16	Targeted Instructional Planning (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on setting academic goals and closing the achievement gap of students with identified needs through a researched-based program, Goalbook.</p> <p>Findings from the CNA, as well as educational partner feedback, demonstrate a need for academic planning to better support students with identified needs. Based on SBAC math results, EL students scored 197.1 points below standard and SWDs scored 185.4 points below standard compared to all students who scored 143.2 points below standard. For ELA SBAC results, EL students scored 78.8 points below standard and SWDs scored 65.4 points below standard compared to all students who scored 24 points below standard. These data pieces demonstrate a need to focus on setting academic goals for these identified students.</p> <p>The charter will continue use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs and English Learners.</p> <p>Metrics to measure effectiveness: LCAP Goal 1 - Metrics 1, 2 3, 4, 5, 6, & 7</p>	\$17,850	No
Action #17	Targeted Math and ELA Intervention (Title 1)	The charter will include the implementation of evidence-based intervention programs aimed at supporting the academic growth of all students.	\$40,000	No
Action #18	SWD's Professional Development	Enhance professional development for staff working with students with disabilities (SWDs). Implement tailored training programs focusing on personalized instruction, technology integration, and fostering a student-centered environment. Provide specialized resources to empower staff in addressing the diverse needs of SWDs, ensuring impactful and inclusive education delivery	\$350,000	No

Action #19	Access to Instructional Technology and Student Focus Supports (LREBG)	<p>Based on findings from the Comprehensive Needs Assessment (CNA), while student engagement and course completion have improved, gaps remain in consistent participation, academic achievement, and completion of graduation requirements. The CNA also identified that students require increased support to stay engaged in learning and complete coursework in an independent study model.</p> <p>Access to Chromebooks is essential to ensure equitable participation in instruction, as students rely on digital platforms to complete assignments, access interventions (e.g., tutoring, academic programs), and demonstrate mastery of content. Without consistent access to technology, students are at risk of falling behind in coursework and delaying progress toward graduation.</p> <p>Additionally, educational partner feedback identified concerns related to student focus and the impact of personal device use on academic engagement. The implementation of Yondr pouches supports a structured learning environment by reducing distractions, increasing time on task, and improving student engagement during instructional time. Together, these supports address identified inequities related to access, engagement, and consistent participation in learning, which are critical to improving academic outcomes and graduation rates.</p> <p>Metrics to measure effectiveness:</p>	\$300,000	No
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Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	The charter aims to improve graduation rates and CCI scores for all students, including diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students). Our goal is to maintain and/or increase our one-year DASS graduation rate, expand access to college credit courses, CTE programs, and increase A-G completion. This aims to provide diverse post-secondary opportunities, foster experiential learning, and elevate overall graduation rates.	Focus

State Priorities addressed by this goal.

<p>Priority 2: Implementation of Academic Standards Priority 4: Student Achievement Priority 5: Student Engagement</p>
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An explanation of why the LEA has developed this goal.

OFY-Acton developed this goal in response to persistent challenges in graduation rates, A-G completion, and College & Career Indicator (CCI) performance, particularly among African American, English Learners (EL), Hispanic, Homeless, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWDs), and White students as identified in the most recent California School Dashboard results. While several student groups demonstrated improvement in both graduation and college and career readiness indicators, outcomes remain below desired levels, reinforcing the continued need for targeted interventions and expanded postsecondary preparation opportunities.

Key Data Driving This Goal

Graduation Rates

Graduation rates have improved across most student groups, though overall outcomes remain below state expectations.

All Students: 47.4% graduated, an increase of 11.4%.

African American Students: 50.8% graduated, an increase of 20.1%, reflecting notable progress.

English Learners: 40.1% graduated, an increase of 9.5%.

Hispanic Students: 47.4% graduated, an increase of 10.8%.

Homeless Students: 38.9% graduated, an increase of 8.1%, though rates remain significantly lower than desired.

Long-Term English Learners: 40.9% graduated, an increase of 11%.

Socioeconomically Disadvantaged Students: 46% graduated, an increase of 10.2%.

Students with Disabilities: 44.9% graduated, an increase of 10.1%.

White Students: 48.1% graduated, an increase of 19.1%.

While these improvements demonstrate positive momentum, graduation outcomes remain below the desired targets, highlighting the continued need for structured academic interventions, credit recovery opportunities, and individualized graduation planning.

College & Career Readiness (CCI)

College and career readiness outcomes have also shown improvement across several student groups, though the overall percentage of students considered prepared remains low.

All Students: 13.8% prepared, an increase of 5.7%.

African American Students: 8.8% prepared, an increase of 6.9%.

English Learners: 6.6% prepared, an increase of 2.1%.

Hispanic Students: 13.3% prepared, an increase of 5.1%.

Homeless Students: 6.5% prepared, an increase of 2.4%.

Long-Term English Learners: 8% prepared, an increase of 3.1%.

Socioeconomically Disadvantaged Students: 12.9% prepared, an increase of 4.9%.

Students with Disabilities: 6.7% prepared, an increase of 5.4%.

White Students: 20.7% prepared, an increase of 13%.

These results demonstrate progress in preparing students for postsecondary opportunities; however, the relatively low overall preparedness rate indicates a continued need to expand career exploration, college readiness activities, and academic supports.

A-G Completion & Postsecondary Preparedness

A-G completion rates continue to present a challenge for several student groups and remain an area of focus for improving college eligibility and postsecondary readiness.

Students with Disabilities: 5.1% A-G completion rate.

All Students: 18.7% A-G completion rate.

Participation in advanced coursework, including dual enrollment and Advanced Placement opportunities, remains limited and requires additional student outreach and awareness efforts.

Math core course completion has improved over recent years, increasing from 7.4 units in 2024-25 to 8 units in 2025-26, though additional progress is necessary to ensure students are meeting the academic requirements necessary for postsecondary success.

Dropout Prevention

Dropout rates among vulnerable student groups, particularly Homeless Youth and Foster Youth, continue to present challenges for the charter.

Homeless Students: 11.3% dropout rate.

Foster Youth: 5.9% dropout rate.

Although targeted supports and early intervention strategies have been implemented, continued monitoring and expanded dropout prevention efforts remain essential to ensure students remain engaged and on track for graduation.

How This Goal Will Be Achieved

To address these disparities, OFY-Acton will continue implementing a structured, data-driven plan designed to improve graduation outcomes, expand college and career readiness opportunities, and strengthen academic support systems.

Expanding Postsecondary Readiness & Career Pathways

- Postsecondary Planning and Field Trips: Providing students with exposure to college campuses, career fairs, guest speakers, and workforce exploration opportunities to increase awareness of postsecondary pathways.
- Dual Enrollment, AP, and CTE Pathways: Expanding access to advanced coursework and career-focused learning opportunities to improve A-G completion and College & Career Indicator performance.
- Postsecondary Activities and Student Supports: Providing resources and guidance to support students pursuing college credit courses, certifications, and career pathways.

Improving Graduation Rates & Credit Attainment

- Pathful Connect (Title I): Utilizing student engagement and tracking tools to identify students at risk of dropping out and provide targeted intervention.
- Credit Recovery and Graduation Planning: Offering individualized academic planning and credit recovery opportunities for students

who are credit deficient.

- Targeted Support for Foster Youth and Homeless Students: Implementing mentorship, re-engagement strategies, and personalized support services to reduce dropout rates.

Strengthening Staff Capacity to Support Postsecondary Success

- Staff Development on A-G and College Readiness: Providing ongoing training to ensure staff understand A-G requirements and can effectively guide students and families through the college preparation process.
- Leadership and Instructional Professional Development (Title II): Enhancing staff capacity to support underperforming student groups through evidence-based instructional practices and data-driven decision making.

Why This Goal Matters

OFY-Acton recognizes that graduation and postsecondary readiness are critical components of long-term student success. This goal ensures that all students—particularly those facing systemic barriers—receive the guidance, resources, and academic support necessary to graduate and pursue meaningful college and career opportunities.

By maintaining targeted interventions, expanding postsecondary pathways, and strengthening instructional support systems, the charter will continue working to close opportunity gaps and ensure all students are prepared for life beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Increase the percentage of students meeting A-G requirements, allowing for expanded post-secondary opportunities. (graduating A-G)	Internal A-G data tracking 2023-2024 All - 5.5% African American - 3.7% Hispanic - 4.3% White - 7.3% EL - 0% Homeless - 5.3% SED - 4.9% SWD - 0%	Spring 2025 Internal Data : All - 14.3% African American - 10.6% Hispanic - 12.5% White - 19.3% EL - 8.8% Homeless - 5.4% SED - 14.6% SWD - 11.6%	Spring 2026 Internal Data : All - 18.7% African American - 19.2% Hispanic - 17.3% White - 18.6% EL - 3.2% Homeless - 0% SED - 20.1% SWD - 5.1%	The charter aims to increase the percentage of students meeting A-G requirements by 3% across the 3-year LCAP cycle	Internal Data : All - 8%↑ African American - 8.2% ↑ Hispanic - 8% ↑ White - 12.7%↑ EL - 1.8%↑ Homeless - 5.3%↓ SED - 9.7% ↑ SWD - 5.1% ↑
Metric# 2	Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	Spring 2024 Internal Data: 1.4% (74/5287)	Spring 2025 Internal Data: 6.0% (220/3,676) 100 students have taken at least 2 dual enrollment courses	Spring 2026 Internal Data: 7.8% (248/3,183)	The charter aims to have 2% of all students complete at least 2 dual enrollment college classes.	Internal Data: 6.4%↑
Metric# 3	Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	2023 CA Dashboard: 3 students (2022-2023) Spring 2024 Internal Data: 85 students in CTE classes	2024 CA Dashboard: 8 students (10.7%) completed a CTE Pathway Spring 2025 Internal Data: 20 students completed a CTE Course	2025 CA Dashboard: 32 students (3.2%) completed a CTE Pathway Spring 2026 Internal Data: 42 students completed a CTE Course	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the California Dashboard.	29 students↑

Metric# 4	Maintain a one-year DASS graduation rate at or above 68%, ensuring a strong foundation for students' post-secondary journeys.	<p>Spring 2024 Internal Data: 36.2% 3-year average: 84.8% previous 3 years</p> <p>2023 CA Dashboard: 4-5-year grad rate data 33.5%</p>	<p>2024 CA Dashboard: 1-year rate: 83.4% 3-year average: 83.4%</p> <p>4-5-year grad rate data: 36%</p> <p>4-5-year grad rate data (3-year average): 43.33%</p> <p>Spring 2025 Internal Data: 1-year rate: 61.2%</p>	Spring 2025 CA Dashboard: 1-year rate: 92.3%	The charter aims to maintain a one-year DASS graduation rate at or above 68% across the 3-year LCAP cycle.	56.1%↑
Metric# 5	Seal of Biliteracy completion	<p>2023 Dashboard: 4 students earned the Seal of Biliteracy</p> <p>Spring 2024 Internal Data: 16 Students</p>	<p>2024 Dashboard: 20 students earned the Seal of Biliteracy</p> <p>Spring 2025 Internal Data: 40 students have earned the Seal of Biliteracy out of 614 eligible students.</p>	<p>2025 Dashboard: 14 students earned the Seal of Biliteracy</p> <p>Spring 2026 Internal Data: 78 students have earned the Seal of Biliteracy.</p>	By 2027, 10% of graduating students eligible for the Seal of Biliteracy will attain this recognition, thereby enhancing the percentage of students identified as prepared on the College/Career Indicator (CCI).	10↑ students

Metric# 6	The Charter aims to increase graduation rates for Black/African American, EL, Hispanic, Homeless, SED, SWD, and White students.	2023 CA Dashboard: Graduation Rates: Black/African American: 19.7% EL: 27.4% Hispanic: 34.8% Homeless: 26.8% SED: 32.5% SWD 25.2% White: 31.2% All Students: 33.5%	2024 CA Dashboard: Graduation Rates: Black/African American: 30.6% EL: 30.6% Hispanic: 6.6% Homeless: 30.8% Low-Income: 35.8% SWD: 34.9% White: 29% All Students: 36%	2025 CA Dashboard: Graduation Rates: Black/African American: not enough students EL: 45% Hispanic: 54.3% Homeless: 41.9% Low-Income: 55.6% SWD: 63% White: 65.2% All Students: 46.4%	Each student group listed in our baseline data will increase its graduation rate on the Grad Rate Indicator by at least 5% by the release of the Fall 2027 CA Dashboard.	Graduation Rates: Black/African American: not enough students EL: 17.6%↑ Hispanic: 26.9% ↑ Homeless: 15.1%↑ Low-Income: 23.1% ↑ SWD: 37.8% ↑ White: 34%↑ All Students: 12.9%↑
Metric# 7	The Charter aims to increase subgroup participation in post-secondary preparation activities, including dual enrollment, AP courses, CTE classes, A-G Planning Guide, Workforce certifications, and Internship completion.	2023 CA Dashboard: Prepared: Black/African American: 3,6% EL: 1.7% Hispanic: 6.5% Homeless: 8.3% SED: 6.4% SWD 1.6% White: 7.1% All Students: 6.9%	2024 CA Dashboard: Prepared: Black/African American: 1.9% EL: 4.5% Hispanic: 8.2% Homeless: 4.1% SED: 7.9% SWD: 1.4% White: 7.8% All Students: 8.1%	2025 CA Dashboard: Prepared: Black/African American: 1.9% EL: 5.3% Hispanic: 12.2% Homeless: 10.7% SED: 14.3% SWD: 17.4% White: 20.7% All Students: 15.8%	Each student group listed in our baseline data will increase its preparedness on the College/Career Indicator by at least 5% by the release of the Fall 2027 CA Dashboard.	Dashboard: Prepared: Black/African American: 1.7% ↓ EL: 1.8% ↑ Hispanic: 5.7% ↑ Homeless: 2.4% ↑ SED: 7.9%↑ SWD: 15.8% ↑ White: 13.6% ↑ All Students: 8.9% ↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The actions outlined in Goal 2 demonstrated progress based on the school's current data and Year 2 monitoring. During this academic year, the LEA focused on strengthening College and Career Indicator outcomes and improving graduation rates by increasing student engagement, participation, and completion of postsecondary readiness activities. Targeted student groups included English Learners, Long-

Term English Learners, Hispanic students, Homeless students, Low-Income students, Students with Disabilities, and White students, consistent with Dashboard indicators and Differentiated Assistance priorities.

LCAP Goal 2 Actions

All actions within Goal 2 were implemented during the 2025–26 school year, including Post-Secondary Planning (Action 1), Post-Secondary Opportunities (Action 2), Post-Secondary Field Trips and Experiences (Action 3), Post-Secondary Activities and Events (Action 4), and Staff Development (Action 5).

The LEA’s WIOA-aligned approach continues to ensure that all students are supported in identifying a postsecondary plan, whether that includes employment, vocational training, community college, or university. Students receive ongoing support from Post-Secondary Counselors and Independent Study Teachers who assist with career exploration, graduation planning, A–G monitoring, and individualized postsecondary goal setting.

Students were provided access to a variety of postsecondary opportunities, including dual enrollment, Advanced Placement courses, Career Technical Education pathways, internships, college and career field trips, and career exploration activities. During the 2025–26 school year, dual enrollment participation increased to 7.8%, with 248 students earning college credit. The graduation rate increased by 11.4 percentage points on the 2025 California Dashboard, and the College and Career Indicator improved from Red to Yellow, reflecting overall progress in postsecondary readiness.

Students also participated in college and career fairs, skill-building workshops, and exposure-based field trips designed to increase awareness of college, trade, and career pathways. Staff development supported implementation by focusing on A–G requirements, graduation planning, and postsecondary pathway awareness to ensure consistent messaging for both students and families.

SPSA (Title I) Action

The Title I-funded action (Action 6), Pathful Connect, was partially implemented during the 2025–26 school year. The platform provided students and staff access to career exploration tools, industry information, and live professional career chats intended to support postsecondary planning.

However, utilization of the platform was limited, which reduced its overall impact during implementation. While Pathful Connect has potential as a career exploration resource, additional staff training and intentional integration into classroom instruction will be needed to improve consistent usage and effectiveness. The LEA will continue to strengthen implementation strategies to ensure the platform is fully leveraged to support student postsecondary goal setting and career exploration.

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 in LCAP:

The LEA underestimated the cost of the budgeted expenditures for several Goal 2 actions during the 25/26 school year. Goal 2 Action 1 - Post-Secondary Planning, Goal 2 Action 2 - Post-Secondary Opportunities, Goal 2 Action 3 - Post-Secondary Field Trips/Opportunities, Goal 2 Action 4 - Post-Secondary Activities/Events, and Goal 2 Action 5 - Staff Development were all implemented as intended, but estimated

actual expenditures were higher than originally budgeted. The increase in expenditures was due to expanded implementation of postsecondary planning, college and career readiness opportunities, field trips, student events, and staff development to support graduation rate and College/Career Indicator outcomes. These actions supported students in developing postsecondary goals, accessing dual enrollment, AP, CTE, internships, field trips, college and career events, and receiving guidance connected to A-G requirements and graduation planning. Although the costs were higher than anticipated, the actions were aligned to the goal and supported the school's continued progress in graduation rate, dual enrollment participation, A-G completion, and College/Career Indicator outcomes.

Material Differences in SPSA (Title):

The LEA has no significant material difference between budgeted expenditures and estimated actual expenditures to report for Goal 2 Title I. Goal 2 Action 6 - Pathful Connect was implemented in the 25/26 school year, but was underutilized across sites, classes, and student planning meetings. The action was budgeted at \$8,000.00, and estimated actual expenditures were \$10,000.00, which is not considered a material difference. The school will continue to refine implementation of Pathful Connect by providing additional staff training and increasing use of the platform during class lessons, career chats, and postsecondary goal-setting activities.

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

The actions outlined within Goal 2 have demonstrated effectiveness based on Year 2 outcomes and growth from baseline data across key postsecondary indicators. The LEA focused on increasing student participation in college credit coursework, improving graduation outcomes, and strengthening College/Career Indicator (CCI) performance for all students, with targeted support for English Learners, Long-Term English Learners, Hispanic students, Homeless students, Low-Income students, Students with Disabilities, and White students.

Dual Enrollment and College Credit Completion

Actions aimed at expanding access to college credit coursework showed measurable growth during the 2025–26 school year. Dual enrollment participation increased to 7.8%, with 248 of 3,183 students enrolled in college credit-bearing coursework. This growth reflects increased awareness and coordination efforts led by Post-Secondary Counselors and Independent Study teachers, who supported students and families in understanding eligibility requirements and opportunities. Continued emphasis on identifying students in the four- and five-year graduation cohorts also supported increased participation in dual enrollment and other College/Career Indicator-aligned activities.

Graduation Rate Outcomes

Actions focused on improving graduation outcomes demonstrated positive year-over-year growth. Based on the 2025 California Dashboard, the graduation rate increased by 11.4 percentage points, with gains across multiple student groups, including English Learners, Hispanic students, Homeless students, Long-Term English Learners, Low-Income students, Students with Disabilities, and White students. These outcomes are supported by counseling services, individualized graduation planning, increased monitoring of student progress, and expanded access to college and career readiness opportunities, including field trips and staff development aligned to A–G requirements.

College and Career Indicator Outcomes

The LEA also made progress in strengthening College and Career Indicator outcomes. A–G completion increased from 5.5% in 2023–24 to 13.5% in the current reporting year. Additionally, 37 students earned the Seal of Biliteracy during the 2025–26 school year, reflecting continued expansion of academic and language opportunities.

Overall, the College/Career Indicator improved from Red to Yellow on the 2025 California Dashboard, indicating progress in postsecondary readiness. While improvements are evident, CTE pathway completion and consistent utilization of Pathful Connect remain areas for continued development to ensure that increased participation in postsecondary opportunities translates into higher rates of completion and readiness.

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

Changes Made as a Result of Analysis and Prior Reflection

Based on reflection on implementation and analysis of California Dashboard and local data, the LEA is maintaining Goal 2 for the 2026–27 LCAP. Graduation rate, A–G completion, dual enrollment participation, CTE pathway completion, and College/Career Indicator outcomes remain priority areas due to continued need for improvement in completion outcomes despite demonstrated progress in participation and early indicators.

Continuation of Goal 2 Actions

The LEA will continue implementing Goal 2 Actions 1 through 5 (Post-Secondary Planning, Post-Secondary Opportunities, Post-Secondary Field Trips/Opportunities, Post-Secondary Activities/Events, and Staff Development). These actions are being continued due to their association with improvements in graduation rates, increased dual enrollment participation, growth in A–G completion, and overall improvement in College/Career Indicator outcomes.

For the upcoming year, implementation will be refined by strengthening monitoring systems for student participation and completion, improving communication with students and families, and ensuring consistent guidance related to graduation requirements, A–G eligibility, CTE pathways, dual enrollment, AP coursework, and postsecondary planning.

Refinement of Action 6 – Pathful Connect (Title I)

Action 6, Pathful Connect, will continue with targeted refinements. During the 2025–26 school year, students and staff had access to the platform and received initial training; however, usage was inconsistent across sites and classrooms. For 2026–27, the LEA will establish clearer expectations for staff implementation, strengthen monitoring of student participation in career exploration activities, and more intentionally align Pathful Connect with graduation planning and College/Career Indicator outcomes.

Emphasis on Completion Outcomes

Based on Year 2 outcome data, the LEA will increase focus on ensuring that student participation in postsecondary opportunities translates into completion. While participation in dual enrollment, CTE, AP coursework, and career exploration has increased, completion rates (including A–G and CTE pathway completion) remain an area for continued growth. This refinement is intended to strengthen alignment between access, participation, and successful completion of postsecondary readiness activities.

These adjustments reflect the LEA’s continued commitment to maintaining existing goals while improving implementation fidelity and strengthening student completion outcomes across all postsecondary indicators.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-Secondary Planning	Implement post-secondary planning programs and workshops to guide students in exploring their career interests, college options, and vocational pathways. Provide resources and support for students to develop post-secondary plans tailored to their individual goals.	\$1,200,000	Yes
Action #2	Post-Secondary Opportunities	Expand opportunities for students to participate in post-secondary programs such as dual enrollment, Advanced Placement (AP) courses, career technical education (CTE) pathways, and internships. Provide the necessary supplies and resources to support students’ engagement in these programs. Ensure equitable access to these opportunities for all students.	\$1,100,000	Yes
Action #3	Post-Secondary Field Trips/Opportunities	Organize and fund post-secondary field trips and opportunities to expose students to various career paths and college experiences.	\$450,000	Yes
Action #4	Post-Secondary Activities/Events	Organize events and activities that engage students with post-secondary opportunities, such as college fairs, workshops, and guest speakers.	\$600,000	Yes
Action #5	Staff Development	Conduct semester training for all staff to educate them on A-G requirements, building awareness among the team to facilitate A-G conversations with students and parents/guardians.	\$260,145	Yes
Action #6	Pathful Connect (Title I)	Utilize Pathful Connect to enhance student engagement, track progress, and tailor learning experiences for students below academic standards.	\$9,000	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	Enhance School Climate and Foster a Safe, Inclusive, and Connected Learning Environment for Student Success through targeted improvements and enhanced community engagement.	Maintenance of Progress

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 3: Parent Involvement
- Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

OFY-Acton developed this goal in response to disparities in student engagement, attendance, and school climate, particularly among Socioeconomically Disadvantaged (SED) students and other high-need student groups. A safe and inclusive school environment remains essential for ensuring students attend regularly, remain engaged, and feel supported throughout their academic journey.

Key Data Driving This Goal

Chronic Absenteeism

Chronic absenteeism remains a significant challenge for the charter, although recent data shows meaningful improvement.

All Students: 35.3% chronically absent, a decrease of 12.3%.

Socioeconomically Disadvantaged Students: 35.3% chronically absent, a decrease of 20.3%.

Why This Matters:

While chronic absenteeism has declined, over one-third of students remain chronically absent, highlighting the continued need for targeted engagement strategies, attendance interventions, and student support services.

Dropout Rates

Dropout rates remain an important indicator of student engagement and long-term academic success.

Middle School: 0%

High School: 4.2%

Homeless Students: 11.3%

Why This Matters:

Monitoring dropout rates allows the charter to identify students at risk of disengagement and implement early intervention strategies that support persistence toward graduation.

Middle School Credit Attainment

Middle school students continue to require additional academic support to ensure they are successfully progressing toward high school readiness.

Strengthening academic engagement and providing additional instructional support at the middle school level will remain an important strategy for improving long-term academic outcomes and reducing the likelihood of future credit deficiencies.

How This Goal Will Be Achieved

To address these challenges, OFY-Acton will continue implementing a comprehensive plan designed to enhance school climate, improve attendance, and support student engagement.

Improving Student Engagement & Attendance

- School Climate Surveys (Title I): Collecting feedback from students, families, and staff to inform school improvement and identify areas where additional engagement supports are needed.
- Sports, Student Council, and Experiential Learning: Expanding extracurricular opportunities to strengthen school connectedness and encourage regular attendance.
- Student Initiatives – Arts Program (Title I): Providing creative outlets for students who may struggle in traditional academic environments, offering alternative pathways for engagement.

Strengthening School Safety & Support Systems

- Visitor Management and Security Patrol Systems: Maintaining systems that ensure a safe and secure school environment for all students and staff.
- Mental Health and Trauma-Informed Professional Development (Title II & LREBG): Training staff to better support students experiencing social-emotional challenges and connect them with appropriate resources.

Targeted Support for At-Risk Students & Families

- Parent and Family Engagement (Title I): Hosting workshops and engagement opportunities that equip families with strategies to support student attendance and academic success.
- Care Closet Program (Title I): Providing essential supplies, uniforms, and hygiene products to reduce barriers to attendance for homeless and at-risk students.

Expanding Social-Emotional & Wellness Support

- Student Initiatives – Academic Wellness Supports (Title I): Implementing mental health and wellness programs to help students manage stress and remain engaged in school.
- Targeted Social-Emotional Well-Being (LREBG): Expanding social-emotional learning supports that help students build self-regulation, goal-setting skills, and positive peer relationships.

Why This Goal Matters

A safe, inclusive, and engaging school environment is essential to ensuring students attend school regularly, feel connected to their community, and have the resources needed to succeed academically.

Through the implementation of targeted interventions and engagement strategies, OFY-Acton aims to:

- Reduce chronic absenteeism through expanded engagement initiatives and student support.
- Strengthen mental health and social-emotional learning supports for high-need student groups.
- Improve school climate through safety systems, extracurricular opportunities, and increased family engagement.

By continuing to monitor data and implement evidence-based strategies, the charter will work to improve student attendance, strengthen school connectedness, and support long-term student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Middle School Chronic absenteeism	Spring 2024 Internal Data: 47.1%	Internal Data: 42.3% 2024 CA Dashboard: 47.6% chronically absent Declined 10.1%	Internal Data: 20%	Chronic Absenteeism will be reduced by at least 10% based on current enrollment.	27.1%
Metric# 2	Dropout rate	Spring 2024 Internal Data: High school: 2.5% Middle school: 0%	Spring 2025 Internal Data: High school: 3.2% Middle school: 0%	Spring 2026 Internal Data: High school: 4.8% Middle school: 0%	The high school dropout rates will be maintained at or below 5%. The middle school dropout rates will be maintained at or below 2%.	Internal Data: High school: 2.3%↑ Middle school: no change
Metric# 3	Suspension rate	Fall 2023 CA Dashboard: 0.1% suspended at least once	2024 CA Dashboard: 0.1% suspended at least one day	2025 CA Dashboard: 0.2% suspended at least one day	The charter aims to maintain its suspension rates at or below 1.5%.	CA Dashboard: 0.1%↑ suspended at least once
Metric# 4	Online Safety and Peer Relationships	2023-24 Results: Parents: Overall: 4.13 Online Safety: 4 Peer Relationships: 3.6 Students: Overall: 3.94 Online Safety: 3.5 Peer Relationships: 3.71	Online Safety/Peer Pressure: (Social Media Focused) Parents: 4.61 Students: 3.92 Peer Relationships/ Student Connection with Students: Parents: 4.59 Students: 4.4	Online Safety/Peer Pressure: (Social Media Focused) Parents: 4.09 Students: 3.95 Peer Relationships/ Student Connection with Students: Parents: 4.18 Students: 3.75	By the end of the 3-year cycle: Online Safety rating will be maintained at a 4.0 for parents and the student rating will increase to 3.75. Peer Relationship rating will increase to 4.0 for both groups	Online Safety/Peer Pressure: (Social Media Focused) Parents: 0.4↓ Students: 0.45↓ Peer Relationships/ Student Connection with Students: Parents: 0.58↓ Students: 0.04↓

Metric# 5	Basic Services	<p>2023 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 36.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Acton, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is</p>	<p>2024 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 35.9% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Acton, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is</p>	<p>2025 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 43.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Acton, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is</p>	<p>Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): maintained at or above 36.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% <p>Number of Uniform Complaints: 0</p>	Clear: 6.8%↑
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		permitted in California under the Education Code reference mentioned above for alternative settings. Using this report in the 2022-23 school year, all OFY Acton teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2023-24 school year, all OFY Acton teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2024-25 school year, all OFY Acton teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.		
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Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The actions within Goal 3 were implemented during the 2025–26 school year and demonstrated overall effectiveness in supporting student engagement, school climate, safety, and parent involvement. Implementation was largely aligned to planned activities and monitored through local data and progress indicators.

Key engagement efforts, including Sports, Student Council, and Student Experiences (Action 2), contributed to a positive school culture and supported student connectedness. These efforts aligned with improved attendance and behavior outcomes. Middle school chronic absenteeism decreased from 47.1% (Spring 2024 baseline) to 20% (Spring 2026 internal data). The middle school dropout rate remained at 0%, the high school dropout rate remained at 4.8%, and the suspension rate remained low at 0.2% on the 2025 California Dashboard.

Safety-related actions, including the Visitor Management System (Action 3) and Security Patrol System (Action 4), were fully implemented and supported continued improvements in school safety as reflected in educational partner feedback.

SPSA (Title I and Title II) Actions – Implementation and Effectiveness

Title-funded actions were implemented with varying levels of effectiveness:

Action 1 – School Climate Survey (Title I): Implemented and provided useful stakeholder feedback to inform planning. Participation from students and families remains an area for improvement.

Action 5 – Parent and Family Engagement (Title I): Supported increased family awareness of school programs, safety systems, and academic resources.

Action 6 – Homeless and Foster Youth Care Closet (Title I): Provided students with essential supplies to support attendance and engagement.

Action 7 – Student Initiatives (Title I): Supported student engagement and social-emotional development through wellness-focused resources.

Action 8 – Mental Health and Trauma PD (Title II): Funds were utilized; however, additional implementation structures are needed to increase impact.

Action 9 – Leadership and Instructional PD (Title II): Provided professional learning opportunities to staff; continued refinement is needed to strengthen schoolwide implementation.

The Arts Program (Action 7 as originally planned in prior documentation) was not implemented during the 2025–26 school year due to staffing and capacity limitations and will not continue in the 2026–27 LCAP. Student engagement needs previously addressed through this action will continue to be supported through other Goal 3 initiatives.

LREBG – Targeted Social and Emotional Well-Being (Action 10)

The LREBG-funded action was implemented to support student social-emotional needs, engagement, and wellness. Services included wellness counseling, Tier 2 support, and EmpowerU programming focused on resilience, emotional regulation, motivation, and mental health.

This action demonstrated partial effectiveness. While improvements were observed in attendance and suspension rates, student survey data indicates ongoing needs related to peer relationships, social media pressures, and school connectedness. These findings suggest that while foundational supports are in place, additional refinement is needed to strengthen consistency of implementation and increase impact on student connectedness and engagement outcomes.

The LEA will continue to refine implementation through improved staff training, expanded wellness supports, and ongoing monitoring of attendance, climate, and social-emotional indicators.

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 in LCAP:

The LEA identified material differences in the budgeted expenditures for Goal 3 Action 2 - Sports, Student Council, and Student Experiences, Goal 3 Action 3 - Visitor Management System, and Goal 3 Action 4 - Security Patrol System for the 25/26 school year. These actions were implemented as intended, but estimated actual expenditures were higher than originally budgeted. The variance occurred because the LEA expanded student engagement opportunities and safety supports to address school climate, student connection, and safety needs identified through data and educational partner feedback.

Material Differences in Title:

Regarding actions funded through Title I and Title II, the LEA utilized funds for School Climate Survey, Parent and Family Engagement, Care Closet, Academic Wellness Supports and Resources, Mental Health and Trauma Professional Development, and Professional Development for Leadership and Instructional Staff. The LEA identified a material difference in Goal 3 Action 8 - Academic Wellness Supports and Resources because estimated actual expenditures were higher than originally budgeted. Parent and Family Engagement and Care Closet were implemented, but there is still an opportunity to strengthen these actions in the upcoming school year. The LEA will continue building out teams of staff at each school site to support these efforts and ensure they are being carried out to their full potential.

Material Differences in LREBG:

The LEA identified a material difference in the budgeted expenditure for Goal 3 Action 11 - Targeted Social and Emotional Well-Being for the 25/26 school year. This action was implemented to support student wellness, engagement, and social-emotional needs through wellness counseling, EmpowerU, and other resources. Estimated actual expenditures were higher than originally budgeted because the school expanded implementation of social-emotional and wellness supports in response to student needs identified through attendance data, school climate data, and educational partner feedback.

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

LCAP Goal 3 – Effectiveness of Actions

The actions outlined in Goal 3 were mostly effective based on Year 2 data and ongoing progress monitoring. During the 2025–26 school year, the LEA focused on improving student engagement, addressing social-emotional needs, strengthening school safety, and increasing parent involvement.

Overall, the LEA maintained positive outcomes in key performance indicators. Middle school chronic absenteeism decreased from 47.1% (Spring 2024 baseline) to 20% (Spring 2026 internal data). The middle school dropout rate remained at 0%, the high school dropout rate remained at 4.8%, and the suspension rate remained low at 0.2% on the 2025 California Dashboard.

Actions including extracurricular activities, school safety systems, parent and family engagement, care closet supports, academic wellness resources, and targeted social-emotional supports contributed to improved student engagement, access to resources, and increased school connectedness. However, survey data indicates continued areas for growth related to peer relationships, online safety, and social media-related concerns.

Overall, Goal 3 actions were effective in improving attendance, maintaining low suspension and dropout rates, and supporting school engagement, while remaining partially effective in addressing social-emotional and school climate concerns.

LREBG – Targeted Social and Emotional Well-Being

The LREBG-funded action was somewhat effective in supporting student wellness, engagement, and attendance outcomes. Services included wellness counseling, EmpowerU, and additional Tier 2 supports designed to strengthen student resilience, emotional regulation, and school connectedness.

These supports contributed to maintaining positive attendance and discipline outcomes; however, student survey data indicates ongoing needs in peer relationships, online safety, and social media-related stressors. The LEA will continue refining implementation through increased staff training, more consistent delivery of wellness supports, and ongoing monitoring of attendance and school climate indicators.

Title I and Title II Actions

Title-funded actions were partially effective in supporting school climate, family engagement, student wellness, and staff capacity building.

Action 1 – School Climate Survey (Title I): Implemented and provided useful stakeholder feedback; however, participation rates from students and families remain an area for improvement.

Action 5 – Parent and Family Engagement (Title I): Supported increased parent awareness and involvement in school programs and resources.

Action 6 – Care Closet for Homeless and Foster Youth (Title I): Provided essential supplies to support student stability and engagement.

Action 7 – Student Initiatives (Title I): Supported student engagement and social-emotional development through wellness-focused programming.

Action 8 – Mental Health and Trauma PD (Title II): Implemented; additional refinement is needed to strengthen consistent application of practices.

Action 9 – Leadership and Instructional PD (Title II): Provided professional development to staff to support instructional and leadership capacity; continued refinement is needed for consistent impact.

Overall, Title I and Title II actions contributed to school climate and student support systems but required continued strengthening of implementation consistency and increased participation in stakeholder feedback systems such as the School Climate Survey.

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

Changes Made as a Result of Reflection – Goal 3 (2026–27 LCAP)

Based on reflection on implementation and analysis of student engagement, school climate, and stakeholder feedback data, the LEA made the following changes to Goal 3 for the 2026–27 LCAP.

Revision to Action 11 – Targeted Social and Emotional Well-Being (LREBG)

Action 11 was revised to include additional staff training and professional development. This update responds to identified needs in strengthening staff capacity to support student social-emotional well-being, resilience, and barriers related to attendance and engagement. The added training component is intended to improve consistency and effectiveness of wellness supports provided to students.

Removal of Action 7 – Student Initiatives (Arts Program, Title I)

Action 7 was removed from Goal 3 for 2026–27. The action was not implemented during the 2025–26 school year due to staffing and program capacity limitations. Student engagement and social-emotional development will continue to be supported through other Goal 3 actions, including extracurricular activities, student leadership opportunities, academic wellness supports, and targeted social-emotional interventions.

Refinement of Title I and Title II Actions

The LEA will continue implementing Title I and Title II actions related to school climate, parent engagement, student wellness, and staff professional development, with targeted refinements to improve implementation consistency and impact. These actions include Parent and

Family Engagement, Care Closet supports, Academic Wellness Supports and Resources, Mental Health and Trauma Professional Development, and Professional Development for Leadership and Instructional Staff.

For 2026–27, the LEA will strengthen implementation by developing site-based staff teams to support delivery of services, improving coordination across programs, and ensuring consistent execution of engagement, wellness, and professional development activities.

These changes reflect the LEA’s continued focus on aligning Goal 3 actions with student engagement needs, school climate data, and stakeholder feedback to support student well-being, attendance, and school connectedness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Climate Survey (Title I)	Administer regular school climate surveys to gather data on safety, inclusivity, academic support, and resources. Analyze survey results to inform decision-making and identify areas for improvement.	\$2,500	No
Action #2	Sports, Student Council, and Student Experiences	Allocate resources to enhance sports programs, student council activities, and experiential learning experiences to promote a positive and engaging school culture.	\$750,000	Yes
Action #3	Visitor Management System	Invest in a visitor management system to enhance school security and ensure a safe learning environment.	\$9,500	No
Action #4	Security Patrol System	Invest in additional security measures, such as a security patrol system, to further ensure the safety and well-being of students and staff.	\$720,000	Yes
Action #5	Parent and Family Engagement (Title I)	Engage educational partners through a variety of outreach, communication, and feedback activities that promote awareness of school programs and resources, strengthen relationships, and support continuous improvement efforts. Activities may include workshops, informational sessions, surveys, focus groups, and other opportunities to gather, analyze, and respond to educational partner input.	\$10,000	No
Action #6	Homeless and Foster Youth: Care Closet Program (Title I)	Establish and maintain a Care Closet to provide essential supplies, uniforms, and resources for students, including both foster youth and homeless students, fostering an environment conducive to learning.	\$15,000	No
Action #7	Student Initiatives - Academic Wellness Supports and Resources (Title I)	Invest in wellness support tools and resources to address the non-academic needs of students, promoting overall well-being, which in turn will lead to increased academic performance.	\$80,000	No
Action #8	Mental Health and Trauma PD (Title II)	Conduct mental health and trauma-focused professional development for staff to better understand and address the social-emotional needs of disadvantaged students struggling academically.	\$20,000	No
Action #9	PD for Leadership & Instructional Staff (Title II)	Provide professional development opportunities for leadership and instructional staff to enhance their capacity in addressing the academic needs of students falling below standards.	\$50,000	No

Action #10	Targeted Social and Emotional Well-Being (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing the social and emotional well-being needs of our students through social emotional course offerings, school personnel, and resources. This action will also include staff training to equip counselors with strategies needed to better support our students' well-being.</p> <p>Findings from the comprehensive needs assessment addressing chronic absenteeism and educational partner feedback suggest a need for mental health resources for students to be successful in their academics. 47.6% of our 8th grade population was chronically absent in the 23/24 school year displaying a need for improvement. An area of opportunity identified in the School Climate survey is perceptions of peer pressure, especially related to social media. This action addresses the need to provide social emotional support through coursework, wellness counselors, and resources.</p> <p>The charter will continue to use EmpowerU as a Tier 2 support to address the needs of students' social emotional experiences. EmpowerU offers online lessons with support from a coach to increase self-confidence, motivation, and mental wellbeing of students. Students learn to manage their thoughts, emotions, and behaviors.</p> <p>In addition, the charter will continue to offer access to wellness counselors to support the mental health needs of our students. Counseling services play a vital role in helping students develop emotional regulation, build resilience, and overcome feelings of isolation. Research also indicates that mental health support contributes to improved emotional wellbeing, a reduction in bullying, and enhanced academic performance.</p> <p>Metrics to measure effectiveness: LCAP Goal 3 - Metrics 1, 3 & 4</p>	\$220,000	No
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Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$11,746,937	\$1,469,390

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
34.512%	0.00% - No Carryover	\$0.00 - No Carryover	34.512%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action #6 Action #7 Action #8 Action #9 Action #10</p>	<p>As part of the 2026 Comprehensive Needs Assessment (CNA), OFY-Acton conducted a thorough analysis of student performance, attendance, and feedback from educational partners to identify ongoing needs of Foster Youth (FY), Homeless Youth (HY), and Low-Income (FRMP) students. These LEA-wide actions are principally directed toward unduplicated student groups to address data-verified achievement gaps, access barriers, and disproportional outcomes, as highlighted in the CNA, California School Dashboard, LCAP Reflections, Goal Analysis, and CSI Plan updates. While implemented LEA-wide for equity and consistency, the targeted strategies prioritize students experiencing systemic inequities.</p> <p>Key Needs Identified</p> <p>Foster Youth: Frequent placement changes and instability continue to disrupt academic progress and social-emotional development. FY students require tailored academic support, counseling, and consistent monitoring to maintain engagement and course completion.</p> <p>Homeless Youth: Housing instability, transportation challenges, and limited access to learning resources contribute to chronic absenteeism and lower academic achievement. HY students need wraparound services, individualized academic planning, and social-emotional supports to mitigate these barriers.</p> <p>Low-Income Students (FRMP): Economic constraints limit access to technology, enrichment programs, and advanced coursework, widening achievement gaps. These students benefit from expanded instructional resources, targeted interventions, and equitable</p>	<p>To ensure that Foster Youth, Homeless, Low-Income (FRMP), and English Learner (EL/LTEL) students receive equitable and targeted support, the following LEA-wide actions have been designed to remove systemic barriers, address persistent disparities, and provide consistent academic, social-emotional, and engagement interventions. These actions are principally directed toward unduplicated student groups while maintaining accessibility for all students.</p> <p>Professional Development for Staff (Goal 1, Action 7)</p> <p>How It Addresses Needs:</p> <ul style="list-style-type: none"> • Equips educators with trauma-informed strategies to support Foster Youth who experience frequent placement changes and academic instability. • Provides professional learning in scaffolding, differentiation, and language acquisition strategies to address gaps for EL/LTEL students and strengthen math and literacy instruction for Low-Income and Homeless students. • Enhances staff capacity to deliver equitable, culturally responsive instruction and personalized supports based on student need. <p>Why LEA-Wide:</p> <ul style="list-style-type: none"> • Implementing professional development across all sites ensures consistency in instructional quality and that students receive coordinated support regardless of school placement or transfers. • Promotes systemwide sustainability of best practices for serving unduplicated students and prevents fragmentation of services. 	<p>Goal 1, Metric 5 - ELA Growth</p> <p>Demonstrate student growth in ELA by increasing ELA SBAC scores.</p> <p>All student groups will achieve an average ELA GLE score growth of 1.0 across the 3-year LCAP cycle.</p> <p>Goal 1, Metric 6 - Student Progression</p> <p>Maintain student progression across grade levels.</p> <p>85% of all students will meet grade-level progression expectations over the 3-year LCAP cycle.</p>
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access to experiential and career-connected learning opportunities.

Math Performance: EL, HY, and FRMP students continue to struggle with foundational skills despite prior interventions. Focused strategies are required to address persistent achievement gaps in mathematics.

Academic & Extracurricular Participation: AB planning guide restrictions, which prioritize core coursework, limit access to electives, CTE, and engagement opportunities. Unduplicated students require intentional pathways to fully participate in enrichment, dual enrollment, and experiential learning.

Systemic Monitoring and Engagement Gaps: The CNA highlighted gaps in tracking graduation cohorts, credit attainment, and course completion for unduplicated students, as well as limited structures for early intervention and engagement. These gaps disproportionately affect FY, HY, and FRMP students and require data-informed, schoolwide systems to ensure timely and equitable support.

2025–26 Data Trends

Student Achievement Data: CNA findings show continued academic achievement gaps for unduplicated students and key student groups. Math performance remains in the “Very Low” performance band for All Students and key subgroups, with 85.71% of 8th grade students scoring “Standard Not Met” on the math CAASPP. ELA performance declined by 15 points for All Students, and Long-Term English Learners declined by 21.6 points. Graduation rates increased by 11.4% from 2024 to 2025; however, subgroup graduation rates for English

ELA & Math Intervention Services (Goal 1, Action 6)

How It Addresses Needs:

- Provides structured small-group instruction and tutoring for Foster Youth to prevent learning loss during school transitions.
- Offers targeted academic interventions for Homeless students experiencing attendance and engagement barriers.
- Ensures Low-Income students have access to supplemental instruction and enrichment without financial or logistical constraints, closing achievement gaps in core subjects.

Why LEA-Wide:

- Centralized implementation guarantees that high-need students at all sites receive consistent, evidence-based interventions.
- Supports early identification and remediation of academic gaps for mobile and transient populations.

Broad Course of Study and CTE Access (Goal 1, Action 8)

How It Addresses Needs:

- Expands access to electives, CTE programs, and enrichment opportunities for Foster Youth and Homeless students, mitigating the impact of school transitions and unstable home environments.
- Ensures Low-Income students can fully participate in a well-rounded curriculum, with equitable access to materials, supplies, and extracurricular experiences.

Why LEA-Wide:

- Provides instructional equity by standardizing access to advanced coursework and engagement opportunities.

Learners and Long-Term English Learners remained below the overall rate. Foster Youth had the lowest A-G completion rate, decreasing by 5.8%, and Homeless Youth one-year graduation rates decreased by 3.8%.

Attendance & Credit Attainment: Chronic absenteeism remains an area of need, although 8th grade chronic absenteeism decreased from 47.6% in 2024 to 35.3% in 2025. Monthly Student Progression increased across all student groups, with All Students averaging between 85%–90% in 2025. Credit attainment of 5 or more units increased across months and student groups, and core course credit completion increased in English from 6.19 to 8.3 and in Math from 6.22 to 7.4.

Educational Partner Feedback: Educational partners identified Math achievement, ELA achievement and writing proficiency, student engagement and attendance, and college and career readiness as priority areas. Feedback from staff, parents, students, and leadership emphasized the need for targeted interventions, consistent math placement, structured academic support, stronger SGI/DI and Independent Study alignment, increased literacy intervention, improved attendance and engagement systems, and expanded access to A-G, dual enrollment, CTE, and postsecondary pathways. These findings confirm the need to maintain and refine LEA-wide actions that are strategically designed to address the unique barriers faced by Foster Youth, Homeless Youth, and Low-Income students, ensuring equitable access to high-quality academic, social-emotional, and enrichment supports.

- Supports systemic consistency in curricular offerings, ensuring that unduplicated students are not disproportionately excluded from college/career pathways or experiential learning.

Educational Technology and Digital Resources (Goal 1, Action 9)

How It Addresses Needs:

- Provides Foster Youth with uninterrupted access to digital learning tools, supporting continuity across school changes.
- Enables Homeless students to participate in remote and blended learning, overcoming transportation or attendance barriers.
- Eliminates financial barriers for Low-Income students by providing devices, software, and connectivity, ensuring equitable digital access for academic success.

Why LEA-Wide:

- All students benefit, but unduplicated students disproportionately lack home access, making LEA-wide deployment critical to close opportunity gaps.
- Standardizes technology resources to ensure instructional consistency and equity across all sites.

Benchmark Assessments and Progress Monitoring (Goal 1, Action 10)

How It Addresses Needs:

- Tracks Foster Youth academic growth despite frequent school moves, preventing gaps in assessment data.
- Identifies learning gaps for Homeless students to enable timely, targeted interventions.
- Supports Low-Income and EL/LTEL students by ensuring data-driven instructional

		<p>adjustments are made to close achievement and language acquisition gaps.</p> <p>Why LEA-Wide:</p> <ul style="list-style-type: none"> • Ensures systemwide consistency in progress monitoring, enabling equitable access to instructional support. • Standardized use of benchmark assessments allows for early identification of learning gaps, ensuring that interventions reach students most in need. <p>By implementing these principally directed, LEA-wide actions, OFY-Acton ensures that Foster Youth, Homeless, Low-Income, and EL/LTEL students have equitable access to high-quality instruction, differentiated academic supports, and engagement opportunities. While all students benefit, the design and intent of each action are targeted to remove systemic barriers and address the persistent needs of unduplicated student groups. Data from the 2026 CNA, Dashboard, and educational partner feedback confirms these needs remain significant, reinforcing the necessity of sustaining LEA-wide, equitable interventions.</p>	
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<p>Goal 2 Action #1 Action #2 Action #3 Action #4 Action #5</p>	<p>Through the 2026 Comprehensive Needs Assessment (CNA), OFY-Acton analyzed student achievement data, post-secondary preparedness metrics, and educational partner feedback to identify persistent barriers impacting unduplicated student groups, including Foster Youth (FY), Homeless Youth (HY), Low-Income (FRMP), and English Learners (EL). Findings from the CNA, LCAP Reflections, Goal Analysis, and CSI prompts indicate that these students continue to experience systemic inequities that limit access to college and career pathways. While these actions are implemented LEA-wide to ensure consistency and equity, they are principally directed toward unduplicated students who face disproportionate challenges in post-secondary readiness.</p> <p>Key Needs Identified Foster Youth: Frequent school transitions and limited stable adult guidance disrupt post-secondary planning and lower college/career readiness outcomes. CNA findings show that Foster Youth had the lowest A-G completion rate, which decreased by 5.8% from 2024 to 2025. Foster Youth also had a College and Career Guide completion rate of 6.7%, significantly lower than All Students. FY students require targeted counseling, individualized academic and career planning, and structured support for dual enrollment and post-secondary enrollment processes.</p> <p>Homeless Youth: Housing instability, transportation challenges, and limited access to informational resources impede participation in college visits, career training programs, and post-secondary planning activities. CNA findings show that Homeless Youth had a College and Career Guide completion rate of 7.7%, and the</p>	<p>To ensure Foster Youth, Homeless, Low-Income, and English Learner students receive increased and improved services, the following LEA-wide interventions have been designed to prioritize their unique needs while promoting post-secondary access and success. These actions are principally directed at unduplicated students, as they mitigate systemic barriers disproportionately impacting these student groups.</p> <p>Post-Secondary Planning Programs & Workshops (Goal 2, Action 1) How It Addresses the Need:</p> <ul style="list-style-type: none"> • Provides structured college/career planning for Foster Youth, compensating for lack of home support. • Ensures Homeless students access stable resources despite housing changes. • Supports Low-Income students with financial planning and scholarship guidance. • Offers multilingual resources for English Learners to access college pathways. <p>Why This Action is LEA-Wide:</p> <ul style="list-style-type: none"> • Standardized workshops across all sites ensure equitable access for all students. • Unduplicated students receive additional targeted support to close opportunity gaps. <p>Expanding Post-Secondary Opportunities (Goal 2, Action 2) How It Addresses the Need:</p> <ul style="list-style-type: none"> • Enables Foster Youth to participate in dual enrollment, AP, and CTE courses with necessary materials. • Provides Homeless students priority access and required academic supplies. • Eliminates financial barriers for Low-Income students in college-prep programs. 	<p>Goal 2, Metric 1 - A-G Completion Increase the percentage of students meeting A–G requirements to expand post-secondary opportunities.</p> <p>Increase the percentage of students meeting A–G requirements by 3% across the 3-year LCAP cycle.</p> <p>Goal 2, Metric 2 - Dual Enrollment Expand student participation in college credit courses to broaden exposure to higher education experiences.</p> <p>2% of all students will complete at least two dual enrollment college classes by Year 3.</p> <p>Goal 2, Metric 3 - Career Technical Education (CTE) Completion Expand CTE programs to provide practical skills and future career pathways.</p> <p>10 students will complete a CTE pathway as measured by the California Dashboard by 2027.</p> <p>Goal 2, Metric 4 - One year DASS Graduation Rate</p>
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one-year graduation rate for Homeless Youth decreased by 3.8% from 2024 to 2025. HY students need wraparound services and intentional outreach to overcome these barriers.

Low-Income Students (FRMP): Financial constraints restrict enrollment in dual enrollment, AP courses, Career Technical Education (CTE), and other college-prep opportunities, negatively impacting A-G completion rates and career readiness. CNA findings show that College and Career Guide participation increased from 27.6% in 2023 to 37.0% in 2025; however, completion rates remain low, with 12th grade completion at 22.9%. FRMP students benefit from equitable access to enrichment, academic interventions, and career-connected learning experiences.

English Learners: Linguistic barriers limit EL students' ability to engage fully in college and career planning, dual enrollment, and advanced coursework, affecting A-G completion and college credit accumulation. CNA findings show that subgroup graduation rates for English Learners remain below the overall rate, with EL students at 38.9% and Long-Term English Learners at 40.1%. EL students require structured language support integrated with college/career planning guidance.

Systemic Gaps and Access Barriers: The CNA highlighted disparities in A-G completion, college and career participation, and pathway completion for unduplicated students. Twice as many 9th graders, 50.5%, are on the A-G planning guide compared to 12th graders, 26.8%, and only 0.8% of students met the College and Career Indicator by taking two or more AP classes. These gaps disproportionately affect FY, HY, FRMP, and EL students,

- Supports English Learners with language-accessible materials for college-level coursework.
- Why This Action is LEA-Wide:
- Ensures consistent access to programs and resources across all sites.
 - Benefits all students, with a focus on unduplicated students facing systemic barriers.
- Organizing Post-Secondary Field Trips (Goal 2, Action 3)**
- How It Addresses the Need:
- Gives Foster Youth exposure to college environments.
 - Removes transportation barriers for Homeless students.
 - Covers costs for Low-Income students to ensure participation.
 - Provides bilingual support for English Learners to understand post-secondary pathways.
- Why This Action is LEA-Wide:
- Field trips at all sites give unduplicated students consistent college/career exposure.
 - All students benefit from hands-on career exploration.
- Organizing Post-Secondary Activities & Events (Goal 2, Action 4)**
- How It Addresses the Need:
- Offers direct access to admissions reps for Foster Youth and Homeless students.
 - Reduces financial barriers for Low-Income students via scholarship guidance.
 - Provides multilingual college/career resources for English Learners.

Maintain a strong foundation for post-secondary readiness by monitoring graduation.

One-year DASS graduation rate will remain at or above 68% across the 3-year LCAP cycle.

emphasizing the need for data-informed, LEA-wide interventions that ensure timely access and consistent support for post-secondary readiness.

2025–26 Data Trends

Post-Secondary Readiness: CNA findings show that College and Career Indicator outcomes improved, with the number of prepared students increasing by 5.7%, moving OFY-Acton from Red to Yellow on the California Dashboard. College and Career Guide participation increased from 27.6% in 2023 to 37.0% in 2025, and 12th grade completion increased to 22.9%. However, completion rates for Foster Youth and Homeless Youth remained significantly lower at 6.7% and 7.7%, respectively. Foster Youth also had the lowest A-G completion rate, which decreased by 5.8% from 2024 to 2025.

Access and Engagement: CNA findings show that access to advanced coursework and college/career pathways remains limited for some students. Only 0.8% of students met the College and Career Indicator by taking two or more AP classes. Twice as many 9th graders, 50.5%, are on the A-G planning guide compared to 12th graders, 26.8%, indicating a need for continued course planning and support as students move toward graduation. College and Career Guide completion rates remain low for high-need student groups, including Foster Youth and Homeless Youth.

Educational Partner Feedback: Educational partners identified college and career readiness as a priority area, with feedback emphasizing the need for stronger student and family awareness of A-G requirements, college pathways, and career opportunities. Feedback also highlighted the need for improved access to dual enrollment,

Why This Action is LEA-Wide:

- Hosting events at all sites ensures equitable access.
- Unduplicated students receive targeted guidance while all students benefit.

Staff Development on A-G Requirements (Goal 2, Action 5)

How It Addresses the Need:

- Trains staff to support Foster Youth through school transitions.
- Equips staff to help Homeless students complete A-G requirements.
- Provides strategies for Low-Income students navigating financial aid and college applications.
- Trains staff on supporting English Learners with language acquisition and culturally responsive college counseling.

Why This Action is LEA-Wide:

- Ensures all students have access to informed, supportive educators.
- Guarantees consistency in support for unduplicated students across sites.

Through these principally directed, LEA-wide interventions, OFY-Acton is ensuring that Foster Youth, Homeless, Low-Income, and English Learner students receive the increased and improved services necessary to access post-secondary education and career pathways. The 2026 CNA confirmed that their needs remain unchanged, reinforcing the importance of sustaining these critical services.

These actions remove barriers, increase equity, and improve college and career readiness, ensuring that unduplicated students receive the

CTE pathways, AP opportunities, and consistent advising around postsecondary planning, particularly for Foster Youth, Homeless Youth, Low-Income students, and English Learners.

These findings underscore the need to continue LEA-wide actions principally directed toward unduplicated students, providing targeted support to overcome barriers to college and career pathways and ensure equitable post-secondary outcomes.

guidance, resources, and opportunities they need for a successful future.

<p>Goal 3 Action #2 Action #4</p>	<p>Through the 2026 Comprehensive Needs Assessment (CNA), Goal Analysis, and Reflection Sections, OFY-Acton examined student engagement, school climate, and safety data, supplemented by educational partner feedback, to identify ongoing challenges impacting unduplicated student groups, including Foster Youth (FY), Homeless Youth (HY), Low-Income (FRMP), and English Learners (EL). While these charterwide actions are implemented LEA-wide to ensure equity and consistency, they are principally directed toward unduplicated students who continue to experience disproportionate barriers to engagement, safety, and belonging.</p> <p>Key Needs Identified Chronic Absenteeism & Dropout Risk: Chronic absenteeism remains high for 8th grade students, though it decreased from 47.6% in 2024 to 35.3% in 2025, indicating continued attendance and engagement needs. CNA findings also show that the one-year graduation rate for homeless students decreased by 3.8% from 2024 to 2025, highlighting the need for targeted attendance interventions, outreach, and engagement support for high-need student groups.</p> <p>Foster Youth & Homeless Students – School Connectedness: CNA findings indicate that Foster Youth and Homeless students continue to experience barriers related to stability, engagement, and access to school supports. Foster Youth had the lowest A-G completion rate, which decreased by 5.8% from 2024 to 2025, while Homeless Youth had a College and Career Guide completion rate of 7.7%. These outcomes underscore the need for targeted</p>	<p>To address persistent challenges, OFY-Acton is implementing LEA-wide initiatives that prioritize the unique needs of Foster Youth, Homeless, Low-Income, and English Learner students. These actions are principally directed toward unduplicated students by removing systemic barriers to engagement, participation, and safety, ensuring they can thrive in a secure and inclusive learning environment.</p> <p>Sports, Student Council, and Student Experiences (Goal 3, Action 2) How It Addresses the Need:</p> <ul style="list-style-type: none"> • Provides structured social engagement for Foster Youth & Homeless students, promoting belonging and reducing marginalization. • Ensures Low-Income students have no-cost access to extracurriculars, supporting leadership and school engagement. • Encourages English Learners to participate in student-led activities, enhancing language skills, social integration, and confidence. <p>Why This Action is LEA-Wide:</p> <ul style="list-style-type: none"> • Programs are offered across all sites to guarantee equitable access. • Unduplicated students receive targeted support, while all students contribute to an inclusive school culture. <p>Expected Impact:</p> <ul style="list-style-type: none"> • Increased participation in leadership and extracurricular roles among unduplicated students. • Reduced feelings of isolation and disengagement. <p>Security Patrol System (Goal 3, Action 4) How It Addresses the Need:</p>	<p>Goal 3, Metric 2 - Dropout Rate Monitor and reduce dropout rates at both middle and high school levels.</p> <p>High school dropout rates maintained at or below 5%; middle school dropout rates maintained at or below 2%.</p> <p>Goal 3, Metric 3 - Suspension Rate Monitor and reduce student suspensions to ensure a safe, supportive learning environment.</p> <p>Suspension rates maintained at or below 1.5% across all student groups.</p>
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engagement strategies, mentoring, and inclusive activities that increase connection to school.

Low-Income (FRMP) Students – Participation Barriers: Financial constraints can limit access to enrichment programs, wellness initiatives, and leadership opportunities. CNA findings show continued academic and engagement needs across All Students and key subgroups, including Math performance in the “Very Low” band and ongoing chronic absenteeism concerns. FRMP students benefit from equitable access to academic enrichment, engagement supports, and schoolwide opportunities that reduce resource-based participation barriers.

English Learners – Social and Academic Integration: Linguistic barriers limit EL student participation in school events, academic supports, and leadership opportunities. CNA findings show that English Learners and Long-Term English Learners continue to experience lower outcomes, with subgroup graduation rates below the overall rate at 38.9% for English Learners and 40.1% for Long-Term English Learners. EL students require structured language support, targeted outreach, and inclusive engagement opportunities.

Safety and Well-Being: Educational partner input identified student engagement, attendance, and participation in support programs as key barriers to student success. CNA feedback highlighted chronic absenteeism, inconsistent participation in SGI classes, and limited student access to academic interventions. Foster Youth, Homeless, Low-Income, and English Learner students benefit from proactive engagement support, staff training, and wellness strategies

- Creates a stable, structured environment for Foster Youth & Homeless students, fostering safety despite external instability.
- Enhances safety for Low-Income students, allowing focus on academics.
- Supports English Learners by reducing bullying and promoting a protective, inclusive environment.

Why This Action is LEA-Wide:

- Security measures are implemented at all sites to provide consistent safety and equitable support for unduplicated students.
- Benefits all students while specifically mitigating barriers for the most vulnerable populations.

Expected Impact:

- Fewer student reports of feeling unsafe.
- Increased attendance, engagement, and academic focus among unduplicated students.

Through these principally directed, LEA-wide interventions, OFY-Acton ensures that Foster Youth, Homeless, Low-Income, and English Learner students receive the support necessary to feel safe, engaged, and connected within their school communities. By removing systemic barriers and standardizing access across all sites, these actions enhance overall school climate, promote equitable opportunities, and provide unduplicated students with the resources they need to thrive academically, socially, and emotionally. The 2026 CNA confirms that these needs remain unchanged, reinforcing the importance of sustaining these critical services.

that strengthen safety, belonging, and school climate.

Systemic Gaps and Access Barriers: The CNA identified the need for stronger systems to monitor attendance, student engagement, credit attainment, course completion, and participation in academic supports. While Monthly Student Progression increased across all student groups, with All Students averaging between 85%–90% in 2025, chronic absenteeism remains a concern. These gaps disproportionately affect unduplicated students and reinforce the need for data-informed, LEA-wide interventions that foster belonging, participation, and social-emotional well-being.

2025–26 Data Trends

Attendance & Chronic Absenteeism: Chronic absenteeism for 8th grade students decreased from 47.6% in 2024 to 35.3% in 2025 but remains high. The CNA also notes that attendance and engagement continue to be barriers to student success, particularly for students who experience external responsibilities, transportation barriers, or inconsistent participation in instructional programs.

Student Engagement: Monthly Student Progression increased across all student groups, with All Students averaging between 85%–90% in 2025. Credit attainment of 5 or more units also increased across months and student groups, indicating improved student engagement and course completion. However, educational partners identified inconsistent participation in SGI classes and academic intervention opportunities as continuing concerns.

Safety & Climate Feedback: Educational partner feedback identified student engagement, attendance, and participation in support programs as priority areas. Staff, parents, students, and leadership emphasized the need for stronger outreach, timely interventions, access to academic supports, and systems that increase student connection to school. These findings support continued investment in school climate, wellness, and engagement strategies.

These findings confirm that unduplicated students continue to face systemic barriers in school engagement, leadership access, and safety, reinforcing the need for LEA-wide actions principally directed toward these students. Targeted interventions remain critical to increasing participation, improving school climate, and promoting equitable social-emotional and academic outcomes.

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action #1 Action #2 Action #3 Action #4 Action #5</p>	<p>The 2026 Comprehensive Needs Assessment (CNA), internal data reviews, CSI findings, and Goal Analysis sections highlight the unique needs of OFY-Acton’s English Learner (EL) and Long-Term English Learner (LTEL) students. Data sources include California Dashboard data, CAASPP/SBAC results, Renaissance Star benchmark assessments, local GLE and Lexile data, quarterly data dives, and feedback from teachers, students, and parents. These findings confirm that EL and LTEL students continue to face persistent academic gaps, systemic barriers, and socio-emotional challenges that require targeted interventions.</p> <p>Academic Gaps and Performance Disparities ELA & Math Achievement: EL and LTEL students continue to perform below grade-level expectations and remain among the student groups most in need of targeted academic support.</p> <p>Math: Math performance on the California Dashboard remains in the “Very Low” performance band for All Students and key subgroups, indicating continued foundational skill gaps and the need for targeted math intervention.</p> <p>ELA: English Learners and Students with Disabilities remain in the “Very Low” performance band for ELA, and Long-Term English Learners experienced a significant decline in ELA performance of 21.6 points, representing one of the largest subgroup declines.</p> <p>Root Causes Identified: Limited exposure to grade-level literacy and math content and underdeveloped academic language.</p>	<p>To address persistent challenges identified in the 2026 CNA, CSI findings, and Goal Analysis, OFY-Acton has implemented targeted interventions and professional development programs exclusively for English Learner (EL) students, including Long-Term English Learners (LTELs). These limited actions are principally directed toward closing achievement gaps, accelerating reclassification rates, and providing individualized support that cannot be met through general services.</p> <p>Targeted English Language Development (ELD) Interventions (Goal 1, Actions 1 & 5: ELD & LTEL Interventions) How This Action Addresses Need:</p> <ul style="list-style-type: none"> • Provides structured, standards-aligned ELD instruction tailored specifically to EL students, ensuring consistent language development support. • Implements Academic Language Development (ALD) programs to accelerate reclassification for LTEL students. • Supplies bilingual instructional materials to strengthen literacy, comprehension, and academic vocabulary. <p>Why Exclusively for EL/LTEL Students:</p> <ul style="list-style-type: none"> • General classroom instruction does not meet the specialized linguistic and academic needs of EL and LTEL students. • These students require targeted language interventions to overcome systemic barriers in reading, writing, and academic language acquisition. <p>Expected Impact:</p> <ul style="list-style-type: none"> • Improved language proficiency, accelerated reclassification, and increased academic engagement. 	<p>Goal 1 Metric 1 – Math Performance for ELs and SWDs Measures the effectiveness of targeted English Language Development (ELD) programs and additional instructional support by tracking the percentage of EL and SWD students testing at “Standard Not Met” on the Math SBAC. This metric evaluates progress in addressing math proficiency gaps identified in the needs assessment.</p> <p>Reduce the percentage of EL and SWD students testing at “Standard Not Met” on the Math SBAC by 5% over the 3-year LCAP cycle.</p> <p>Goal 1 Metric 2 – ELA Performance for ELs and SWDs Assesses the impact of ELD programs and instructional support on ELA proficiency by monitoring the percentage of EL and SWD students testing at “Standard Not Met” on the ELA SBAC. This ensures interventions improve language skills and academic performance in English Language Arts.</p> <p>Reduce the percentage of EL and SWD students testing at “Standard Not Met” on the ELA</p>
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<p>Decreased student engagement in reading, writing, and math activities, impacting skill development.</p> <p>Insufficient targeted literacy intervention for EL and LTEL students.</p> <p>Inconsistent alignment between SGI/DI instruction and Independent Study support. Gaps in structured ELD support across content areas.</p> <p>Systemic Barriers to Access and Progress EL and LTEL students often experience limited access to advanced coursework, dual enrollment opportunities, and college/career pathways, restricting equitable academic growth.</p> <p>Subgroup graduation rates lag behind the overall rate, with English Learners at 38.9% and Long-Term English Learners at 40.1%. Language acquisition needs are not fully addressed in all core courses, further widening achievement gaps.</p> <p>Engagement, Stability, and Socio-Emotional Needs Social-emotional barriers, including limited school connectedness and inconsistent participation in instructional supports, affect engagement, retention, and progress toward reclassification. EL and LTEL students may face challenges participating fully in school events, academic support, leadership opportunities, and peer collaborations due to linguistic and cultural barriers.</p> <p>Families and educational partners have indicated a need for stronger communication, culturally responsive engagement, targeted academic</p>	<ul style="list-style-type: none"> • Directly addresses persistent achievement gaps identified in the CNA. <p>English Learner & LTEL Professional Development for Teachers (Goal 1, Actions 2 & 3: EL & LTEL PD for Teachers) How This Action Addresses Need:</p> <ul style="list-style-type: none"> • Provides ELD-specific training on differentiated instruction, scaffolding strategies, and academic vocabulary development. • Focuses on culturally responsive teaching practices to ensure instruction is engaging and relevant for EL and LTEL students. • Builds teacher capacity to deliver integrated ELD support across core content courses. <p>Why Exclusively for EL/LTEL Students:</p> <ul style="list-style-type: none"> • Teachers require specialized skills to address the academic and language development needs of ELs; general professional learning does not equip educators with these strategies. <p>Expected Impact:</p> <ul style="list-style-type: none"> • Enhanced instructional quality for EL/LTEL students, leading to improved academic outcomes and equitable access to grade-level content. <p>Enhanced Staffing for English Learner Support (Goal 1, Action 4: Recruitment & Retention of EL Support Staff) How This Action Addresses Need:</p> <ul style="list-style-type: none"> • Allocates resources to hire ELD specialists and intervention staff focused on individualized language development. • Expands post-secondary planning and academic guidance specifically for EL and LTEL students. 	<p>SBAC by 5% over the 3-year LCAP cycle.</p> <p>Goal 1 Metric 3 – ELPI Progress Maintenance Evaluates English Language Proficiency Indicator (ELPI) progress for EL students to ensure continued language development and academic success. This metric monitors whether targeted ELD instruction, language supports, progress monitoring, and intervention services are improving outcomes for English Learners. Increase ELPI performance from Yellow to Green or Blue on the California Dashboard by the end of the 3-year LCAP cycle.</p>
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<p>support, and improved access to college and career planning.</p> <p>Data-Informed Disparities Evidence Dashboard, CAASPP/SBAC, and local assessment data demonstrate persistent disparities in ELA and math performance for EL and LTEL students compared to overall student outcomes.</p> <p>Local academic data shows Reading GLE increased from 6.9 to 8.8 and Math GLE increased from 6.5 to 7.2 for All Students; however, students remain below grade-level expectations, and Lexile growth declined from 66.49% to 61.8%.</p> <p>Attendance, engagement, and credit attainment data further highlight the need for targeted supports, as chronic absenteeism remains high and educational partners identified inconsistent participation in SGI classes and academic intervention opportunities as barriers to student success.</p> <p>Rationale for Limited Actions These limited actions are solely provided to EL and LTEL students to address their distinct academic and language development needs. General education services are insufficient to overcome the systemic barriers these students face. Targeted, data-informed interventions—including structured ELD courses, small-group instruction, progress monitoring, and specialized professional learning for staff—ensure equitable access, differentiated support, and opportunities to close persistent disparities. By addressing both academic and socio-emotional needs, these actions directly support EL and LTEL students’</p>	<ul style="list-style-type: none"> • Provides competitive salaries to retain highly qualified staff addressing EL-specific needs. <p>Why Exclusively for EL/LTEL Students:</p> <ul style="list-style-type: none"> • EL and LTEL students require ongoing, specialized support that general staffing cannot provide, including individualized instruction, intervention, and post-secondary guidance. • Legal and equity mandates necessitate targeted interventions to ensure language acquisition and academic proficiency. <p>Expected Impact:</p> <ul style="list-style-type: none"> • Sustained instructional support, increased reclassification rates, and improved academic engagement. • Reduces disparities and ensures equitable outcomes for students facing linguistic barriers. <p>Through these principally directed, limited actions, OFY-Acton ensures that EL and LTEL students receive individualized interventions, professional learning, and staffing support not available to the broader student population. By targeting the unique academic and language development needs of these students, the charter addresses systemic inequities, accelerates language proficiency and reclassification, and promotes sustained academic progress and personal growth. These actions directly respond to the data-verified needs identified in the 2026 CNA and CSI findings, reinforcing the charter’s commitment to equitable outcomes for unduplicated students.</p>	
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	growth, reclassification progress, graduation readiness, and long-term academic success.		
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Insert or delete rows, as necessary.

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

Based on the Comprehensive Needs Assessment (CNA), student performance data, and educational partner input, OFY-Acton calculated the proportional contribution of targeted actions toward meeting the Increased and Improved Services requirement. These actions are principally directed and exclusively provided to English Learners (EL) and Long-Term English Learners (LTEL), ensuring that funding supports interventions addressing their unique academic and language development needs.

Goal 1, Action 1 – Targeted ELD Intervention

Student Group: English Learners (EL)

Action Description: Provides structured ELD instruction delivered by EL Specialists, including small-group interventions, curriculum enhancements, and EL-focused field trips. Addresses language acquisition gaps identified in the CNA and CSI findings.

Estimated Full Cost: \$701,000

Current Implementation: 50% of the EL Specialist salary and additional targeted resources are currently allocated to support EL students.

Planned PPIS: 5.97%

Rationale: Limited to EL students to ensure individualized language support, accelerate reclassification, and improve academic outcomes. General instruction alone cannot address these data-verified needs.

Goal 1, Action 2 – EL Professional Development

Student Group: English Learners (EL)

Action Description: Provides EL-focused professional development for teachers, including language acquisition strategies, culturally responsive practices, and differentiated instruction to close ELA and Math achievement gaps.

Estimated Full Cost: \$248,500

Current Implementation: 50% of one ELD coach and 20% of another ELD coach’s time allocated for targeted PD; additional resources for conferences and training.

Planned PPIS: 2.12%

Rationale: Exclusively for educators serving EL students to ensure targeted strategies are applied in classrooms. This specialized PD builds teacher capacity to meet EL-specific academic needs.

Goal 1, Action 3 – LTEL Professional Development

Student Group: Long-Term English Learners (LTEL)

Action Description: Offers professional development tailored for LTEL needs, including differentiated instruction, intervention strategies, and best practices to accelerate language acquisition.

Estimated Full Cost: \$248,500

Current Implementation: Same staffing allocation and PD supports as Action 2, focused on LTEL instructional strategies.

Planned PPIS: 2.12%

Rationale: LTEL students face persistent reclassification challenges. Limiting this action to LTEL-focused PD ensures staff can provide intensive, differentiated support to close long-term learning gaps.

Goal 1, Action 4 – Recruiting & Training ELD Intervention Specialists

Student Group: English Learners (EL)

Action Description: Allocates funds for recruiting and training additional ELD specialists and intervention staff, including curriculum development and professional development to deliver targeted ELD interventions.

Estimated Full Cost: \$310,000

Current Implementation: Existing staff salaries and PD resources are partially allocated; additional hires expand capacity to provide sustained support.

Planned PPIS: 2.64%

Rationale: EL students require consistent, high-quality intervention. This action is limited to ELs because specialized staffing ensures focused support not available through general classroom instruction.

Goal 1, Action 5 – Targeted LTEL Intervention

Student Group: Long-Term English Learners (LTEL)

Action Description: Mirrors Action 1 but is exclusively directed to LTEL students. Provides small-group instruction, enhanced curriculum, and additional staffing to accelerate language acquisition and close persistent achievement gaps.

Estimated Full Cost: \$701,000

Current Implementation: Uses the same methodology as Action 1, applied solely to LTEL students.

Planned PPIS: 5.97%

Rationale: LTELs face long-term language and academic challenges requiring extended, individualized intervention. Limiting services ensures resources are concentrated on the students with the highest documented need.

Total Impact on Increased & Improved Services Requirement

These five targeted actions directly contribute to the LEA's proportionality of improved services by:

- Expanding structured language interventions for EL and LTEL students.
- Building teacher capacity through specialized professional development.
- Recruiting and retaining skilled ELD staff to provide intensive interventions.
- Closing achievement and reclassification gaps through data-informed instructional strategies.

Total Planned PPIS Contribution (including charter wide actions): 69.5%

These limited actions ensure LCFF funding is strategically allocated to unduplicated students, addressing systemic barriers, promoting academic progress, and fulfilling the Increased and Improved Services requirement.

Additional Concentration Grant Funding

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

OFY-Acton plans to utilize additional concentration grant add-on funding to retain and recruit staff providing direct services to English Learners (EL), Low-Income students (FRMP), and Foster Youth across all school sites. Each of these schools enrolls an unduplicated student population exceeding 55%, ensuring that investments are targeted to the highest-need students.

Goals and Actions Supported

Concentration grant add-on funds are principally directed toward the following LCAP Goals and Actions:

- Goal 1, Actions 1–5: Targeted ELD and LTEL interventions, professional development for EL/LTEL staff, and recruitment of additional ELD specialists.
- Goal 2, Actions 1–2: Post-secondary planning, dual enrollment, AP/CTE program support, and career pathway guidance.

These actions are designed to increase equitable access to high-quality instruction, language acquisition support, and post-secondary preparation for unduplicated students.

Staffing Impact

The funds support both certificated and classified positions that directly serve high-need students, including:

- ELD Specialists and Intervention Teachers – providing targeted ELD and LTEL interventions aligned to student language acquisition and reclassification goals.
- Professional Development Staff – supporting teachers and intervention specialists with culturally responsive instruction and differentiated strategies for EL and LTEL students.
- Post-Secondary Counselors and Career Pathway Coordinators – ensuring students have guidance and access to A-G course planning, dual enrollment, CTE programs, and graduation pathways.

Methodology for Allocation

Staffing and funding decisions are based on:

1. School enrollment of unduplicated students, prioritizing sites with the highest concentrations.
2. Academic need and performance gaps identified through the CNA, SBAC data, and local progress measures.
3. Staffing ratios relative to student needs, ensuring adequate coverage for intervention, counseling, and instructional support.

Retention of Key Staff

In cases where concentration grant funds are insufficient to add new positions, funding is applied to retain existing staff who provide direct services to unduplicated students, ensuring continuity of support. This includes:

- Maintaining instructional positions for targeted ELD and LTEL services.
- Retaining post-secondary counseling and career pathway staff to support college/career readiness.
- Ensuring specialized intervention staff remain in place to provide consistent, high-quality services for EL, Foster, and Low-Income students.

By strategically using concentration grant add-on funds, OFY-Acton ensures that unduplicated students at high-need schools receive consistent academic, language, and post-secondary supports, increasing the likelihood of successful outcomes and equitable access to college and career pathways.

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 13,004,610.00	\$ 12,572,804.23

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	Targeted ELD Intervention	Yes	\$ 701,000	\$ 489,020
1	2	EL Professional Development	Yes	\$ 248,500	\$ 63,677
1	3	LTEL Professional Development	Yes	\$ 248,500	\$ 63,677
1	4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	\$ 318,000	\$ 46,534
1	5	Targeted LTEL Intervention	Yes	\$ 701,000	\$ 380,951
1	6	ELA & Math Intervention Services	Yes	\$ 360,000	\$ 1,618
1	7	Professional Development	Yes	\$ 520,600	\$ 357,081
1	8	Broad Course of Study	Yes	\$ 3,423,600	\$ 4,467,408
1	9	Educational Technology Resources	Yes	\$ 155,000	\$ 13,234
1	10	Benchmark Assessments	Yes	\$ 45,000	\$ 176,219
1	11	Academic Intervention Specialist (Title I)	No	\$ 135,500	\$ 135,643
1	12	Tutoring Services (Title I)	No	\$ 35,000	\$ 41,418
1	13	Literary Workshops & Resources (Title I)	No	\$ 20,000	\$ 25,691
1	14	Leadership Development - Admin Credential Tuition Reimbursement (Title II)	No	\$ 40,000	\$ 18,966
1	15	Targeted Student Support and Learning Recovery (LREBG)	No	\$ 220,000	\$ 498,489
1	16	Targeted Instructional Planning (LREBG)	No	\$ 17,850	\$ 25,174
1	17	Targeted Math and ELA Intervention (Title 1)	No	\$ 20,000	\$ 34,335
1	18	SWD's Professional Development	No	\$ 348,000	\$ 130,554
2	1	Post-secondary planning	Yes	\$ 1,112,600	\$ 2,213,773
2	2	Post-Secondary Opportunities	Yes	\$ 1,045,165	\$ 1,711,746
2	3	Postsecondary Field Trips/Opportunities	Yes	\$ 408,550	\$ 170,029
2	4	Postsecondary Activities/Events	Yes	\$ 595,000	\$ 152,892
2	5	Staff Development	Yes	\$ 260,145	\$ 108,818
2	6	Pathful Connect (Title I)	Yes	\$ 9,000	\$ 10,000
3	1	School Climate Survey (Title I)	No	\$ 2,100	\$ 84
3	2	Sports, Student Council, and Student Experiences	Yes	\$ 875,000	\$ 910,194
3	3	Visitor Management System	No	\$ 9,500	\$ 21,360
3	4	Security Patrol System	Yes	\$ 720,000	\$ 51,640
3	5	Parent and Family Engagement (Title I)	No	\$ 10,000	\$ 635
3	6	Care Closet Program (Title I)	No	\$ 15,000	\$ 1,323
3	7	Student Initiatives - Arts Program (Title I)	No	\$ 15,000	\$ 9,831
3	8	Student Initiatives - Academic Wellness Supports and Resources (Title I)	No	\$ 80,000	\$ 25,736
3	9	Mental Health and Trauma PD (Title II)	No	\$ 20,000	\$ (6)
3	10	PD for Leadership & Instructional Staff (Title II)	No	\$ 50,000	\$ 7,712
3	11	Targeted Social and Emotional Well-Being (LREBG)	No	\$ 220,000	\$ 207,349

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 11,374,773	\$ 11,737,660	\$ 11,388,510	\$ 349,150	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Targeted ELD Intervention	Yes	\$ 701,000	\$ 489,019.72	0.000%	0.000%
1	2	EL Professional Development	Yes	\$ 248,500	\$ 63,677.01	0.000%	0.000%
1	3	LTEL Professional Development	Yes	\$ 248,500	\$ 63,676.72	0.000%	0.000%
1	4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	\$ 318,000	\$ 46,533.76	0.000%	0.000%
1	5	Targeted LTEL Intervention	Yes	\$ 701,000	\$ 380,951.26	0.000%	0.000%
1	6	ELA & Math Intervention Services	Yes	\$ 360,000	\$ 1,617.88	0.000%	0.000%
1	7	Professional Development	Yes	\$ 520,600	\$ 357,081.40	0.000%	0.000%
1	8	Broad Course of Study	Yes	\$ 3,423,600	\$ 4,467,408.15	0.000%	0.000%
1	9	Educational Technology Resources	Yes	\$ 155,000	\$ 13,233.76	0.000%	0.000%
1	10	Benchmark Assessments	Yes	\$ 45,000	\$ 176,218.75	0.000%	0.000%
2	1	Post-secondary planning	Yes	\$ 1,112,600	\$ 2,213,772.90	0.000%	0.000%
2	2	Post-Secondary Opportunities	Yes	\$ 1,045,165	\$ 1,711,746.00	0.000%	0.000%
2	3	Postsecondary Field Trips/Opportunities	Yes	\$ 408,550	\$ 170,028.80	0.000%	0.000%
2	4	Postsecondary Activities/Events	Yes	\$ 595,000	\$ 152,892.10	0.000%	0.000%
2	5	Staff Development	Yes	\$ 260,145	\$ 108,817.99	0.000%	0.000%
2	6	Pathful Connect (Title I)	Yes	\$ -	\$ 10,000.00	0.000%	0.000%
3	2	Sports, Student Council, and Student Experiences	Yes	\$ 875,000	\$ 910,194.10	0.000%	0.000%
3	4	Security Patrol System	Yes	\$ 720,000	\$ 51,640.00	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 32,067,358	\$ 11,374,773	0.000%	35.472%	\$ 11,388,510	0.000%	35.514%	\$0.00 - No Carryover	0.00% - No Carryover

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	\$ 34,037,093	\$ 11,746,937	34.512%	0.000%	34.512%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 11,939,645	\$ 1,107,850	\$ -	\$ 467,000	\$ 13,514,495.00	\$ 5,948,000	\$ 7,566,495

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Targeted ELD Interventions	EL, LTEL	Yes	Limited	English Learners	All Schools	On-going	\$ 360,000	\$ 340,000	\$ 700,000	\$ -	\$ -	\$ -	\$ 700,000	0.000%
1	2	EL Professional Development	EL, LTEL	Yes	Limited	English Learners	All Schools	On-going	\$ 75,000	\$ 175,000	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000	0.000%
1	3	LTEL Professional Development	LTEL	Yes	Limited	English Learners	All Schools	On-going	\$ 75,000	\$ 175,000	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000	0.000%
1	4	Enhancing Staffinr for Unduplicated Pupil Success: Recruitment and Retention Initiatives	EL, LTEL, FY, LI	Yes	Limited	English Learners and Low-income	All Schools	On-going	\$ 78,000	\$ 242,000	\$ 320,000	\$ -	\$ -	\$ -	\$ 320,000	0.000%
1	5	Targeted LTEL Intervention	LTEL	Yes	Limited	English Learners	All Schools	On-going	\$ 360,000	\$ 390,000	\$ 750,000	\$ -	\$ -	\$ -	\$ 750,000	0.000%
1	6	ELA & Math Intervention	All	Yes	LEA-wide	English Learners	All Schools	On-going	\$ -	\$ 360,000	\$ 360,000	\$ -	\$ -	\$ -	\$ 360,000	0.000%
1	7	Professional Development	All	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 220,000	\$ 300,000	\$ 520,000	\$ -	\$ -	\$ -	\$ 520,000	0.000%
1	8	Broad Course of Study	All	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 3,100,000	\$ 400,000	\$ 3,500,000	\$ -	\$ -	\$ -	\$ 3,500,000	0.000%
1	9	Educational Technology Resources	All	Yes	LEA-wide	English Learners	All Schools	On-going	\$ -	\$ 155,000	\$ 155,000	\$ -	\$ -	\$ -	\$ 155,000	0.000%
1	10	Benchmark Assessment	All	Yes	LEA-wide	English Learners	All Schools	On-going	\$ -	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000	0.000%
1	11	Academic Intervention Specialist (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 135,500	\$ -	\$ -	\$ -	\$ -	\$ 135,500	0.000%
1	12	Tutoring Services (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	\$ 35,000	0.000%
1	13	Literary Workshops & Resources (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	0.000%
1	14	Leadership Development- Admin Credential Tuition Reimbursement (Title II)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	0.000%
1	15	Targeted Student Support and Learning Recovery (LREBG)	SWD, EL, LTEL	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ -	\$ 220,000	0.000%
1	16	Targeted Instructional Planning (LREBG)	LTEL, SWD, EL	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 17,850	\$ -	\$ 17,850	\$ -	\$ -	\$ 17,850	0.000%
1	17	Targeted Math and ELA Intervention (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,000	0.000%
1	18	SWD's Professional Development	SWD	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 350,000	\$ -	\$ 350,000	\$ -	\$ -	\$ 350,000	0.000%
1	19	Access to Instructional Technology and Student Focus Supports	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	\$ 300,000	0.000%
2	1	Post-secondary planning	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ 1,200,000	\$ -	\$ 1,200,000	\$ -	\$ -	\$ -	\$ 1,200,000	0.000%
2	2	Post-secondary Opportunities	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ 210,000	\$ 890,000	\$ 1,100,000	\$ -	\$ -	\$ -	\$ 1,100,000	0.000%
2	3	Post-secondary Field Trips/Opportunities	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ -	\$ 450,000	\$ 450,000	\$ -	\$ -	\$ -	\$ 450,000	0.000%
2	4	Post-secondary Activities/Events	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ -	\$ 600,000	\$ 600,000	\$ -	\$ -	\$ -	\$ 600,000	0.000%
2	5	Staff Development	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ 90,000	\$ 170,145	\$ 260,145	\$ -	\$ -	\$ -	\$ 260,145	0.000%
2	6	Pathful Connect (Title I)	All	No	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	0.000%
3	1	School Climate Survey (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500	\$ 2,500	0.000%
3	2	Sports, Student Council, and Student Experiences	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ -	\$ 750,000	\$ 750,000	\$ -	\$ -	\$ -	\$ 750,000	0.000%
3	3	Visitor Management System	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 9,500	\$ 9,500	\$ -	\$ -	\$ -	\$ 9,500	0.000%
3	4	Security Patrol System	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	On-going	\$ -	\$ 720,000	\$ 720,000	\$ -	\$ -	\$ -	\$ 720,000	0.000%
3	5	Parent and Family Engagement (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	0.000%
3	6	Case Closet Program (Title I)	FY, HOM	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	0.000%
3	7	Student Initiatives-Academic Wellness Supports and Resources (Title I)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	\$ 80,000	0.000%
3	8	Mental Health and Trauma PD (Title II)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	0.000%
3	9	PD for Leadership & Instructional Staff (Title II)	All	No	LEA-wide	N/A	All Schools	On-going	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	0.000%
3	10	Targeted Social and Emotional Well-being (LREBG)	All	No	LEA-wide	N/A	All Schools	On-going	\$ 180,000	\$ 40,000	\$ -	\$ 220,000	\$ -	\$ -	\$ 220,000	0.000%

26-27 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
\$ 34,037,093	\$ 11,746,937	34.512%	0.000%	34.512%	\$ 11,930,145	0.000%	35.050%	Total:	\$ 11,930,145
								LEA-wide Total:	\$ 9,660,145
								Limited Total:	\$ 2,270,000
								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	Targeted ELD Interventions	Yes	Limited	English Learners	All Schools	\$ 700,000	0.000%
1	2	EL Professional Development	Yes	Limited	English Learners	All Schools	\$ 250,000	0.000%
1	3	LTEL Professional Development	Yes	Limited	English Learners	All Schools	\$ 250,000	0.000%
1	4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	Limited	English Learners and Low-Income	All Schools	\$ 320,000	0.000%
1	5	Targeted LTEL Intervention	Yes	Limited	English Learners	All Schools	\$ 750,000	0.000%
1	6	ELA & Math Intervention	Yes	LEA-wide	English Learners	All Schools	\$ 360,000	0.000%
1	7	Professional Development	Yes	LEA-wide	English Learners	All Schools	\$ 520,000	0.000%
1	8	Broad Course of Study	Yes	LEA-wide	English Learners	All Schools	\$ 3,500,000	0.000%
1	9	Educational Technology Resources	Yes	LEA-wide	English Learners	All Schools	\$ 155,000	0.000%
1	10	Benchmark Assessment	Yes	LEA-wide	English Learners	All Schools	\$ 45,000	0.000%
2	1	Post-secondary planning	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 1,200,000	0.000%
2	2	Post-secondary Opportunities	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 1,100,000	0.000%
2	3	Post-secondary Field Trips/Opportunities	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 450,000	0.000%
2	4	Post-secondary Activities/Events	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 600,000	0.000%
2	5	Staff Development	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 260,145	0.000%
3	2	Sports, Student Council, and Student Experiences	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 750,000	0.000%
3	4	Security Patrol System	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 720,000	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Options For Youth- Acton

Date Resource Inequity Review was conducted: March 2026

Guidance & Instructions

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

How to Use This Template

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

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

The Charter identified several actionable inequities impacting student achievement based on analysis of data and educational partner feedback.

- Inconsistent access to targeted academic interventions, particularly in Math and ELA, due to gaps in placement, scheduling, and alignment between instructional settings (SGI, DI, and Independent Study).
- Inconsistent student participation in available engagement opportunities, including extracurricular activities, peer collaboration, and SGI participation, due to scheduling constraints, independent study model limitations, and limited staff capacity to facilitate activities.
- Low student connection and sense of belonging, as indicated by lower student ratings in peer connection (3.75) and belonging (3.87), impacting overall engagement and attendance.
- Inconsistent implementation of college and career readiness supports, including limited early exposure to postsecondary planning, infrequent goal-setting conversations, and a high percentage of students reporting uncertainty about their plans after graduation.
- Insufficient systems to address online safety and social media impacts, with staff and parents identifying concerns around student focus, behavior, and academic performance linked to social media use.
- Low parent engagement and participation, including low survey response rates (~12%) and limited participation in school events, impacting communication and partnership with families.
- Inconsistent implementation of student orientation and onboarding processes, with only 60% of students reporting feeling prepared after orientation.

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

<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<p>Based on the identified inequities and alignment to student outcome data, the Charter has prioritized the following:</p> <ul style="list-style-type: none"> ● Access to academic intervention and instructional alignment in Math and ELA, to address low achievement on SBAC and persistent subgroup gaps. ● Student engagement, connection, and attendance, including increasing participation in SGI, extracurricular activities, and peer collaboration opportunities. ● College and career readiness access and completion, particularly for underperforming subgroups such as Foster Youth and Homeless students. ● Online safety and social media awareness, to improve student focus, behavior, and academic engagement. ● Parent engagement and communication systems, to increase participation in surveys, events, and school decision-making processes.
<p>3. How does the Charter plan on addressing these inequities?</p>	<p>The Charter will implement the following actions to address identified inequities:</p> <ul style="list-style-type: none"> ● Strengthen implementation of academic interventions, including improving consistency in student placement, ensuring alignment between SGI, DI, and Independent Study, and increasing monitoring of student progress to ensure students are effectively accessing and benefiting from existing supports. ● Increase student participation in engagement opportunities, including expanding awareness of available extracurricular activities, SGI courses, and events, improving scheduling and access across different student cohorts (e.g., AM/PM, M/W vs T/Th), and setting clear expectations for student participation to support connection and belonging. ● Enhance student connection and sense of belonging, by increasing structured opportunities for peer collaboration within SGI and classroom settings, supporting staff in facilitating student interaction, and incorporating student voice to better align engagement opportunities with student interests and needs. ● Improve consistency and effectiveness of college and career readiness supports, including increasing the frequency of goal-setting and postsecondary planning conversations, starting earlier with students, and ensuring students actively engage in and complete existing college and career readiness activities. ● Address online safety and social media impacts, through implementation of targeted workshops, integration of digital citizenship into instruction, and increased staff and parent awareness of strategies to support students in managing social media and maintaining academic focus. ● Strengthen parent engagement and communication systems, including increasing outreach efforts, improving accessibility of communication (language and technology), expanding opportunities for parent involvement, and increasing participation in surveys and school events.

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

	<ul style="list-style-type: none"> ● Standardize and strengthen student orientation processes, including ensuring consistent implementation across sites, clearly communicating program expectations, and increasing student preparedness to support long-term engagement and success.
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>The Charter identified several non-actionable inequities that impact student achievement:</p> <ul style="list-style-type: none"> ● External responsibilities and life circumstances, including students working, supporting family members, or facing housing instability, which impact attendance, engagement, and academic performance. ● The structure of the independent study model, which inherently limits daily student interaction and can impact student connection, engagement, and access to school-based supports. ● Social media and external influences outside of school control, which impact student focus, behavior, and academic performance. ● Transportation and scheduling constraints, which limit student participation in extracurricular activities and engagement opportunities.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options For Youth- Acton

School Year: **2025-2026**

EDUCATIONAL PARTNERS

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

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

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program. DTA
2. Parents and Students- Parents and students were provided multiple opportunities throughout the school year to offer feedback on LCAP updates during DELAC and PAC meetings.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

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

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

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

- California Dashboard performance data (2023-2025)
 - ◆ Suspension Rates
 - ◆ Combined Four- and Five-Year Graduation Rate
 - ◆ Chronic Absenteeism Indicator
 - ◆ College/Career Levels and Measures Report
 - ◆ College/Career Levels & Measures Report: How Students Met Prepared
 - ◆ College/Career Levels & Measures Report: How Students Met Approaching Prepared
- College & Career Data
 - ◆ College and Career Guide - Participation
 - ◆ College and Career Guide - Completion
- Cohort Outcomes
 - ◆ Student Dropout Rate

- ◆ Alternative School Status One-Year Grad Rate
- CAASPP data
 - ◆ SBAC Math Results
 - ◆ SBAC Math Results | Avg. Scaled Score
 - ◆ CAST Results | Avg. Scaled Score
 - ◆ CAST Results
- Local Priorities Data
 - ◆ Lexile Performance
 - ◆ Reading GLE Performance
 - ◆ Math GLE Performance
 - ◆ 2023 - 2025 Credit Attainment (5+ Units)
 - ◆ 2023 - 2025 Monthly Student Progression (MSP)
 - ◆ Core Course Credit Completion
- Fall 2025 Dashboard Report
- Tableau
- EL Reclassification Data
- Stakeholder Surveys
- Star Renaissance Data
- Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

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

Academics:

- **Math:**

- Scaled scores for 8th grade students taking the math CAASPP assessment have remained consistent from 2024 to 2025 (2402SS to 2401.9SS), but have dropped slightly from where they were in 2023(2420.3 SS).
- A majority of our 8th grade students tested into “Standard Not Met” (85.71%) compared to “Standard Met” (0%) and “Standard Exceeded” (0%).
- For homeless students, Avg. Scaled scores have increased in Math from 2451.3 in 2023 to 2482.2 in 2025.
- Homeless students had the highest percentage of students achieving “Standard Met” or “Standard Exceeded” on math CAASPP, with 9.1% of the student group achieving standard met or standard exceeded.
- Math performance on the California Dashboard remains in the “Very Low” performance band for All Students and key subgroups, indicating a significant gap from standard.

- **ELA:**

- Dashboard data shows a decline in ELA performance for All Students (-15 points), indicating decreased performance over time.
- Long-Term English Learners (LTEL) experienced a significant decline in ELA performance (-21.6 points), representing one of the largest decreases among subgroups.
- English Learners (EL) and Students with Disabilities remain in the “Very Low” performance band for ELA.
- Local Reading GLE data shows growth over time (All Students: 6.9 → 8.8), indicating improvement in reading levels despite low state assessment performance.
- Lexile growth data shows a slight decline in the percentage of students demonstrating growth (66.49% → 61.8%).
- **Science (CAST)**
 - Average scaled scores for 8th grade science increased slightly from 2023 to 2025 (385.8 → 388.0).
 - High school science scores decreased from 2023 to 2024 and increased slightly in 2025 (600.2 → 594.9 → 599.2).
 - A majority of 8th grade students scored in the “Standard Nearly Met” category (65.71%).
 - 12th grade students demonstrated higher performance levels, with 22.67% meeting standard in 2025.
- **Local Academic Measures (GLE / Lexile / Core Completion):**
 - Reading GLE scores increased across grade levels (All Students: 6.9 → 8.8), indicating improvement in reading performance.
 - Math GLE scores increased from 6.5 to 7.2, showing growth but remaining below grade-level expectations.
 - Core course credit completion increased across subjects:
 - English: 6.19 → 8.3
 - Math: 6.22 → 7.4
 - Lexile growth declined slightly over time, indicating fewer students demonstrating measurable reading growth.

College and Career:

- **Grad Rate:**
 - Graduation rates increased 11.4% from 2024 to 2025, while the student cohort decreased (2024: 1050 → 2025: 989)
 - According to the California Dashboard, 47% of students graduated within the combined 4- and 5-year cohort. Of these graduates, 16.5% were 5th-year cohort graduates.
 - Some subgroup grad rates lagged behind the overall (ELL: 38.9%, LTEL: 40.1%).
 - One-year grad rate for all students increased ↑4% from 2024 to 2025.
 - One-year grad rate for SpEd students and African American students increased to over 90% for both subgroups
 - The one year grad rate for homeless students decreased 3.8% from 2024 to 2025.
- **A-G Completion Rate:**
 - Twice as many 9th graders (50.5%) are on the A-G planning guide compared to 12th graders (26.8%)
 - All student subgroups increased participation (EL, on the A-G planning guide with the exception of FY.
 - Foster Youth has the lowest A-G completion rate, FY A-G completion rate fell from 2024 to 2025 (↓5.8%)
- **College and Career Indicator:**

- The number of prepared students increased 5.7% moving us from Red to Yellow on the Ca dashboard.
- 0.8% of students met the CCI indicator by taking two or more AP classes.
- **Dropout Rate**
 - Dropout rates decreased significantly from 11% in 2023 to 4.1% in 2025 for All Students.
 - All subgroups demonstrated decreases in dropout rates over time, indicating improved student retention.
- **College and Career Guide**
 - Participation increased from 27.6% in 2023 to 37.0% in 2025.
 - Completion rates for 12th grade students increased to 22.9% in 2025.
 - Subgroups such as Foster Youth (6.7%) and Homeless Youth (7.7%) have significantly lower completion rates compared to All Students.

Climate:

- **School Climate Data:**
 - Chronic absenteeism remains high for 8th grade students though it has decreased from previous years (2024:47.6% → 2025: 35.3%)
 - Suspension rates remain low (2024:0.01% → 2025: 0.02%)
 - Cohort Outcomes: Student dropout rate for all students has decreased 5.3% from 2024
- **Student Engagement**
 - Monthly Student Progression (MSP) increased across all student groups, with All Students averaging between 85%–90% in 2025.
 - Credit attainment (5+ units) increased across months and student groups, indicating improved student engagement and course completion.

PRIORITIZED NEEDS

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

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

The following 4 areas of focus will be the charters' priorities in the upcoming school year:

1. Improve student achievement in Mathematics across all grade levels and subgroups

Educational partners consistently identified math as a critical area of concern, noting low CAASPP performance and significant gaps in foundational skills. Data indicates a high percentage of students scoring “Standard Not Met,” with limited improvement over time. Staff feedback highlighted the need for targeted intervention, consistent math placement, and increased access to structured math support for students with learning gaps.

2. Strengthen ELA achievement and writing proficiency, particularly for EL, LTEL, and Students with Disabilities

Educational partners identified a decline in ELA performance, particularly among LTEL and special populations. Feedback emphasized limited exposure to rigorous writing instruction, inconsistent alignment between instructional settings (SGI/IS), and insufficient targeted literacy intervention. Despite growth in local reading measures, state assessment data indicates a continued gap in proficiency.

3. Increase student engagement and consistent participation in instructional programs, including attendance, credit attainment, and academic support

Educational partners identified attendance, engagement, and participation in support programs as key barriers to student success. Feedback highlighted chronic absenteeism, inconsistent participation in SGI classes, and limited student access to academic interventions. While local data shows improvements in credit attainment and progression, partners noted that increased engagement is necessary to improve academic outcomes.

4. Improve college and career readiness outcomes, including A-G completion and participation in college and career pathways for all students, with a focus on underperforming subgroups

Educational partners noted disparities in A-G completion and college and career participation, particularly among Foster Youth and Homeless students. Feedback emphasized the need for stronger student and family awareness, improved access to programs such as dual enrollment and CTE, and increased support for students navigating postsecondary pathways. While participation has increased, completion rates remain low, indicating a need for more targeted support systems.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

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

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

1. Area of Focus: Mathematics Achievement

Root Cause(s):

- Students enter with significant gaps in foundational math skills and prior learning.
- Students experience long gaps in time without consistent enrollment in math courses.
- Students are not consistently placed in targeted math intervention or support classes aligned to their skill level.
- Limited alignment between instructional strategies and rigor of CAASPP standards.

Measurable Outcome(s):

- The percentage of students scoring “Standard Nearly Met” or higher on SBAC Math will increase by 5 percentage points by the end of the 2026–2027 school year.
- The percentage of students identified below grade level who are enrolled in a math intervention (e.g., SGI, Freckle, or targeted support) will increase by 10% by the end of the 2025–2026 school year.
- Math GLE scores for All Students will increase from 7.2 to 8.0 by the end of the 2026–2027 school year.

2. Area of Focus: ELA Achievement

Root Cause(s):

- Students have limited exposure to structured writing instruction and grade-level literacy tasks.
- Inconsistent alignment between SGI/DI instruction and Independent Study (IS) support.
- Insufficient targeted literacy intervention for EL, LTEL, and Students with Disabilities.
- Decreased student engagement in reading and writing activities, impacting skill development.

Measurable Outcome(s):

- The percentage of students demonstrating growth in Lexile scores will increase from 61.8% to 70% by the end of the 2026–2027 school year.
- Reading GLE scores for All Students will increase from 8.8 to 9.5 by the end of the 2026–2027 school year.
- The percentage of LTEL students improving performance on the ELA Dashboard indicator will increase by 5 percentage points by the next reporting cycle.

3. Area of Focus: Student Engagement and Attendance

Root Cause(s):

- Students face external responsibilities (work, family obligations) that impact attendance and engagement.
- Students are not consistently participating in SGI classes or academic intervention opportunities.
- Limited student understanding of the importance of consistent attendance in an independent study model.
- Inconsistent access to transportation and support services for high-need student populations.

Measurable Outcome(s):

- Chronic absenteeism will decrease by 5 percentage points from the current baseline by the next Dashboard reporting cycle.
- Monthly Student Progression (MSP) will maintain an average of 85% or higher across all student groups throughout the 2025–2026 school year.
- The percentage of students meeting monthly credit attainment goals (5+ units) will increase by 10% by the end of the 2025–2026 school year.

4. Area of Focus: College and Career Readiness

Root Cause(s):

- Students and families have limited awareness of A-G requirements, college pathways, and career opportunities.
- Limited access to college and career readiness programs (e.g., AP, dual enrollment, CTE pathways).
- Inconsistent communication and advising around postsecondary planning.
- Barriers for Foster Youth and Homeless students, including access to resources and stability.

Measurable Outcome(s):

- 12th grade College and Career Guide completion will increase from 22.9% to 27% by the end of the 2026–2027 school year.
- A-G completion for all students will increase by 5 percentage points by the end of the 2026–2027 school year.
- College and Career Guide completion rates for Foster Youth and Homeless Youth will increase by 5 percentage points by the end of the 2026–2027 school year.
- The percentage of students meeting the College and Career Indicator (CCI) will increase by 3 percentage points by the next Dashboard reporting cycle.

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

During the course of the charter's Comprehensive Needs Assessment, several key strengths and challenges emerged based on analysis of state and local data, as well as educational partner feedback.

Strengths:

- Graduation rates increased by 11.4% from 2024 to 2025, and one-year graduation rates improved across multiple student groups.
- Dropout rates decreased significantly from 11% in 2023 to 4.1% in 2025, indicating improved student retention.
- College and Career Indicator (CCI) outcomes improved, moving from **Red to Yellow**, with increased participation in college and career readiness activities.
- Local academic measures, including Reading and Math GLE, showed consistent growth across grade levels.
- Core course credit completion and Monthly Student Progression (MSP) improved, indicating increased student engagement and course completion.

Challenges:

- Math achievement remains a significant area of concern, with a majority of students scoring "Standard Not Met" and overall performance remaining in the "Very Low" range on the California Dashboard.
- ELA performance declined across student groups, with Long-Term English Learners (LTEL), English Learners (EL), and Students with Disabilities experiencing the most significant decreases.
- Chronic absenteeism remains high, limiting consistent access to instruction and impacting academic outcomes.
- Disparities persist among student subgroups, particularly for EL, LTEL, Foster Youth, and Homeless students in graduation rates and college and career readiness outcomes.
- While participation in college and career pathways has increased, completion rates remain low, especially for high-need student groups.

Trends Identified:

- A consistent trend across the data shows that student engagement and completion metrics (credit attainment, MSP, graduation rates) are improving over time.
- However, academic achievement on state assessments (SBAC Math and ELA) has not improved at the same rate, indicating a gap between course completion and mastery of grade-level standards.
- Local assessment data (GLE and Lexile) shows growth, suggesting that students are making progress academically, but this growth is not yet translating to proficiency on state assessments.
- Subgroup performance trends indicate that targeted supports are needed to address persistent equity gaps.

Overall, the data indicates that while the charter has made progress in improving student engagement, retention, and graduation outcomes, significant challenges remain in academic achievement and equitable outcomes for all student groups. Addressing gaps in Math and ELA performance, increasing student engagement and attendance, and strengthening college and career readiness systems will be critical areas of focus to improve student outcomes.

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

