

# LCFF Budget Overview for Parents

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

CDS Code: 34 67447 3430691

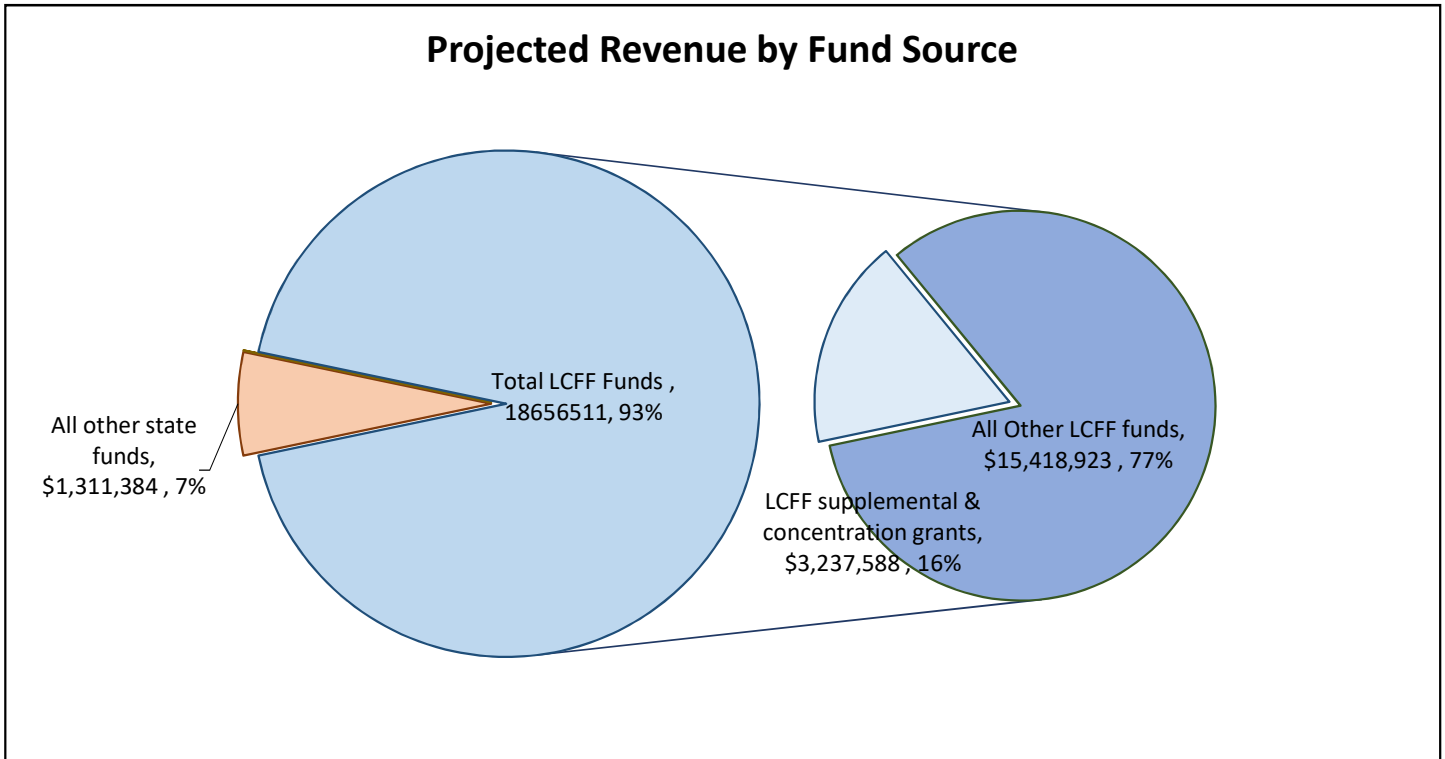
School Year: 2026-27

LEA contact information: Derek Newell, Principal - [dnewell@ofy.org](mailto:dnewell@ofy.org) (916)202-8779

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

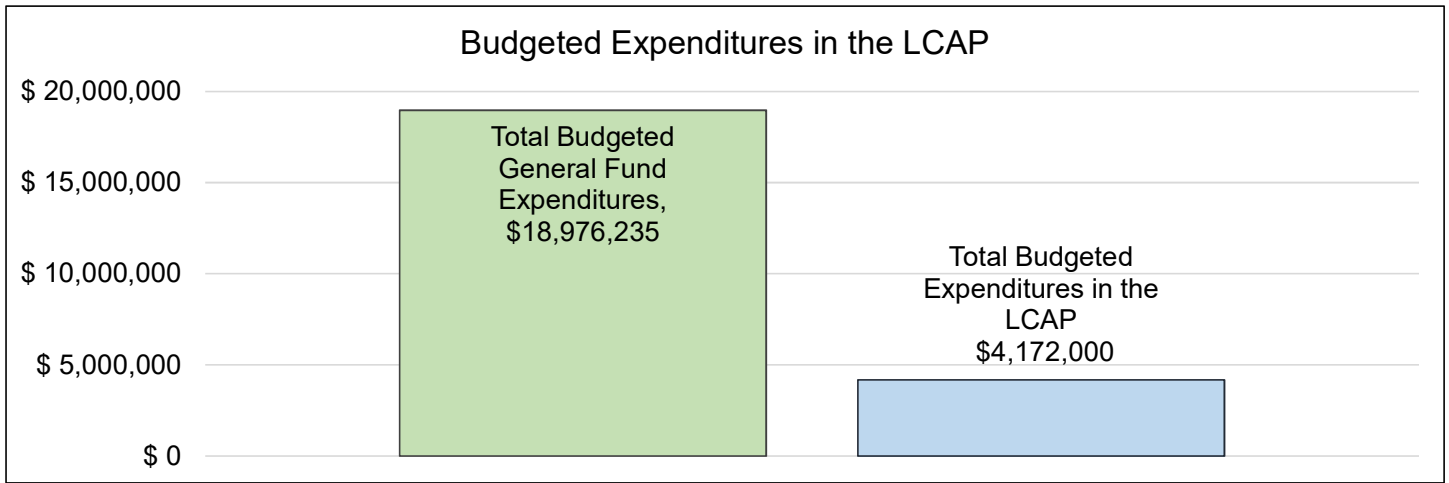


This chart shows the total general purpose revenue Options For Youth San Juan expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Juan is \$19,967,895.00, of which \$18,656,511.00 is Local Control Funding Formula (LCFF), \$1,311,384.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$18,656,511.00 in LCFF Funds, \$3,237,588.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Options For Youth San Juan 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 San Juan plans to spend \$18,976,235.00 for the 2026-27 school year. Of that amount, \$4,172,000.00 is tied to actions/services in the LCAP and \$14,804,235.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

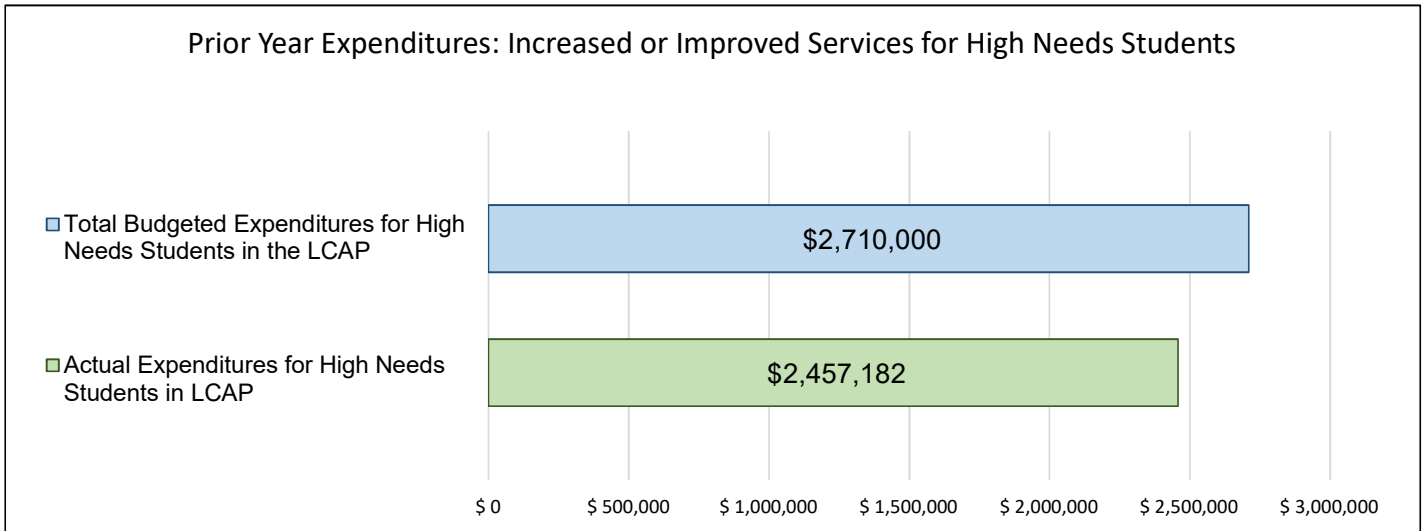
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology licenses and compliance-related fees, general administrative expenses, and allocated shared service costs from the charter network or authorizing entity.

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

In 2026-27, Options For Youth San Juan is projecting it will receive \$3,237,588.00 based on the enrollment of foster youth, English learner, and low-income students. Options For Youth San Juan must describe how it intends to increase or improve services for high needs students in the LCAP. Options For Youth San Juan plans to spend \$3,244,000.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Options For Youth San Juan budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Options For Youth San Juan 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 San Juan's LCAP budgeted \$2,710,000.00 for planned actions to increase or improve services for high needs students. Options For Youth San Juan actually spent \$2,457,181.75 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$252,818.25 had the following impact on Options For Youth San Juan's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted \$2,710,000 for high needs students in our LCAP. As of March 2026, we have spent \$2,457,181.75. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth San Juan	Derek Newell, Principal	<a href="mailto:dnewell@ofy.org">dnewell@ofy.org</a> 916-202-8779

## 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 San Juan 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.



**4**  
Learning Center



**118**  
Staff



**377**  
students



- 8.2%** English Learner
- 1.6%** Foster Youth
- 22.9%** Students with Disabilities
- 31.9%** Socioeconomically Disadvantaged
- 6.4%** Long Term English Learner
- 7.4%** Homeless
- 42.8%** Non-Duplicated

Overall, 39.5% of students were identified as part of a high-risk population, with 12.7% identified as credit deficient at enrollment.

**General Information:** Options for Youth–San Juan (OFY-SJ) offers a flexible and personalized learning environment designed for students in grades 7–12 who seek an alternative to the traditional educational model. The charter school is organized into four school sites (Arden, Carmichael, Orangevale, Howe) and an online program. According to the 2025 California Dashboard the student population is composed of 70.2% socioeconomically disadvantaged students, 8.3% English Learners, 19.7% students with disabilities, 7.2% students experiencing homelessness, and 2.1% foster youth. While much of the student demographic remains stable from last school year, the school continues to experience an increase in the enrollment of students with disabilities which grew by 2.1% in the last school year and has required specific efforts to recruit, prepare, and retain staff to meet these evolving student needs.

In addition to providing adequate staffing and robust academic opportunities, the charter has also actively engaged its educational partners through the Parent Advisory Committee and the Designated English Language Advisory Committee to ensure that we are providing the necessary support for our evolving student population. Furthermore, the school organized a range of charter-wide and learning center-specific events, including Trunk or Treat celebrations, a College and Career Wellness Fair, Academic Awards Nights, field trips, athletic events, prom, senior socials, book students, Student Councils, and Family Engagement Nights to create a sense of community where students and families feel a sense of belonging.

**Educational Philosophy:** OFY-SJ offers a unique educational program focused on supporting all students, especially those who are significantly credit deficient and in need of connected, targeted, and individualized academic support. To serve our diverse student population, OFY-SJ utilizes a flexible learning model that combines both in-person and online instruction through a combination of independent study and small group instruction. Our mission is to engage and motivate students through a personalized academic experience that equips them with the knowledge and skills necessary to earn their high school diploma and successfully transition to their post-secondary goals.

**Educational Program:** OFY-SJ focuses on three key goals to guide its educational mission. We begin by delivering a well-rounded learning experience that meets Common Core State Standards, ensuring students engage in meaningful and challenging coursework. Additionally, the program actively seeks out students who may have struggled or may be overlooked in traditional public-school settings, offering them both academic and social emotional support in order to thrive. Above all, OFY-SJ is committed to fostering a learning environment where students become self-motivated, capable, lifelong learners who think critically, ask meaningful questions, apply their knowledge to real-world situations, and are intrinsically driven to succeed both personally and academically.

**Comprehensive Learning Experience:** OFY- SJ provides a unique educational program designed to support all students, particularly those who are significantly credit deficient and in need of targeted, individualized academic support. Students are guided through individualized academic plans tailored to their specific needs within a flexible blended learning model that incorporates independent study, Small Group Instruction (SGI), online courses, hybrid classes, and both in-person and virtual instructional options. All curriculum is aligned with state standards and organized into structured, manageable units to promote comprehension and mastery. In addition to academic support, the school emphasizes Social Emotional Learning through experiential opportunities that help students better understand themselves and the world around them, as well as through a partnership with a virtual counseling platform that provides guidance and builds student resiliency. By providing students with consistent encouragement and access to instructional support that best fits their needs, the school promotes student achievement and cultivates self-improvement.

**Educational Services:** Recognizing that many OFY-SJ students enter with significant skill gaps and complex personal circumstances, the school implements a robust system of support grounded in personalized learning. Each student receives an individualized academic plan tailored to their specific needs. This personalized learning model, defined by regular one-on-one interactions between students and teachers, enables staff to identify and address individual challenges early and helps students stay on track for high school graduation. Continued academic support is provided through additional scheduled tutoring, extended teacher appointments, counselor meetings, and dedicated services from English Language Specialists. The school also offers structured opportunities for students to form meaningful connections with peers, staff, and the broader community through Pathways trips (experiential learning), community service initiatives, athletic programs, field trips, and center-based events. This whole-child approach helps to create a sense of belonging and resilience that supports both personal and academic growth.

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

At OFY-SJ, we are committed to helping students recover from the academic and emotional impacts of the COVID-19 pandemic. One way we are doing this is by using the Learning Recovery Emergency Block Grant (LREBG) , a special, one-time source of state funding that helps schools support students after the disruptions caused by the pandemic. This funding is available through the 2027–28 school year and is meant to supplement (not replace) our ongoing state and federal funding.

We are using these funds to support three key areas:

1. Helping students catch up academically (Refer to LCAP Goal 2, Action 5). This includes providing additional instructional time in the evenings during Saturday School appointments, and by offering additional support for our students during specific times of the school year when students often lose motivation (months of June/July/August). This additional support is focused on closing learning gaps for students who are behind in their coursework, especially in core subjects like reading and math. Additional weekly math support is also offered to students with disabilities to encourage consistent math progress in a small and targeted cohort.
2. Supporting student mental health and resiliency (Refer to LCAP Goal 4, Action 4). We recognize that many students are still dealing with the emotional effects of the pandemic. Through the continued use of LREBG funds the school will adopt the Empower U mental health curriculum where students will have access to a multi-tiered system of support that includes individualized mentorship and counseling services. This program will be used as an additional tool that OFY staff can use to build both emotional resilience and consistent academic growth in our student population.
3. Furthering the implementation of the Ellevation program (refer to LCAP Goal 1 Action 6) to strengthen support for multilingual learners. This action provides a centralized platform for consolidating student data, allowing for more accurate progress monitoring and informed instructional decision making. Research supports that data-driven progress monitoring leads to improved student outcomes by enabling educators to deliver timely and targeted support.

These investments align with the goals and actions outlined in our Local Control and Accountability Plan (LCAP) particularly our focus on increasing graduation rates and closing opportunity gaps for student groups most impacted by the pandemic, such as, Students with disabilities, English learners, Socioeconomically disadvantaged students and our younger middle school population. By using these funds strategically, we are ensuring that our students have the academic, emotional, and social support they need to thrive.

# Reflections: Annual Performance

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

Based on a comprehensive review of the 2023, 2024, and 2025 California School Dashboard results, along with relevant local data and internal metrics, the charter analyzed areas of strength and growth to evaluate progress during the first two years of the 2024–27 LCAP cycle. Particular attention was given to student groups and indicators identified with a Red performance level on the 2023 California Dashboard to ensure ongoing monitoring and alignment of supports, actions, and metrics throughout the LCAP cycle.

## Areas of Strength

Based on a comprehensive review of state indicators, California School Dashboard data, and internal metrics from 2023 through 2025, the charter has demonstrated steady progress across several key areas while maintaining a clear focus on continuous improvement. We are especially proud of several key successes, including strong suspension rate outcomes, improved student achievement in math, a steady decline in chronic absenteeism, and a culture of open communication that supports meaningful and productive feedback from our educational partners. Over this period, the charter has built on its strengths in student support, engagement, and academic systems, resulting in measurable gains in student outcomes and school climate.

### Suspension Rate

One of the most consistent areas of success for OFYSJ has been the suspension rate, which remained at 0% from the 2023 CA Dashboard through the most recent 2025 reporting. This outcome reflects the charter’s strong commitment to relationship-building through individualized support from teachers, tutors, and mentors, as well as the implementation of restorative practices to ensure that students feel supported and are able to find success academically. Expanded student engagement opportunities including sports, student council, field trips, college tours, and community events have further strengthened connections between students and staff, contributing to a positive and supportive school environment. For the 2026-27 school year, the charter will build on current practices while actively creating meaningful opportunities for staff to engage with all educational partners, ensuring a positive, collaborative, and productive learning environment.

### Academic Achievement in English and Math on SBAC

Based on the 2025 release of the California Dashboard, the charter has demonstrated meaningful growth in academic achievement over time. Both English and mathematics have shown gains in internal metrics, including increased unit completion across all subject areas and a 14.8% rise in students completing 5+ credits per month. By 2025, these efforts also contributed to notable improvements in SBAC math performance, with the percentage of students meeting or exceeding standards increasing from 5.09% to 12.05%. This 4.3-point increase resulted in the charter moving from Red to Orange on the Dashboard for math performance. Additionally, the charter has maintained a strong average English Learner reclassification rate of 92% since 2023 and has demonstrated continued improvement in graduation rates, with a 5% increase between the 2023 and 2025 Dashboard results. These outcomes reflect the effectiveness of targeted academic interventions and support, as well as the charter’s implementation of structured systems that strengthened communication and progress monitoring during the first two years of the 2024–2027 LCAP cycle.

### Engagement and Feedback from Educational Partners

During the first two years of the 2024-2027 LCAP cycle, OFY San Juan actively strengthened partnerships with educational partners by providing numerous opportunities for meaningful engagement within the school community. Events included center-based book clubs,

sewing workshops, student council field trips, awards ceremonies, and charter-wide activities such as Prom and College & Career Fairs. These events were designed to involve both students and families, and feedback was overwhelmingly positive, with participants expressing appreciation for opportunities to connect with staff and celebrate student achievements.

Participation in Educational Partner Surveys also remained strong. The charter averaged 754 responses across the Comprehensive Schoolwide School Climate (Altitude) Surveys conducted in Fall 2024 and Fall 2025. Additionally, the 2026 LCAP survey saw significant engagement, with a total of 1,030 responses. Despite some minor declines in specific areas, overall results reflect continued strengths. According to the Altitude survey, 91% of students reported that the school provides a respectful learning environment, 87.7% indicated they feel comfortable reaching out to a teacher for support, and 87.6% stated that all backgrounds are welcomed. Among parents, 92% reported that teachers communicate effectively, support student goals, treat students with respect, and foster an inclusive environment. This feedback has been invaluable in shaping charter-wide goals and will continue to guide planning and improvements for the 2026–2027 school year to ensure the highest quality educational experience for all students.

### Chronic Absenteeism

Another key area of improvement has been chronic absenteeism and student retention. During the first two years of the LCAP cycle, the charter implemented targeted initiatives to increase middle school engagement, including revamping orientation presentations, integrating cohort-based activities, promotion ceremonies, and social-emotional learning supports such as the Empower U program. These efforts ensured students received the social-emotional support necessary for academic success.

As a result, the charter achieved a significant reduction in chronic absenteeism, declining by over 12%, and improving from Red to Orange on the California Dashboard. Additionally, dropout rates decreased at both the middle school level (down 5.2%) and high school level (down 4.7%). These outcomes highlight the effectiveness of integrating academic support with student-centered social-emotional and community-building strategies.

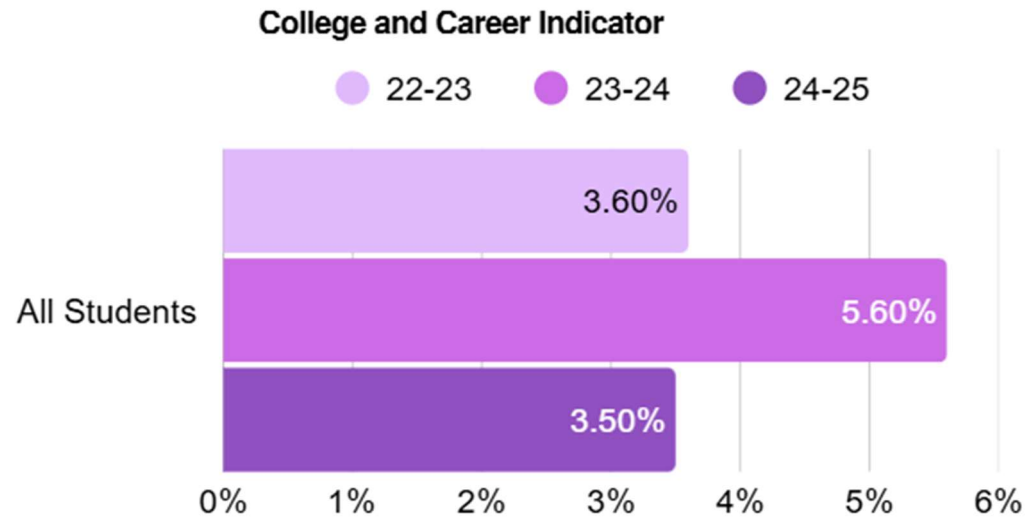
### **Areas of Growth**

Following the outcomes revealed by the Fall 2023 California Dashboard, OFY San Juan attained a red or very low rating in the performance indicators of Graduation Rates and College/Career, as illustrated in the accompanying infographic. While overall graduation rates have improved modestly in the first two years of the LCAP cycle, they remain below desired levels. In response, the charter continues to strengthen targeted interventions, including direct instruction math courses, expanded tutoring, use of intervention programs such as Exact Path, and a more intentional and student-centered Professional Learning Community structure that allows for better data driven practices.

Overall, the charter's progress from 2023 through 2025 in both internal and CA Dashboard metrics reflects a strong commitment to continuous improvement, equity, and student-centered practices. By maintaining a focus on relationship-building, structured academic support, and meaningful engagement with educational partners, the charter is well-positioned to sustain its successes while addressing key areas for growth during the remainder of the LCAP cycle.

To ensure continued growth, the charter has formulated specific focus goal(s) and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.

## College/ Career Indicator

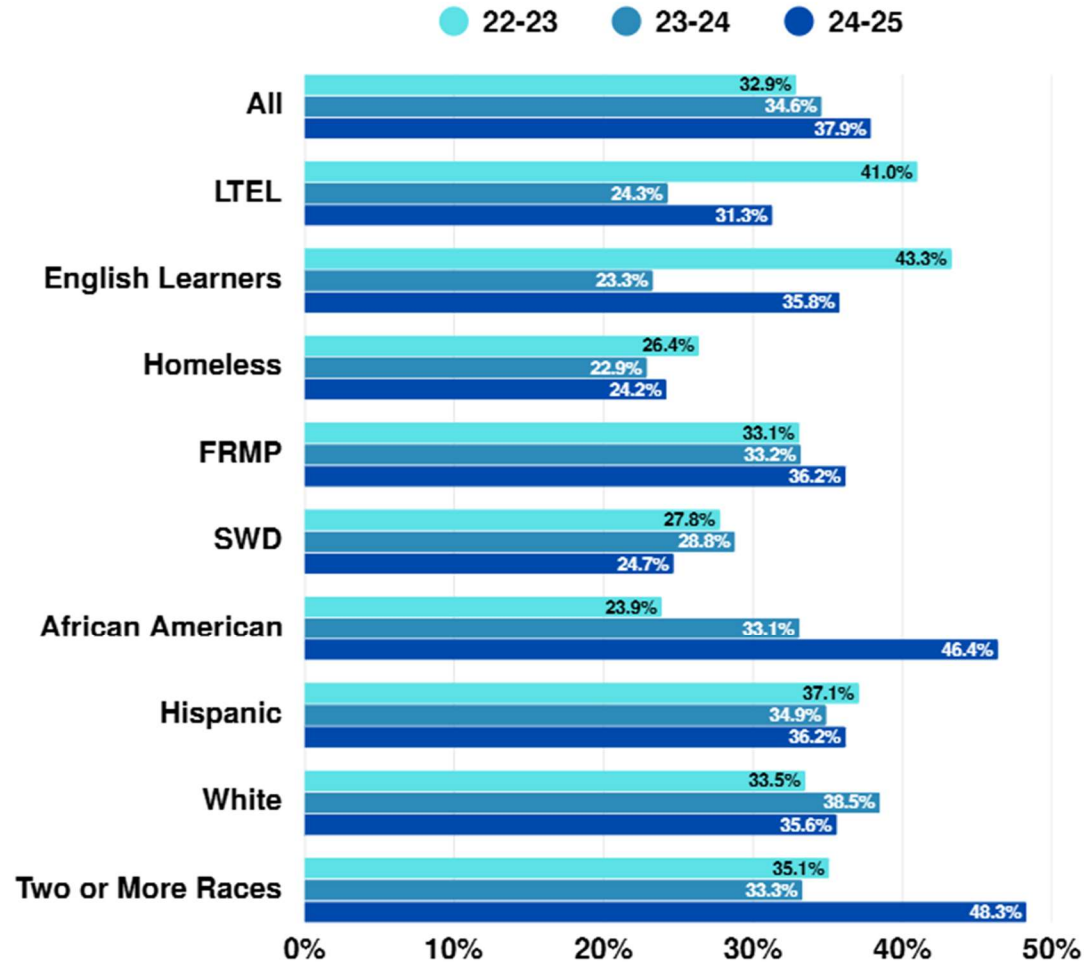


Goal 2, Action(s) 1, 2 and 3: The charter will focus on benchmark assessments to ensure students are making academic progress in English and Math throughout the school year to better prepare them for the SBAC assessment which is one of the metrics on the College and Career Indicator. Students' progress throughout the school year will be assessed using Star Renaissance Benchmark Assessment. If students score in the urgent intervention category, they will receive personalized intervention to support them in their learning gaps with the support of our intervention specialists and tutors.<sup>3</sup>

Goal 3, Action(s) 1 and 4: The charter will focus on post-secondary preparedness and post-secondary support through access to CTE programs, AP exams, Dual Enrollment, and State Seal of Biliteracy which are all metrics on the College and Career Indicator. We will continue to implement and increase the number of students who are accessing these programs and providing support and resources to those you are in them.

## Graduation Rate

### OFY San Juan 4-5 Year Graduation Rate

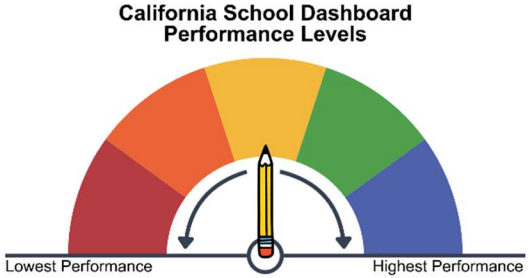
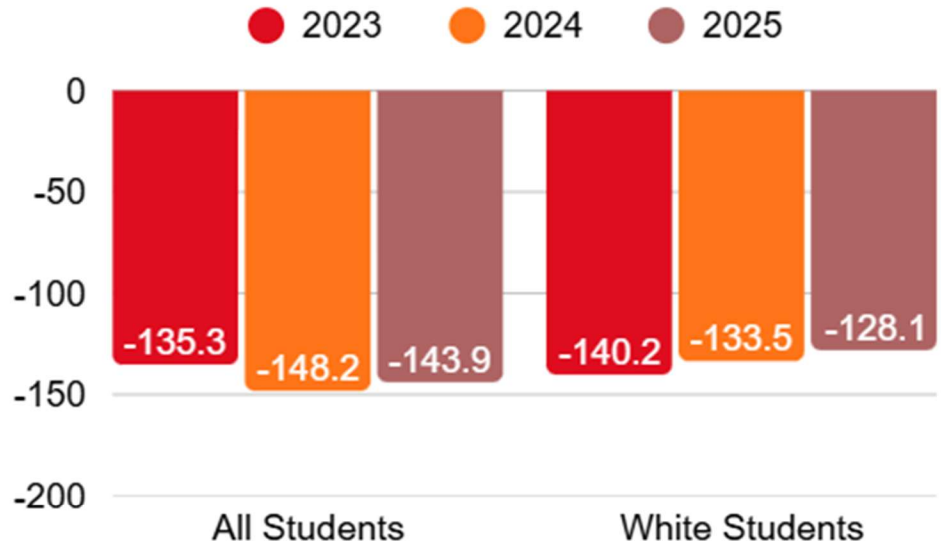


Goal 3, Action(s) 2 and 3: Students will have access to post-secondary counseling and better support for academic planning throughout the school year. Many of our students come to our school severely credit deficient and behind on their academic core courses. The focus for the charter is increasing the number of unit's students are turning in and support from many mentors and programs such as CREW. We will track all of our populations in red on the CA dashboard throughout the school year and ensure they are provided with support and resources to guide them towards graduation.

#### SBAC Math Results

Goal 2, Action(s) 1, 2 and 3: The charter will focus on benchmark assessments for white students to ensure this population is making academic progress in Math throughout the school year to better prepare them for the SBAC assessment. White Students' progress throughout the school year will be assessed using Star Renaissance Benchmark Assessment. If students score in the urgent intervention category, they will receive personalized intervention to support them in their learning gaps with the support of our intervention specialists and tutors.

# Smarter Balanced Summative Assessment Math (Points away from Standard)



Following a review of the 2025 California School Dashboard and local data, OFY San Juan identified the following areas of strength/growth:

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

ELA performance decreased by 13.8 points, resulting in an overall status of 49.1 points below standard. Notable improvements were observed among the following student groups:

White: 19.6 points below standard (↑ 7.1 points)

**Mathematics – Orange Performance Level (increased 1 performance level)**

Mathematics performance improved by 4.3 points; however, overall performance remains 143.9 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:

Hispanic: 160.3 points below standard (↑ 1.6 points)  
Socioeconomically Disadvantaged: 155.2 points below standard (↑ 5.4 points)  
White: 128.1 points below standard (↑ 5.5 points)

**College/Career – Red Performance Level (decreased 1 performance level)**

The College/Career indicator decreased by 2.4 percentage points, with 3.5% of students demonstrating college or career readiness. Subgroup performance highlights include:

African American/Black: 2.5% prepared (↓ 1.1%)  
English Learners: 2.1% prepared (↑ 2.1%)  
Hispanic: 1.5% prepared (↓ 2.7%)  
Homeless: 0% prepared (↓ 1.6%)  
Socioeconomically Disadvantaged: 3.4% prepared (↓ 1.6%)  
Students with Disabilities: 0% prepared (no change)  
White: 4.2% prepared (↓ 2.4%)

**Chronic Absenteeism – Orange Performance Level (increased 1 performance level)**

Chronic absenteeism improved by 12.7 percentage points, with the current rate at 42% chronically absent among middle school students. While this reflects progress, improving chronic absenteeism remains a priority. Increases were observed across several student groups:

Hispanic: 36.8% chronically absent (↓ 11.9%)  
Socioeconomically Disadvantaged: 41.9% chronically absent (↓ 14.2%)

**Graduation Rate – Red Performance Level (maintained performance level)**

The graduation rate increased by 3.4 percentage points, with 37.9% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:

African American/Black: 46.4% graduated (↑ 15.1%)  
English Learners: 35.8% graduated (↑ 11.5%)  
Hispanic: 36.2% graduated (↑ 1.3%)  
Homeless: 24.2% graduated (↑ 1.4%)  
Long Term English Learners: 31.3% graduated (↑ 7.9%)  
Socioeconomically Disadvantaged: 36.2% graduated (↑ 3%)

**Learning Recovery Emergency Block Grant (LREBG) Fund:**

Options for Youth- San Juan has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year. Actions funded in whole or in part with LREBG funds are identified in Goal 1, Actions 6, Goal 2, Action 5 and Goal 4, Action 4. Additional detail regarding the rationale for these actions is provided within the corresponding 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.

OFYSJ is receiving Direct Technical Assistance (DTA) support from the Sacramento County Office of Education (SCOPE) based on the school's performance on the 2024 and 2025 California School Dashboard. The following student groups triggered support due to performance on key indicators:

- Hispanic/Latino (HIS): Academics, Graduation Rate, College and Career Indicator (CCI)
- English Learners (EL): Graduation Rate, CCI (24')
- Homeless (HOM): Graduation Rate, CCI
- Socioeconomically Disadvantaged (SED): Academics, Graduation Rate, CCI
- Students with Disabilities (SWD): Graduation Rate, CCI

Throughout Spring 2026, school leaders participated in four professional learning sessions facilitated by SCOPE and received individualized coaching between sessions from a designated SCOPE representative. Based on this assistance, the team, along with Special Education professionals, developed a plan to increase the percentage of Students with Disabilities graduating as prepared under the CCI.

Planned actions included:

- Training Special Education staff on the structure and components of the College and Career Indicator;
- Expanding access to Career Technical Education (CTE) courses by partnering with external providers; and
- Creating a process to support dual enrollment with local community colleges.

These efforts aimed to enhance postsecondary readiness for Students with Disabilities and build staff capacity to improve CCI-related outcomes. Although the charter successfully added additional Career Technical Education courses and created a process to support dual enrollment for students with disabilities, there was still a considerable drop in the number of students with disabilities that were successfully completing coursework. Based on the minimal response to the planned actions and with the support of the charter team and our SCOPE representative, the team chose to change course.

The new DTA focus is a more global goal to help address the charters' Graduation Rate percentages on the CA Dashboard. The new planned actions include:

- Training All Staff on the specific requirements for 4/ 5 Graduation Cohorts
- Creating a 9th grade cohort specific tracking system that allows all team members to have access to this information on demand in order to make educated class planning decisions.
- Development of a 30-day enrollment system that requires counselors to meet with all newly enrolled students to ensure that a specific individualized plan is put in place to achieve graduation that is consistent with 4-5 year cohort guidelines.

These efforts are aimed to build capacity for both staff and students/families around graduation rates and to ensure that all parties are playing an active role in creating individualized academic plans in order for students to graduate in a timely fashion.

# Comprehensive Support and Improvement

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

## **Schools Identified**

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

Options For Youth San Juan

## **Support for Identified Schools**

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

Options for Youth San Juan was identified for Comprehensive Support and Improvement (CSI) based on low graduation rate performance on the California School Dashboard. The charter continues to implement and refine improvement strategies aligned to identified areas of need in order to improve student outcomes and meet CSI exit criteria.

The purpose of this LCAP/CSI plan is to address low graduation rate performance identified on the California School Dashboard. Due to changes in the DASS Community of Practice graduation rate methodology from a three-year average to a four-year cohort calculation, the charter’s graduation rate decreased to 34.6% for the four-year cohort. Despite this shift, local data and Dashboard indicators demonstrate encouraging progress across several key areas, including English Learner Progress, College and Career readiness, mathematics achievement, chronic absenteeism, and student engagement.

OFY San Juan will continue implementing and strengthening the strategies outlined in its 2025–26 CSI Plan into the 2026–27 school year. The decision to sustain and expand these efforts is grounded in trends identified through the California Dashboard, local assessment data, educational partner feedback, and findings from the Comprehensive Needs Assessment (CNA), all of which indicate that current improvement efforts are beginning to positively impact student outcomes.

Key areas of progress include improvements in English Learner Progress, growth in College and Career readiness indicators, increases in SBAC performance among several student groups, reductions in chronic absenteeism and dropout rates, and continued growth in student engagement and academic progress monitoring systems. These trends support the continuation and refinement of targeted interventions and student supports aligned to the charter’s CSI focus areas.

Due to these encouraging trends, OFY San Juan will sustain and expand the following improvement efforts into 2026–27:

### **Increase College and Career Preparedness**

Strengthen student outcomes by expanding access to CTE and dual enrollment opportunities, equipping students with the skills needed for college and career readiness. This will include ongoing staff training on the College and Career Indicator (CCI) and the implementation of intentional 30-day progress-monitoring check-ins with families to ensure students receive targeted support and the tools needed to succeed both during and after high school.

### **Improve Graduation Rates**

Improve student outcomes by expanding targeted resources and supports for all students, with a focused emphasis on Students with Disabilities (SWDs), students experiencing homelessness, and foster youth. Priority will be placed on staff training in 9th-grade cohort-based planning to help reduce time to graduation. By strengthening intervention systems and implementing clear, consistent tracking toward four- and five-year graduation goals, the charter aims to increase graduation rates by the 2026–2027 school year.

### **Increase Math Student Performance**

Improve student math outcomes by prioritizing timely interventions and expanding access to resources that support academic growth. This will include targeted professional development for staff and intentional planning to ensure students complete math intervention courses, preparing them to successfully enroll in and complete higher-level math courses.

### **Increase English Student Performance**

This priority aims to improve student outcomes by strengthening literacy skills and expanding access to resources that support progress in English intervention courses. It also emphasizes professional development for teachers to build their capacity to deliver effective literacy instruction, ensuring students receive high quality learning experiences that promote academic growth and English proficiency.

The extension of these strategies into 2026–27 reflects a commitment to continuity and data-driven improvement. Progress made during the 2025–26 academic year confirms that the CSI plan is on the right trajectory. Through continued implementation and refinement, OFY San Juan aims to meet exit criteria and achieve sustained success across all indicators.

### **LCAP goals that align to our CSI focus areas and are as follows**

LCAP Goal 2 metrics and actions align to our CSI english and math focus areas, LCAP Goal 3 metrics and actions align to our grad rate and college/career CSI focus areas and our LCAP Goal 4 metrics and actions align to our grad rate and chronic absenteeism CSI focus areas.

### **Comprehensive Needs Assessment**

Our educational partners followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

### **College and Career Preparedness: Continued “Red” status on the CA Dashboard for this indicator, reflecting significant challenges in student preparedness.**

Across the three-year period, the number of students designated as "not prepared" has increased, while those prepared with college credits decreased by 9%. In 2025, no college credit was recorded for any student population.

SpEd: While graduation rates for this group increased, the percentage of "prepared" students dropped from 3.3% to 0% over three years. They showed zero participation in CTE, college credit, or apprenticeship programs.

ELL: This group saw an increase in "not prepared" students, though they achieved the highest graduation percentage in the 2024/2025 period

SBAC scores decreased between 2024 and 2025. Notably, 0% of homeless students were categorized as "prepared" or "approaching prepared"

No Hispanic students received the Seal of Biliteracy in the three years reviewed. Their "prepared" status peaked at 4.2% in 2024 before dropping to 1.5% in 2025.

**English: Schools overall status on the CA Dashboard remains “Red” showing a complex picture of English academic performance, with rising course completion rates but stagnant or declining standardized test scores.**

Hispanic Students: This group saw a significant increase in "Standard Not Met" scores (rising from 32% to 43%) and a drop in "Standard Met" (28% to 17%)

Socioeconomically Disadvantaged (FRMP): While "Standard Met" increased for this group, "Standard Exceeded" dropped from 8% to 5%

White students maintained the highest percentage of students in the “standard exceeded” category.

Participation in SGI (Direct Instruction) classes is decreasing

Data suggests that students with more "points of contact"—specifically Middle School, EL, and SPED students often demonstrate better completion rates.

SBAC ELA results- standard exceeded- scores slowly increasing in SPED, African American and White populations.

SBAC ELA- 8th grade- dropped 4 points and 7th grade went up sharply, 11th grade went up 2 points. (all students)

**Mathematics: Math continues to show up in the “red” status on the CA Dashboard despite having some notable improvements in student engagement and course completion.**

The majority of students (69.57% to 77.38% depending on grade level) fall into the "Standard Not Met" category, there was a general increase in the percentage of students reaching "Standard Met" and "Standard Exceeded" between the 2023-24 and 2024-25 periods

There is a trend where "Standard Nearly Met" percentages are decreasing, suggesting students are either improving into the higher categories or dropping into the lowest performance tier

Hispanic students had a 12% increase in “standard not met” and a significant 15% decrease in “standard nearly met” indicating an overall decline in scores.

Homeless students were the only subgroup that saw a decrease in the average number of math units completed (about 1 unit)

Significant gains in course completion for the online program were noted, though this was partially attributed to the program operating for a full school year in 24/25 compared to only half a year in 23/24

Students with disabilities showed increases in meeting standards (up 3%) or exceeding standards (up 11%).

**Graduation Rates: Despite the data showing steady increases in the 1 year alternative graduation rate and the 4/5 Year cohort overall, the growth is inconsistent across student populations.**

The overall dropout rate has decreased significantly, falling from 20% in 2023 to 10% in 2025.

Large consistent drop in overall enrollment over the 3 year period examined

African American students had the highest graduation rate in 2025. Going from 23.9% in 2023 to 46.4% in 2025.

Students with disabilities saw a decline in 4/5 year cohort graduation rates going from 27.8% in 2023 to 24.7% between 2023 and 2025

Homeless student population saw a drop in 4/5 cohort graduation rate from 26.4% to 24.2% between 2023 & 2025

Overall combined 4/5 cohort graduation rate rose 5% between 2023 and 2025.

Overall 1 year graduation rate rose from 73.6% to 77% between 2023 and 2025 (Up 3.4%). The only 2 groups that saw a percentage decline were White students (down 0.7%) and students in the Two or more races group (down 10.2%)

Socioeconomically disadvantaged(FRMP) student group showed constant growth in graduation rates across three years with their dropout rate decreasing by 50% between 2023 and 2025.

Homeless and Foster Youth populations have the highest drop out rates (Homeless 13.8% and Foster Youth 14.3%). Foster Youth being the only population that had their drop out rate rise between 2023 and 2025 (up 4.3%)

**Academic Engagement: There is a general trend of improved credit attainment and a decrease in chronic absenteeism specifically impacting the middle school population.**

Credit attainment increased every month during the 24-25 school year

Dramatic increase in middle school students completing 5+units, jumping from 22% in 23-24 to 60% in 24-25. This shift is attributed to the change in schoolwide expectations and the creation of a cohort in one site.

The first complete year of data tracking for the Online Program shows an increased engagement and unit production for that student population.

SWD population shows increased progress due and staff believes it is due to a more robust and streamlined meeting process that prevents students from continued enrollment without progress.

Participation in I-Lit was lower in 24-25 due to the reduction in course offerings and the introduction of the new ALD curriculum. Additional training is necessary for staff to fully understand the appropriate course placement for iLit and ALD and what that means for credit completion.

Suspension rate continues to be a point of strength with 0% on the 2025 CA Dashboard

**Stakeholder Engagement: School Climate Survey results indicate declines across multiple areas, most notably in student engagement and sense of connection.**

Low enrollment limited the school's ability to offer robust student engagement programming, reducing opportunities for students to connect with peers and staff.

Decreased participation in Small Group Instruction (SGI) further reduced opportunities for collaboration, relationship-building, and active engagement.

Increased accountability expectations, including raising monthly unit completion goals from 4 to 5 units, may have shifted the focus toward task completion rather than meaningful engagement.

A rise in enrollment of high-needs students has impacted the overall school environment, particularly as the setting is not designed as a self-contained program.

Significant staffing changes at 2 of the 4 sites disrupted continuity and may have affected students' sense of stability and connection.

The cancellation of the Winter Graduation ceremony removed an important opportunity for community-building and student recognition.

Changes in vendor processes led to some negative student interactions, which may have contributed to decreased satisfaction and connection.

**Data Utilized to conduct our Comprehensive Needs Assessment:**

The following quantitative data was gathered and analyzed for the CNA:

1. California Dashboard performance data (Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
2. CAASPP data (ELA, CAST and Math)
3. Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
4. ELPAC data
5. A-G course enrollment & completion rates
6. Educational Partner Surveys and School Climate Survey
7. Star Renaissance Data (Lexile Growth, Urgent Intervention Data)
8. iLit, Achieve 3000 and Exact Path data
9. California Dept. of Education College and Career Data
10. Student and Family Participation Rates in Events Data

Findings from the Comprehensive Needs Assessment (CNA), educational partner engagement, California Dashboard data, and local performance metrics were used to identify root causes and develop the CSI focus areas, measurable outcomes, and aligned LCAP actions described below.

## Area of Focus #1: Increase College and Career Preparedness

### Root Causes:

Reduction Planning Guides: The combination of Reduction Planning Guides implemented by the chartering district has created a challenge because it minimizes the credit amount students must complete to graduate which often leads to students falling off of A-G plans without an alternative path.

Alternatives to A-G completion: Lack of clarity and access (transportation, time of classes) around the possible alternatives to CCI options, such as CTE and Dual Enrollment, has impacted CCI advancement.

Counselors and College-Career Expectations: More college and career tracking is needed as an expectation for counselors and more intentional tracking of specific student groups (Foster, Homeless etc) is required to ensure students are meeting their designated graduation date.

State Seal of Biliteracy and Career Indicator Push: Continued focus and tracking is needed for promoting the State Seal of Biliteracy to ensure we are empowering our students to follow through on completion of coursework and applicable testing.

Additional Reduction Plans implemented by the chartering district that minimizes required work and takes students off of A-G course completion.

### Aligned Metrics, Actions, and Expected Outcomes:

Goal 3 Action 1: The charter will continue to extend CTE offerings at additional learning sites with the goal of earning job specific certifications. A minimum of 1 additional center will be added in the new school year.

Goal 3 Action 2: The charter will refine the process for Foster and Homeless Youth check in to ensure consistency of check ins and alignment throughout the charter.

Goal 3 Action 3: All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.

Goal 2 Action 6: Staff will be offered College and Career Indicator Training two times per year to improve comprehension of the College and Career Indicator and show growth in the number of students attaining the Seal of Biliteracy.

LCAP Goal 3 Action 4: Develop and implement a program for students who are eligible for the State Seal of Biliteracy.

LCAP Goal 2 Metric 4: 11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 7% in Math and 4% in English, as reported on the Fall 2027 CA Dashboard.

LCAP Goal 2 Action 2: Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.

## Area of Focus #2: Improving Graduation Rates

### Root Causes:

Lack of Focus on Graduation Expectations: Not considering students' expected graduation date (4th/5th) year cohort or 9th grade entry dates in academic planning.

Inability to speak to specific subgroup needs: Focus is on working at their own pace without conversations about staying on track for their specific expected graduation dates. Expectations are not being clearly communicated specifically for 11th, 12th graders, Foster, and Homeless populations and teachers require more PD around available supports for the specific needs of the foster and homeless population.

Course Planning and Teacher Support: Lack of proper course planning leads teachers to lean heavily on day by day planning instead of forward planning. There is also insufficient counselor support for course planning.

Structural Issues: Lack of clarity during enrollment of graduation expectations along with insufficient tracking systems for all grades leads to inconsistent growth in graduation rates despite the small positive gains made due to graduation reduction plans.

### Aligned Metrics, Actions, and Expected Outcomes:

Goal 3 Metric 1: The charter will have an average Graduation Rate of 70% throughout the 2024-27 LCAP cycle in hopes of exiting CSI identification for the 2027-28 academic school year.

Goal 3 Metric 2: Over a three-year period, 32% of students will complete an average of 5 or more units per month.

Goal 4 Action 4: Offer additional teacher contact time to keep students on pace to graduation.

Goal 3 Action 3: All seniors will meet with their credentialed teacher, Special Education Specialist and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.

Goal 2 Action 6: Continued professional development for staff on course planning and available supports for students and how to implement them.

## Area of Focus #3: Mathematics

### Root Causes:

Math Anxiety and Lack of Support: Both teachers and students experience math-related anxiety that is compounded by the limited availability of remediation tools to support learning. Additionally, educators face challenges due to inadequate support, including insufficient time for curriculum training and reliance on instructional materials that do not effectively address problem-solving needs.

Dependence on SGI: Teachers are overly dependent on SGI, which has slowed math progress. There is no consistent structure in place for assigning math courses when SGI is not available leading to interruptions in learning and a lack of accountability for staff.

Edmentum curriculum does not require students to show their work and grades are based on testing scores which makes it difficult to see where learning gaps exist.

Credit Reduction Plans focus on Graduation, not Learning: There is an overemphasis on getting students graduated rather than focusing on building the necessary math skills. Many students entering the program are severely deficient in math and the limited amount of credit space hinders teachers from being able to assign appropriate remediation.

Need for multi-tiered Intervention Program: Intervention curriculum like Exact Path show improvement, particularly when structured time is built in for students but specialized tutoring with the math intervention specialists needs to also be a part of the required time on site. Continued focus on math completion tracking is also necessary to ensure students are given access to higher level math courses, specifically Integrated Math 3.

Need for Stronger Math Curriculum Integration: Math should be assigned year-round as part of the general curriculum, with interventions built in. Math PLCs should continue to focus on integrating interventions into daily lessons.

Aligned Metrics, Actions, and Expected Outcomes:

LCAP Goal 2 Metric 2: Students enrolled for 90+ days will, on average, achieve a Grade Level Equivalency (GLE) growth of 1.3 between two annual administrations of the Star Renaissance Math assessment.

LCAP Goal 2 Metric 3: By 2027, all students enrolled for 30+ days will, on average, work towards increasing their completion rate of core academic courses as follows: 8 units in Math

LCAP Goal 2 Metric 3: 11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 7% in Math.

LCAP Goal 2 Action 1: Allocating funds for Exact Path, an adaptive learning platform, to provide personalized learning experiences for students, targeting their individual learning gaps and needs in ELA and Math.

LCAP Goal 2 Action 2: Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.

LCAP Goal 2 Action 3: Allocate funds for hiring Math Intervention Specialists, English Intervention Specialists, English Tutors, and Math Tutors to provide targeted support and instruction for students struggling in these subjects.

#### Area of Focus #4: English

Root Causes:

Decreased Small Group Instruction Participation: The use of existing virtual curriculum in SGI classrooms has disincentivized students from attending and has contributed to the decline of ELA performance and state assessment outcomes.

Use of Artificial Intelligence (AI) is causing students to submit work that doesn't reflect their true writing abilities and this adversely impacts their performance on exams where AI is unavailable.

Lack of Scaffolding in Writing: Curriculum assumes students already have essay-writing skills, but lacks scaffolding to build those skills, such as worksheets for writing essays or creating outlines.

Lowered Expectations: Lack of accountability for ensuring students meet writing standards, leads to teachers often accepting incomplete work in the interest of building rapport. There is a need for higher accountability, especially for English Learners (EL) and Long-Term English Learners (LTEL), and a more data-focused approach, such as PLCs focusing on Hispanic students and using work samples for staff accountability.

Professional Development: English achievement continues to be stagnant because completion is often mistaken for true engagement. Independent study teachers lack sufficient knowledge of essay structure instruction, and there has been limited targeted professional development and resources to support effective writing and literacy instruction in the independent study setting.

Lack of Intentional Interventions for Special Populations: Special populations receive generic interventions without intentional scaffolding or data-driven decision-making to support individual needs.

Aligned Metrics, Actions, and Expected Outcomes:

LCAP Goal 2 Metric 1: On average, 68% of students will read at/ above their Lexile Band Level by 2027

LCAP Goal 2 Metric 3: By 2027, all students enrolled for 30+ days will, on average, work towards increasing their completion rate of core academic courses as follows: 8 units in English

LCAP Goal 2 Metric 4: 11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 4% in English.

LCAP Goal 2 Action 1: Allocating funds for Exact Path, an adaptive learning platform, to provide personalized learning experiences for students, targeting their individual learning gaps and needs in ELA and Math.

LCAP Goal 2 Action 2: Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.

LCAP Goal 2 Action 3: Allocate funds for hiring Math Intervention Specialists, English Intervention Specialists, English Tutors, and Math Tutors to provide targeted support and instruction for students struggling in these subjects.

Goal 2 Action 4: Charter aims to continue increasing and refining the use of benchmark assessments, personnel and overall resources to support students who need specialized intervention.

## **Educational Partner Engagement**

### Local Control and Accountability Plan (LCAP) Educational Partner Engagement Process

Educational Partner engagement provides the Charter with invaluable feedback to reflect on our current practices and adjust them to meet the needs of all educational partners throughout the 2025-2026 school year; the charter asked for feedback to gain insight on LCAP goal

development. We held Virtual District English Learner Advisory Committee (DELAC) meetings, which include English Learner parents, students and staff members. Some of the topics covered include English Learner needs and learning outcomes by looking at data and providing feedback on how to improve our Bilingual Scholars Program. During these meetings, participants were provided with updates on progress toward LCAP and Comprehensive Support and Improvement (CSI) goals, and were able to provide feedback on what they wanted to see in future LCAP and CSI plans. Parents were also encouraged to provide ideas on ways to further engage the educational partners in our school community in the upcoming school year 26/27 to help increase parent participation in DELAC and other school events. On April 22, 2026 our DELAC met to review continued goals, metrics and actions related to English Learner outcomes and achievement in our 2026-2027 LCAP, and approved all related goals, metrics and actions with the following feedback or comments:

1. Continue the Newsletter for families that is culturally representative and provides culturally responsive tools in order to address the needs of the families enrolled at OFYSJ.
2. More professional development for independent study teachers so they understand how to effectively engage with EL Specialists and EL Coach.
3. Expressed gratitude for the transparency and clarity around goals and spending plans for the 26-27 school year.
4. Excitement over the possibility of more engagement opportunities for students through field trips and celebrations due to growth in funding.

Teacher feedback was collected through various sources and used in development of our LCAP for the upcoming school year. Feedback was collected through anonymous educational partner engagement surveys during the Fall and Spring semesters. In addition, staff continued to participate in quarterly in-services, which were developed around feedback from previous in-services and department meetings that served as opportunities for charter wide alignment. Teachers were also part of both DELAC and Parent Advisory Committees, and were encouraged to provide feedback on upcoming initiatives and LCAP goals. Based on previous feedback, PLC structure was streamlined and PLC representatives were asked to give feedback about the PLC process in order to fine tune the needs of the staff as they planned programming to address LCAP goals. Lastly, all staff members are provided updates on charter wide goals during center meetings in order to collaborate on how to best support students.

Parent feedback was collected through anonymous surveys given to all parents, in both English and Spanish, twice during the school year. Survey links were provided, so that parents could access the survey at home. The charter administered the Altitude School Climate survey in the 2025-26 school year, administered by SkyScout. We have also collected informal feedback through Achievement Chats, DELAC meetings, Parent Advisory Committee meetings, and during other parent/teacher conversations throughout the school year. Parents are always given access to teachers and administrators to ensure that up to date interventions are being put in place and students in order to ensure student progress.

Student interests and concerns were formerly collected and noted during Achievement Chats and individual student planning, where teachers discuss progress and goal setting with students and families. They were also recorded in Senior Meetings, where Postsecondary Counselors and teachers assist seniors in goal setting and tracking their progress toward graduation and preparing for postsecondary options. Additionally, student feedback was informally gathered through student engagement groups where students were given the opportunity to drive engagement programming for their school community. The charter also received student feedback from anonymous educational partner engagement surveys and school climate surveys which were administered this year. While there are many formal

processes to ensure that input is gathered, we also pride ourselves in gathering information through consistent relationship building and collaboration with our students and families throughout the school year.

This school year, Administrators and Special Education personnel worked with our charter SELPA to facilitate high quality academic programs and educational services for students with disabilities. The SELPA also works with county offices to provide resources to area schools and families. On May 7, 2026 Options for Youth San Juan administrators met with our SELPA to review achievement data for our students with disabilities and discuss how we use the data to drive the creation of our LCAP. Verbal approval was given for the Options for Youth San Juan proposed 2026-2027 LCAP Goals, Metrics, and Actions written to help close the achievement gap for students with disabilities with the following feedback and/comments:

- The relationship between the SELPA and OFY San Juan continues to be highly collaborative, with processes operating clearly, effectively, and smoothly.
- There is a need to further clarify enrollment procedures for students previously expelled from other schools to ensure all expulsion requirements and conditions are fully met prior to enrollment at OFY San Juan.
- Educational partners expressed excitement regarding the progress and improvements demonstrated by Students with Disabilities (SWD) during the first two years of the 2024–2027 LCAP cycle.

#### Comprehensive needs assessment (CNA) Educational Partner Engagement

The comprehensive needs assessment (CNA) completed in Spring 2026 included a variety of educational partners to analyze the areas of strengths and weaknesses in our Charter. The educational partners that were involved in the overall process included Principals, Assistant Principals, Teachers, SGI Teachers, Math Intervention Specialist, English Learner Specialist, instructional support staff, Coaches, and the DELAC and SSC/PAC committee. Data was collected for various groups with a specific emphasis on the following areas of our program: Math, English, College and Career, Graduation, Special Populations, Academic Engagement, and Stakeholder engagement. Two sessions were created to perform a data analysis and find the root cause of the strength or weakness in the area. Once the root cause was identified, the leadership team developed Goals and Actions to move our program forward and continue to close the opportunity gap for our students.

#### Parent Advisory Committee (PAC) Process

The Parent Advisory Committee consists of various educational partners such as students, parents, staff, teachers, and community members. During meetings, the PAC was provided with data that is reviewed and analyzed, budget overviews are presented and discussed, and updates are given regarding LCAP and SPSA. Members provide feedback on agenda items and updates to create a culture of collaboration and to include educational partner input on the development of new plans for SPSA/LCAP. The goal and mission of the PAC is to engage parents and students in providing feedback and advice on the LCAP and for the LCAP to reflect the diverse needs of our student population. On April 28th, 2026. The PAC met and reviewed the new goals, actions and metrics. The following feedback and comments were given:

1. Create workshops for parents to support students with disabilities, EL students, and homeless youth.
2. Increase education and support for both parents and students around A-G requirements for 4 year university bound students.
3. Parents would like to continue the conversation around goal achievement and spending plans for the 26-27 school year to see how this funding can be used to more effectively engage parents and community members.

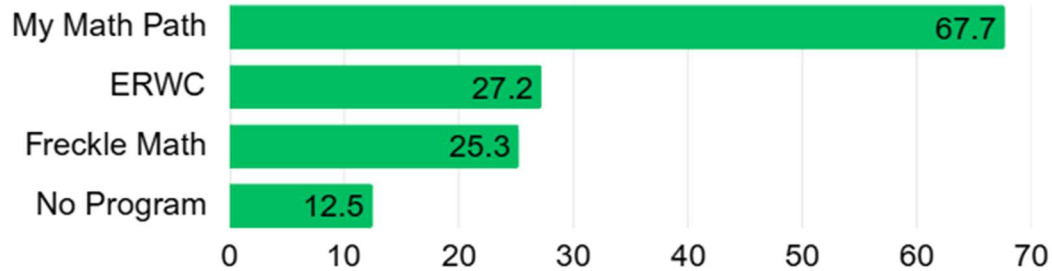
## Evidence-Based Interventions

As part of our 25-26 comprehensive needs assessment, we found that continuing and building on the evidence-based interventions originally outlined in our 24-25 CSI Plan is a continued priority. Despite challenges with the structure that impacted student growth in evidence-based interventions during this 25-26 school year, internal data showed some promising progress for students that successfully completed those interventions. While improvement is slow, the second year provided integral professional learning that has led to the establishment of a much more streamlined intervention process that will positively impact progress in the upcoming school year. The interventions used are backed by research from sources like What Works Clearinghouse and Evidence for ESSA, both of which confirm their effectiveness in helping students succeed.

Based on the information gleaned from the 25-26 school year, we plan to prescribe individualized intervention for each student immediately after benchmark testing instead of focusing on cohort based timing and goals for the 26-27 school year. We will continue to analyze student assessment data to identify areas where support is most needed and match students with the right interventions for their specific needs. The three interventions and one strategy we have chosen focus on providing extra academic support, SEL support, and alternative instruction for students who need help catching up. These interventions include using alternative methods of instruction, providing social emotional support for students struggling to make academic progress, and providing the use of supplemental curriculum designed for remediation. By sustaining and strengthening these evidence-based interventions, OFY-SJ is committed to increasing graduation rates and making meaningful progress toward closing the achievement gap across its diverse student population.

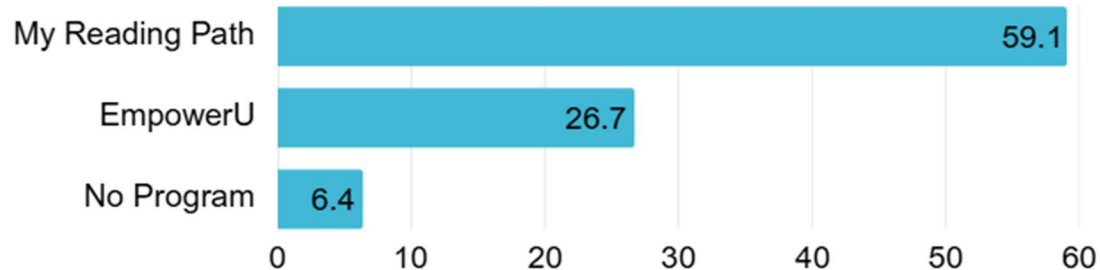
### Math RenStar Score Changes

● Avg Change in Scaled Score



### Reading RenStar Score Changes

● Avg Change in Scaled Score



## **iLit**

The iLit program serves as a Tier 1 intervention designed specifically for English Learners, including newcomers. This curriculum focuses on developing English for academic purposes, focusing on the core language skills of listening, speaking, reading, and writing using relevant and engaging literature. I-Lit supports literacy growth and reading comprehension using a variety of high-interest fiction and nonfiction texts on a digital platform. The program also provides real-time feedback on student progress, allowing teachers to tailor instruction to meet individual learning needs. Studies on iLit's effectiveness have shown strong outcomes: iLit students outperformed comparison students by an average of 20 percentile points in vocabulary, 23 percentile points in sentence comprehension, and 5 percentile points in overall comprehension. With its targeted design for English language development, iLit offers vital support for English Learners and plays a key role in building the skills necessary for reclassification as a Fluent English Proficient student. A full program description can be found in the link below.

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## **Exact Path**

Exact Path is a Tier 2 intervention designed to address any gaps in student learning through personalized learning paths within the Edmentum online curriculum. Students' performance on quarterly internal assessments is entered into the system, which then generates customized learning paths targeting the specific skills where students showed low proficiency. Research indicates that students who engage with and complete their assignments on Exact Path demonstrate significant academic gains when compared to students who do not complete any lessons. These results suggest that the program effectively targets the areas students need to strengthen in order to boost overall achievement. A full program description of Exact Path can be found at the link below.

<https://www.edmentum.com/resources/videos/edmentum-exact-path-overview?queryId=61393-1>

## **EmpowerU**

Empower U is a Tier 1 and Tier 2 intervention that blends a digital social-emotional learning (SEL) curriculum with one-on-one virtual coaching that supports both social and academic engagement for students. Research shows that EmpowerU's evidence-based approach improves student resilience, engagement, mental health, and academic outcomes. This program is a critical support for students disproportionately impacted by the pandemic, including English Learners, Foster Youth, and students from low-income backgrounds. Additionally, the LEA will use Empower U as a tool to combat drop out rates for middle school students and will further incorporate the curriculum into the high school grades in order to support students in need of more targeted social-emotional intervention. A full program description of EmpowerU can be found at the link below.

<https://empoweru.education/about-us/>

## **Preventing Dropouts in Secondary Schools Strategy**

Students who do not complete high school face economic and social challenges throughout their lifetimes. The Preventing Dropout in Secondary Schools practice guide from the What Works Clearinghouse (WWC) aims to address these challenges. Developed by a panel of practitioners and researchers, the guide offers school and district administrators four evidence-based recommendations for helping students stay in school, progress through school, and graduate high school.

The guide provides four recommendations for prevention dropouts:

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.
5. The charter will continue to use these strategies in the 26-27 school year.

### **Resource Inequities to be addressed**

As part of the Charter's continuous school improvement process, school site staff were provided updates on the Charter's overall budgets and year to date spending. Staff received feedback from the Charter's leadership team on how resources are utilized/used side by side with student performance data in relation to resources and outcomes. The outcomes of the comprehensive needs' assessment provided us with the five areas of focus necessary to address systematic learning needs.

Actionable inequities that were identified by the Charter during their Resource Inequity Review are as follows:

1. Stagnant English & Math SBAC Progress for all student populations
  - Restructuring of Small Group Instruction to ensure equitable access and more student-centered lesson planning to increase engagement.
  - Utilize technology to create alternative SGI structures to engage student who are not able to attend on site classes 4 times per week (i.e. Flipped classrooms, virtual classes)
  - Development of clear accountability metrics for SGI that are directly connected to SBAC requirements.
2. Continued Need of Professional Development, Training, and Mentorship for all staff
  - Continue Culture Connection professional development meetings for new staff
  - Continue Professional Growth Opportunities through organizations such as the Center for Teacher Innovation to clear credentials, and access to outside conferences such as Learning Forward, CAFE, and ACSA for counselors.
  - Bring in third party vendors (i.e. Skyrocket) for in depth training around components of SBAC.
  - Training(s) to ensure alignment between course order assignment and grade level requirements within the Independent Study Model.
3. College and Career Preparedness Disparities
  - Create accountability metrics that are clearly outlined for Post Secondary Counselors to ensure that students are getting the support they need to achieve college and career preparedness.
  - Create a system to streamline enrollment in CTE and dual enrollment courses at local Community Colleges.
  - Continue training around the components of the College & Career Indicator to ensure educational partners fully comprehend the avenues for preparation.

The charter will address these identified resource inequities through the implementation of aligned LCAP goals, actions, professional development, intervention supports, expanded college and career access, and improved instructional systems designed to increase equitable outcomes for all student groups.

## ***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 – San Juan will continue implementing a structured, data-driven approach to monitor and evaluate the implementation and effectiveness of its Comprehensive Support and Improvement (CSI) Plan. These processes are designed to ensure interventions are implemented with fidelity, student outcomes improve, and timely adjustments are made based on student data and educational partner feedback.

### **Tracking Implementation and Student Progress**

OFY San Juan monitors CSI implementation through ongoing data collection, student progress reviews, and targeted intervention systems. Staff regularly monitor chronic absenteeism, attendance, course completion, credit attainment, and academic progression to ensure students remain on track toward graduation and academic goals. Teachers review coursework completion and attendance data to identify students at risk of falling behind and provide timely intervention and support.

When students do not meet progression expectations, a structured intervention process is implemented that may include parent-teacher conferences, tutoring, supplemental appointments, counseling, personalized learning plans, evening school, remedial coursework, or targeted intervention courses. Intervention outcomes are reviewed regularly by site leadership to evaluate effectiveness and determine next steps for support.

### **Data Sources and Evaluation Cycles**

OFY San Juan utilizes both state and local data sources to evaluate the effectiveness of CSI implementation and student progress. These data sources include:

- California School Dashboard indicators
- Graduation and College/Career readiness data
- Star Renaissance (StarRen) assessment results
- Course completion and credit attainment data
- Monthly credit progression and intervention participation data
- Attendance and chronic absenteeism data
- Educational partner surveys and engagement feedback

Key evaluation cycles include:

- Monthly review of student performance and intervention data to adjust supports and services
- Star Renaissance benchmark assessments administered Fall, Winter, and Spring to monitor growth in English Language Arts and mathematics
- Quarterly updates to leadership teams, PAC, DELAC, and educational partners regarding progress toward CSI and LCAP goals
- Annual review of CSI, LCAP, and SPSA implementation to evaluate overall effectiveness and determine areas for refinement

## **Evaluating Effectiveness of Interventions**

Student performance data is used to determine whether interventions are improving academic achievement, engagement, and graduation outcomes. Students performing below grade level on Star Renaissance assessments receive targeted interventions and supports that may include:

- Exact Path individualized learning
- Small Group Instruction (SGI)
- Tutoring and specialized intervention coursework
- Core course completion monitoring
- Work sample review and academic progress monitoring
- Individualized support plans for Independent Study students

Teachers maintain intervention tracking systems to monitor implementation and student progress, while leadership teams review schoolwide trends to evaluate which strategies are producing the strongest outcomes. Semester Achievement Chats with students and families also provide opportunities to review progress, identify barriers, and implement timely interventions.

## **Graduation and College & Career Readiness Monitoring**

Improving graduation outcomes and college/career readiness remains a priority for OFY San Juan. Center Coordinators, counselors, teachers, and Post-Secondary Counselors work collaboratively to monitor transcript accuracy, credit completion, graduation requirements, and student pacing toward four- and five-year graduation goals.

Post-Secondary Counselors meet individually with seniors to review graduation plans, postsecondary goals, and intervention needs. Additionally, leadership teams and counselors meet regularly to review student progress, align intervention systems, and monitor consistency across the charter.

Student participation in Career Technical Education (CTE), dual enrollment, Advanced Placement coursework, CREW mentorship, and other college/career readiness opportunities is monitored through attendance, engagement, and coursework completion data to support progress on the College and Career Indicator (CCI). These efforts are aligned with the charter's goal of increasing graduation rates and improving postsecondary outcomes for all student groups.

## **Using Data to Adjust Supports and Services**

Findings from ongoing data analysis are used to refine instructional practices, adjust interventions, and strategically allocate staffing and resources based on student need. Monthly data reviews and Professional Learning Community (PLC) collaboration support continuous improvement by allowing staff to analyze real-time student data, assessment results, attendance patterns, course completion, and anticipated graduation outcomes.

Additional support is provided for students identified as needing urgent intervention following benchmark assessment cycles. Staff and intervention resources are strategically assigned to support specific student populations and sites demonstrating the greatest need.

English Learners receive additional support through programs such as iLit, Academic Language Development (ALD), and ELLevation, with progress monitored through assessments, Academic Learning Plans, and ongoing collaboration within the English Learner department. Monthly professional development and training support consistent implementation of effective instructional strategies across the charter.

### **Educational Partner Engagement**

Educational partners play an important role in monitoring and refining CSI implementation. OFY San Juan will continue sharing student performance data and progress updates with students, families, staff, PAC, DELAC, and other educational partners throughout the school year.

The charter will continue conducting surveys, engagement events, Achievement Chats, and committee meetings to gather feedback regarding student support, school climate, academic engagement, and implementation of CSI strategies. Additionally, OFY San Juan will continue refining orientation processes to ensure students and families clearly understand program expectations, graduation requirements, and available academic support.

OFY San Juan will also continue collaborating with PAC and DELAC members to strengthen family engagement opportunities and develop workshops focused on academic success, mental health, nutrition, financial literacy, and support for special populations.

Through ongoing progress monitoring, data-driven decision making, and active collaboration with educational partners, OFY San Juan will continue refining CSI strategies to improve academic achievement, increase graduation rates, strengthen college and career readiness, and promote student engagement and school connectedness.

# 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
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## Engagement Process and Goals

OFY San Juan collaborated closely with its educational partners throughout the 2025-2026 academic year to support the review and development of the LCAP/Annual Review and Analysis, as well as the School Plan for Student Achievement (SPSA). Educational partners that include staff, students, parents, and community members participated in a variety of engagement meetings, planning sessions, and school activities designed to gather meaningful feedback and strengthen collaboration. These opportunities provided valuable insight and guidance that informed the refinement of the LCAP and SPSA goals, actions, and services. All feedback collected through these engagement efforts was carefully reviewed, analyzed, shared with stakeholders, and considered prior to the finalization of both plans.

To ensure ongoing communication and meaningful participation, the LEA organized a wide range of engagement opportunities and support activities throughout the school year, including:

- Parent Advisory Committee (PAC) meetings (minimum of four annually)
- Designated English Learner Advisory Committee (DELAC) meetings (minimum of four annually)
- Semester Achievement Chats
- Weekly School Messenger communications
- Monthly progress meetings for students experiencing academic or social-emotional challenges
- Family engagement events such as Paint Nights, Awards Nights, Game Nights, and Back-to-School Nights
- College, Career, and Wellness Fair
- Senior meetings focused on graduation planning and timelines
- Weekly progress communication through email, phone calls, text messages, and chat platforms
- Student field trips, including theater productions, Pathways trips, river clean-up projects, community college tours, and middle school enrichment trips
- CREW and Rising Scholars programs
- Student Council opportunities at each site
- Student engagement activities such as Prom, Trunk or Treat, Movie Club, Book Club, Sewing Club, and Environmental Clubs
- Athletic opportunities including E-Sports, soccer, softball, and bowling
- Rotating visual arts courses
- Programming and instructional support developed through Professional Learning Communities (PLCs)
- Online Program- Student Advisory Committee
  - This committee gives students a direct role in identifying the gaps between what school surveys reflect and what students actually experience day to day. Their insight has meaningfully influenced how we operate: feedback from the committee has directly changed how we promote student groups and events, shaped approaches to help students feel more comfortable joining something for the first time, and informed how we organize student-focused activities so they better align with student expectations. Students share perspectives on academic supports, engagement opportunities, communication, school

culture, and barriers to success. The Student Advisory Committee helps ensure we close the distance between the decisions we make based on data and what students are actually living at school.

Through these collaborative efforts, OFY San Juan continues to strengthen relationships with educational partners and ensure that stakeholder voice remains central to school improvement and student success initiatives.

OFYSJ is also committed to a collaborative and inclusive approach that actively engages all educational partners, including staff, parents, students, and the broader community. We value the unique perspectives, experiences, and contributions of each partner as part of our shared commitment to improving educational outcomes and supporting student success.

Our approach to educational partner engagement is centered on four key priorities:

- **Building Strong Relationships:** We foster meaningful connections among staff, students, parents, and the community through open communication, active listening, and shared decision-making.
- **Collaboration and Shared Ownership:** We recognize that creating a positive and inclusive learning environment is a collective responsibility. Educational partners are encouraged to collaborate and take an active role in supporting the school's goals and initiatives.
- **Equity and Inclusion:** OFY San Juan remains dedicated to promoting equity by valuing diversity, addressing systemic barriers, and ensuring all partners have meaningful opportunities to participate and contribute.
- **Continuous Improvement:** We are committed to ongoing growth and reflection by encouraging feedback, ideas, and participation from all educational partners while regularly evaluating practices and processes to ensure alignment with school goals and student needs.

Overall, our improvement planning process is grounded in a grassroots model that actively involves stakeholders across all levels of the school community. Through this approach, we empower educational partners to help guide decision-making using student academic performance data, social-emotional well-being indicators, and measures related to the physical safety of our learning environment.

**Staff (Principals, Administrators, Teaching Staff, Support Staff, other school personnel)**

**Principals and Leadership Collaboration**

The network of charter school Principals meet on a bi-weekly basis to discuss upcoming school policies, procedures, and implementation strategies. These meetings also provide an opportunity for Principals to collaborate on best practices and identify ways to continue advancing charter goals and student achievement.

In addition, OFYSJ's Leadership Team meets weekly to review charter-wide goals, discuss center-level strengths and areas for growth, and identify upcoming focus areas to support continuous improvement efforts.

**Teacher and Staff Collaboration**

Teachers and staff meet weekly with Assistant Principals at each school site to review specific student progress and monitor progress toward charter goals. School sites also hold weekly staff meetings focused on site procedures, implementation of charter priorities, and alignment with broader school policies and goals. During one-on-one meetings and staff collaboration sessions, staff members are encouraged to provide feedback regarding the implementation of actions, services, and performance metrics.

Professional development and collaboration are further supported through quarterly charter-wide in-services and monthly Professional Learning Communities (PLCs) at the site level. These structures provide staff with opportunities to analyze progress, share instructional strategies, and develop targeted supports in the charter's highest areas of need, including graduation rates, support for special populations, English and math achievement, and college and career readiness.

Quarterly in-services were held on the following dates during the 2025-2026 school year:

- August 22, 2025
- October 25, 2025
- January 30, 2026
- March 27, 2026

Monthly PLC Center Based Collaborations were held on the following dates in the 2025-2026 school year:

- June 11th, 2025
- August 8th, 2025
- September 5th, 2025
- October 3rd, 2025
- November 28th, 2025
- January 9th, 2026
- February 6th, 2026
- March 6th, 2026
- April 3rd, 2026

- May 1st, 2026

End of Year Recap and New Year Kick Off: A week of professional development scheduled for June 25th-June 30th, 2026.

### **Comprehensive Needs Assessment (CNA)**

In Spring 2026, the charter conducted two Comprehensive Needs Assessment (CNA) cycles that included input and collaboration from a broad range of educational partners. Participants included the Principal, Assistant principals, teachers, SGI teachers, Math Intervention Specialists, English Intervention Specialist, English Learner Specialist, instructional support staff, and Instructional Coaches. Additionally, members of the DELAC and PAC committees were given an opportunity to provide their insights and feedback during designated committee meetings.

The CNA process focused on analyzing strengths and areas of need across several key program areas, including:

- Mathematics
  - SBAC Scores
  - Core Course Completion
  - Small Group Instruction Participation
- English
  - SBAC Scores
  - Core Course Completion
  - Small Group Instruction Participation
- College and Career Readiness
  - A-G Participation & Completion
  - CCI CA Dashboard Information
- Graduation Rates
  - 1 year Graduation Rates
  - 4/5 year Graduation Rates
  - Drop Out Rate
- Renaissance Star Reports
  - Lexile Levels
  - Math/Reading GLE
  - Evidence Based Instruction (My Learning Path Courses)
- Academic Engagement
  - 5+ Credit Attainment
  - I-Lit/ALD Participation
  - ELPI Levels
  - Chronic Absenteeism
- Science

	<ul style="list-style-type: none"> <li>○ CAST Scores</li> <li>○ Core Course Completion</li> <li>○ Small Group Instruction Participation</li> </ul> <p>Small committees were formed to conduct data analysis and identify root causes contributing to strengths and challenges within each area. Once root causes were identified, the team developed targeted goals and actions designed to strengthen programs, improve student outcomes, and continue closing opportunity gaps for students.</p>
<p><b>Student Engagement/Parent Engagement</b></p>	<p>OFY San Juan utilizes multiple opportunities throughout the school year to gather feedback, monitor student progress, and strengthen collaboration among educational partners. These engagement structures support academic planning, school improvement efforts, and the overall student experience.</p> <p><b><u>Appointment Check-Ins:</u></b> Students check in with their teachers during their designated independent study appointments and have the opportunity to discuss any feedback or supports needed to ensure their academic progress.</p> <p><b><u>Parental Weekly Check Ins:</u></b> Parents can communicate through email, text, chat or phone call on a weekly basis to discuss any feedback and improvements needed to support their students' academic progress. Parents are also able to request in person meetings with staff to discuss progress at any point throughout the school year.</p> <p><b><u>Achievement Chats:</u></b> Achievement Chats are held every semester to review academic progress and plan for the upcoming semester. This year they were held in December 2025 and May 2026 with parents, students, and staff.</p> <p><b><u>School Improvement Feedback Surveys:</u></b> This survey was given in the Spring semester to provide an opportunity for all educational partners to provide timely feedback and help develop our LCAP for the upcoming school year.</p> <p><b><u>School Climate Survey:</u></b> The Comprehensive School Climate Inventory survey is administered every year through the National Climate Center. The survey was administered to all OFY San Juan educational partners in October-November 2025.</p>

**Governing Board**

The Governing Board meets regularly to discuss charter goals, monitor progress, review LCAP and SPSA goals, and discuss the direction of the LEA. For the 2025-2026 school year the Board met on the following dates: 9/19/25, 11/7/25, 1/30/26, 3/13/26, 5/22/26, and 6/26/26.

The Board of Directors received regular updates on the development of the LCAP, including progress toward goals and metrics, as well as proposed revisions to previous years' LCAP goals and performance measures. Prior to voting on the adoption of the LCAP, the Board reviewed the proposed changes and provided feedback and guidance to school leadership.

Below is a breakdown of the process taken to review and adopt the charters 2026-2027 LCAP as required by Ed Code:

In accordance with Education Code section 52062(a)(3), the LEA notified members of the public of the opportunity to submit comments regarding the specific actions and expenditures proposed for inclusion in the Local Control and Accountability Plan (LCAP). Public notice was posted on or before May 15, 2026, at least 72 hours prior to the scheduled Board Meeting, during which the draft LCAP was presented for review and public comment.

The LEA also held a public hearing in accordance with Education Code sections 52062(b)(1) and 52068(b)(1) during the Board Meeting on May 22, 2026. Following the public hearing and review process, the LEA adopted the Local Control and Accountability Plan during a public Board Meeting held on June 26, 2026, in accordance with Education Code sections 52062(b)(2) and 52068(b)(2). At that meeting, the Board voted to adopt the 2024–2027 LCAP.

**DELAC/PAC**

DELAC meetings were held throughout the school year to discuss the charter’s LCAP plans, including services and supports provided for English Learner (EL) students and strategies to increase parent participation and engagement. On April 22, 2026 the DELAC committee met to review the goals, metrics, and actions related to English Learner achievement and outcomes within the 2026–2027 LCAP. The committee approved all related goals, metrics, and actions and funding for 26-27 and provided the following feedback and comments:

- Continue the Newsletter for families that is culturally representative and provides culturally responsive tools in order to address the needs of the families enrolled at OFYSJ.
- Provide more professional development for independent study teachers so they understand how to effectively engage with EL Specialists and EL Coach.
- Expressed gratitude for the transparency and clarity around goals and spending plans for the 26-27 school year.
- Excitement over the possibility of more engagement opportunities for students through field trips and celebrations due to growth in funding.

PAC meetings are held quarterly during the Fall and Spring semesters to review, discuss, and monitor the charter’s SPSA and LCAP plans. During these meetings, PAC members review student data, evaluate progress toward focus areas, and provide ideas and recommendations for continuous improvement. On April 28, 2026 the PAC met to review the proposed goals, actions and metrics and funding for the upcoming plan cycle. The following feedback and comments were provided:

- Create workshops for parents to support students with disabilities, EL students, and homeless youth.
- Increase education and support for both parents and students around A-G requirements for 4 year university bound students.

Parents would like to continue the conversation around goal achievement and spending plans for the 26-27 school year to see how this funding can be used to more effectively engage parents and community members.

<p><b>SELPA</b></p>	<p>Our Lead Special Education Specialist (SES) plays an active role on the charter’s LCAP planning team. The Lead SES facilitates monthly meetings with Special Education Specialists to review charter goals, analyze student performance data, and identify the specific needs of students with disabilities. In addition, the Lead SES attends monthly SELPA meetings and shares relevant updates, resources, and guidance with both SES staff and the OFYSJ Leadership Team to support continuous program improvement.</p> <p>On May 7, 2026, Options for Youth San Juan administrators met with representatives from the SELPA to review achievement data for students with disabilities and discuss how the data informed the development of the LCAP. During the meeting, verbal approval was provided for the proposed 2024–2027 LCAP goals, metrics, actions, and funding designed to help close the achievement gap for students with disabilities. The following feedback and comments were shared:</p> <ul style="list-style-type: none"> <li>• The relationship between the SELPA and OFY San Juan continues to be highly collaborative, with processes operating clearly, effectively, and smoothly.</li> <li>• There is a need to further clarify enrollment procedures for students previously expelled from other schools to ensure all expulsion requirements and conditions are fully met prior to enrollment at OFY San Juan.</li> </ul> <p>Educational partners expressed excitement regarding the progress and improvements demonstrated by Students with Disabilities (SWD) during the first two years of the 2024–2027 LCAP cycle.</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.

The development of the 2026-27 LCAP at Options for Youth San Juan was strongly guided by direct feedback from educational partners, including parents, students, and staff. Feedback was gathered through surveys, advisory meetings, focus groups, and collaborative discussions. This input was critical in shaping goals, metrics, actions, and budgeted resources, ensuring that initiatives respond directly to student needs and promote equitable academic outcomes.

Feedback from educational partners informed the LCAP in the following ways:

- Refining goals related to College, Career, and Indicator (CCI) readiness, graduation rates, A–G preparedness, and English Learner (EL) supports to ensure consistent growth.
- Expanding Career Technical Education (CTE) pathways and dual enrollment opportunities to more sites.
- Prioritizing professional development and professional learning communities that are aligned with student subgroup needs .
- Incorporating recommendations from our PAC, DELAC, and SELPA into subgroup-specific actions and supports. Making efforts to create in person opportunities for connection, collaboration, and learning.
- Structuring timely monitoring systems to ensure continuity and effectiveness of services.
- Restructuring current processes and timelines for intervention to ensure proper support is provided to students using a combination of interventions that include online Exact Path coursework, SGI classes, and MIS intervention appointments

### **Goal 1: Supporting English Learners and Long-Term English Learners (LTELs)**

Educational partners emphasized the need to strengthen support for EL and LTEL students. In response the following actions will be taken:

- LCAP Goal 1, Metric 3: Reduce the percentage of LTEL students scoring "Standard Not Met" on the StarRen SBAC predictor from 70% to 60% by 2027 through the use of either ALD coursework, ILit coursework, or online intervention courses.
- LCAP Goal 1, Metric 4: Decrease the number of EL and LTEL students scoring Level 1 on the ELPAC summative written section by 5% by 2027 through the use of either ALD coursework, ILit coursework, or online intervention courses.
- LCAP Goal 1, Action 3: Implement a specialized ELD intervention for LTELs focusing on writing, academic vocabulary, engagement strategies, and oral language skills, based on DELAC and CNA feedback.
- LCAP Goal 1, Action 5: Expand support for EL specialists, including professional development and translation tools, to enhance independent study curriculum accessibility and ELPAC performance.
- LCAP Goal 1, Action 6: Further training for the ELlevation academic tool that was procured through LREBG to disaggregate EL/LTEL data, inform targeted PD, and reduce learning loss, supporting achievement targets for both SBAC and ELPAC.

### **Goal 2: Enhancing Academic Interventions and Instructional Practices**

Feedback from SELPA, PAC, and staff highlighted the need for personalized interventions, tutoring, and collaborative professional development:

- LCAP Goal 2, Action 3: Expand tutoring and support from intervention specialists to increase English and math unit completion by an average of 8 per year for students enrolled more than 30 days. Update orientations to communicate that additional support appointments are a mandatory requirement for any student that is testing at Urgent Intervention levels in both English and Math.
- LCAP Goal 2, Action 4: Continue Small Group Instruction (SGI) while increasing individualized review time with teachers and intervention staff. Normalize the use of intervention specialists to ensure that students are completing SGI coursework in a timely fashion
- LCAP Goal 2, Action 6: Enhance professional learning communities and instructional support based on CNA and staff feedback, with additional collaboration time in the academic calendar and PD aligned to staff needs. An average of 91% of staff felt that they were given ample opportunities for collaboration and professional development in the 25-26 school year and 71% who attended smaller, more specific sessions around independent study processes and core values felt like the information was immediately useful.

### **Goal 3: Strengthening College and Career Readiness**

Input from students, families, and staff informed expansions to post-secondary preparation and CTE programs:

- LCAP Goal 3, Action 1: Transition CTE programs to in-person formats and continue offering either Nursing, Construction, Cosmetology, and Vet Tech courses at a minimum of two sites in order to reduce travel barriers. Additionally, streamline enrollment processes with the local community colleges to grow CTE offerings for pathways that are not offered directly at one of the OFYSJ academic sites.
- LCAP Goal 3, Action 3: Continue monitoring graduation plans and provide additional structured guidance and mentorship for seniors that are seeking career based post-secondary pathways. Per the School Climate results, expand access to information for those unsure of post-secondary plans (31% of surveyed students), students seeking vocational options (12%), or those looking to join the workforce right out of high school (6%).

### **Goal 4: Enhancing School Climate and Engagement**

Educational partners affirmed the school's positive climate while identifying areas for further engagement:

- LCAP Goal 4, Action 1: Develop workshops addressing peer relationships, online safety, and social-emotional learning to address the 71% of parents' responders who said that more programming could be done to address social media and online safety.
- LCAP Goal 4, Actions 2 & 3: Expand local field trips, sports programs, center-based engagement, and pathway exploration opportunities to foster school connectedness. According to our 25-26 School Climate Survey, 71.5% of students reported that their school "made them feel included" and we want to ensure this growth continues.
- LCAP Goal 4 Action 4: Expand access for Empower U to high school students to build relationships, resilience, and empower students to learn skills for managing their mental health needs.
- LCAP Goal 4, Action 5: Continue in-person intervention meetings for students struggling academically, allowing parents and students to provide feedback and create individualized support plans, which reduce chronic absenteeism and improve enrollment stability. Show growth in the number of parents attending Achievement Chats to create timely semester plans for students. 62.5% of parents met with teachers during the first round of chats in the 25-26 school year, which is 4% higher than the previous year.

The 2026-27 LCAP reflects a collaborative approach, directly shaped by educational partner input. Feedback has guided targeted initiatives that address academic needs, social-emotional well-being, and post-secondary readiness. By embedding these insights into goals, metrics, and actions, OFY-SJ ensures that resources are strategically allocated to support student success, equity, and engagement.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
Goal #1	Enhance Academic Achievement for English Learners (ELs) and Long-Term English Learners (LTELs) to achieve linguistic proficiency, academic excellence, and equitable access to educational opportunities through targeted support, designated curriculum, and ongoing professional development for educators.	Focus

State Priorities addressed by this goal.

- Priority 2: Implementation of State Standards
- Priority 4: Pupil Achievement
- Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The Comprehensive Needs Assessment (CNA) indicates that a significant portion of English Learner (EL) students, particularly Long-Term English Learners (LTELs), are not meeting proficiency benchmarks in English Language Arts (ELA). Despite growth in core course completion and monthly student progression, EL students continue to experience literacy gaps. These trends are reflected in stagnant English SBAC scores and an increase in students classified as “not prepared” on the College and Career Indicator. Collectively, these data underscore the urgent need for targeted interventions to improve English proficiency, literacy skills, and overall academic achievement.

The Resource Inequity Review further revealed inconsistent access to structured literacy instruction and targeted writing interventions within the independent study model. These findings emphasize the necessity of:

- Expanded professional development focused on literacy instruction for EL and LTEL students.
- Enhanced independent study and small group curricula to provide more consistent academic language support.
- Ongoing investment in data tracking tools that improve instructional decision-making and ensure equitable support for all special populations.

**Addressing Key Areas of Need**

In response to these data-driven insights, our LCAP goal is designed to strengthen academic achievement and provide comprehensive support for special populations. The following targets and actions outline our strategic approach:

- **Reclassification Target:** To accelerate language proficiency growth and ensure successful transitions for EL students, we aim to exceed the state average reclassification rate of 20% annually through the 2026-2027 school year. This goal reflects both CNA data and educational partner feedback emphasizing the importance of ensuring EL students can successfully transition to fully English-proficient status.
- **ELPAC Level Progress Goal:** Establishing a target of 55% progress on the English Language Proficiency Assessments for California (ELPAC) by 2027 reflects our commitment to continuous improvement in language acquisition and aligns with the identified need for

enhanced literacy support.

- Professional Development (PD) Initiatives: Targeted PD sessions for LTEL and EL educators will equip teachers with evidence-based instructional strategies to meet the diverse needs of EL students.
- Continued Academic Language Curriculum (ALD) Implementation: Continuing implementation of a specialized curriculum for LTEL and EL students ensures instructional alignment with their needs, fostering deeper engagement and academic growth.
- Continued Investment in the iLit Program: Providing targeted literacy support through the iLit program to address gaps in reading and writing skills, directly responding to the CNA finding that many EL students are not meeting proficiency benchmarks.
- Data Tracking and Resource Allocation: Implementation of Ellevation data tracking tools, paired with ongoing professional development, allows staff to monitor student progress consistently, identify areas of need quickly, and make instructional adjustments to support equitable outcomes for all students.

### **Commitment to Equity and Excellence**

This LCAP goal reflects a comprehensive, equity-driven approach that directly responds to CNA findings, resource reviews, and input from educational partners. By implementing targeted strategies and continuously monitoring progress through defined metrics, Options for Youth – San Juan is committed to providing an inclusive learning environment where EL and LTEL students—and all special populations—receive the support necessary to thrive academically, socially, and post-secondary.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	EL Reclassification	April 2024, 93% Reclassification Rate	May 2025, 100% Reclassification Rate	Internal 25-26 (May 2026) 83.3%	Ensure reclassification rates exceed the state average of 20% annually through the 2026-2027 academic school year.	10.3%↓
Metric #2	EL ELPAC Assessment	56.1% on CA Dashboard 2023	60% on CA Dashboard 2024	2025 Dashboard 53.8%	Maintain our ELPI level, 55% of English Language Learners making progress on their ELPAC Level by the release of the Fall 2027 CA Dashboard.	2.3% ↓
Metric #3	LTEL Star Ren	Internal Data 2023-2024:  Standard Nearly Met: 48.4%  Standard Not Met: 62.5%	Internal Data 2024-2025:  Standard Nearly Met: 36.8%  Standard Not Met: 70.6%	Internal 25-26  Standard Nearly Met: 36.6%  Standard Not Met: 73.2%	Based on Star Renaissance Reading SBAC Predictor, the number of LTEL's in standard not met will decrease by 10% by 2027.	Standard Nearly Met: 11.8%↑  Standard Not Met: 10.7%↑
Metric #4	ELPAC Written Language Levels for all English Learners	27.5 % of English Learners enrolled in the 23-24 School tested at Level One in their grade level scaled score range on the 2023 ELPAC assessment.	32.84% of English Learners tested at Level One in their grade level scaled score range on the 2024 ELPAC assessment.	ELPAC 2025 (28.57%) of English Learners tested at Level One in their grade level scaled score range on the 2025 ELPAC assessment.	Reduce the percentage of students testing at Level One in the Summative Written Language ELPAC Scale Score Range by 5% by the release of the Fall 2027 CA Dashboard.	1.07%↑

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 planned actions to support English Learners (ELs) in year 2 were implemented successfully, with strategies carried out as intended and some improvements made throughout the process.

Key actions included:

- Literacy Development for LTEL’s through the creation of work packets focused on argumentative and narrative writing with specific focus on sentence structure.
- Participation by the EL Specialist in the California Association for Bilingual Education (CABE) conference to gather strategies for supporting EL students with specific requirements for attending sessions for Newcomers, LTEL support, and Family Engagement
- The EL Department also completed a re-training for ELPAC administration to ensure consistency and alignment across sites and increase staff capacity as it pertains to test administration
- Diversified offerings for Academic Language curriculum by adding in person, virtual, and LYLA offerings to ensure that students had access to the modality that best suited their learning needs.
- Streamlined I-Lit course offerings by designating specific EL Specialists to specific grade levels to allow for more in depth engagement.

Additionally, Goal 1, Action 6: Learning Recovery Emergency Block Grant (LREBG) Extended Learning Opportunities supported the initial setup and phased implementation of the Ellevation program to strengthen EL data tracking, progress monitoring, and access to EL- and LTEL-specific professional development. This action was intended to improve the LEA’s ability to identify student needs, target interventions, and support learning recovery for EL students impacted by disrupted learning opportunities.

Implementation challenges related to the LREBG-funded action included delays associated with integrating Ellevation with multiple internal and external data systems, including California Dashboard and Renaissance Star data sources. Coordination among the Ellevation team, OFYSJ leadership, and third-party IT staff required additional time, resulting in a delayed implementation timeline. EL Specialist training began in February 2026, with broader teacher training scheduled for Spring 2026 to support full implementation during the 2026–27 school year. As a result, timely access to student data, targeted professional development for LTEL support, and some ELPAC preparation activities were delayed, limiting the immediate effectiveness of instructional planning and intervention supports during the current year.

Overall, implementation remained aligned to the intended goals and provided expanded instructional and programmatic support for EL and LTEL students. The LEA anticipates that full implementation of the Ellevation platform during the 2026–27 school year will further strengthen data-driven decision making, targeted intervention planning, and instructional effectiveness for multilingual learners.

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

The LEA successfully implemented the planned actions associated with Goal 1, with only minor variances between budgeted and estimated actual expenditures as of March 2026.

A small variance was identified within the non-personnel allocation for Targeted Intervention for Long-Term English Learners (LTELs). Originally, Goal 1, Action 3 was budgeted solely for personnel costs; however, implementation also required non-personnel expenditures to provide staff with instructional tools, materials, and resources necessary to effectively support LTEL students. While the total allocation amount remained substantially aligned with the approved budget, this variance highlighted the need for greater flexibility in future budget planning to better balance personnel and non-personnel costs in support of LTEL interventions.

Additionally, Goal 1, Action 6: Learning Recovery Emergency Block Grant (LREBG) Extended Learning Opportunities required less funding than originally anticipated during the 2025–26 school year due to delays in technological integration and adjustments to the implementation timeline for the ELLevation program. The LREBG-funded action was designed to strengthen EL and LTEL student support through improved data disaggregation, progress monitoring, and targeted professional development aligned to learning recovery needs resulting from the COVID-19 pandemic.

As of March 2026, approximately \$24,102.54 of the originally allocated \$55,000 in LREBG funds had been expended to support the initial implementation phase of ELLevation. Delays related to system integration and coordination among multiple data platforms postponed full implementation; however, there was no reduction in the intended scope of services. Remaining funds will continue to support staff training, system implementation, and expanded use of EL and LTEL student data to strengthen instructional planning, ELPAC preparation, and academic intervention supports during the 2026–27 school year.

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

The effectiveness of the charter’s actions to support English Learners (ELs) during the 2025-2026 school year showed a combination of measurable successes and areas requiring continued improvement. Effectiveness was evaluated based on how well implemented actions produced the intended outcomes related to language acquisition, academic progress, and course completion metrics identified within the 2024-2027 LCAP cycle.

Several areas demonstrated positive progress, indicating that targeted interventions and instructional supports are producing meaningful academic gains for EL students. One of the most significant improvements was a 24.1% increase in iLit course participation between the 2024-2025 and 2025-2026 school years. This growth can be directly connected to the restructuring of iLit courses and the expansion of virtual access opportunities, which increased student participation and accessibility. Additionally, credit attainment for EL students improved substantially, with students completing 5 or more units per month increasing by 11.2% during the 2025-2026 school year.

The charter also observed overall growth in core course completion among EL students, demonstrating progress toward the unit completion goals established in the 2024-2027 LCAP cycle. As of April 2026, EL students have completed on average 8 English units, 8.1 Foreign Language units, 6 Math units, 7.6 Science units, and 7.4 Social Science units. These gains suggest that efforts focused on improving academic pacing, monitoring student progress, and increasing access to instructional supports have positively impacted student engagement and course completion.

Additionally, Goal 1, Action 6: Learning Recovery Emergency Block Grant (LREBG) Extended Learning Opportunities supported the initial implementation of the ELlevation platform to strengthen EL and LTEL student support systems through improved data tracking, progress monitoring, and targeted professional development for staff. Although implementation delays limited the full impact of the program during the 2025–26 school year, the action contributed to improved identification of student needs, expanded staff collaboration around EL data, and the development of systems intended to strengthen instructional decision-making and intervention planning for multilingual learners impacted by disrupted learning opportunities.

Despite these improvements, several outcome measures indicate a need for continued refinement and intervention. The English Learner Progress Indicator (ELPI) declined overall by 6.2% from the 2024 California Dashboard results, and 8.2% of tested students decreased by one ELPI performance level. In addition, reclassification rates declined overall, with 83.3% of eligible students reclassifying as of April 2026. These results indicate that while academic engagement and course completion are improving, continued strengthening of targeted language acquisition supports, progress monitoring systems, and instructional interventions remains necessary to improve long-term English Learner outcomes and accelerate progress toward English proficiency.

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 reflections from prior practice and analysis of current EL and LTEL student outcomes, several adjustments will be implemented for the 2026-2027 school year to strengthen language acquisition supports and improve academic achievement. Planned instructional changes include the consistent implementation of ELD warm-ups at the start of each iLit and ALD lesson, as well as the incorporation of 15 minutes of targeted reading comprehension checks with one written RACES response during integrated support time for all students. These practices will be done with more fidelity to ensure increased opportunities for literacy development.

The charter will also implement more intentional progress monitoring and data-driven lesson planning through the use of the ELlevation program to better track student growth and target interventions in a timely manner. In addition, a new professional development series (Coffee & PD) will be introduced with a specific focus on supporting EL and LTEL students. This training will provide staff with effective instructional practices to strengthen language acquisition, improve fluency development, and support staff with navigating the specific needs of dually identified students who require additional academic support in conjunction with special education services.

As part of these revisions, Learning Recovery Emergency Block Grant (LREBG) funds allocated to Goal 1, Action 6 were reduced to more accurately reflect the annual cost associated with the ELlevation tracking system. Based on the 25-26 funding expenditures, additional non-personnel funding was added to LCAP Goal 1 Action 3 to ensure that staff have the necessary means to acquire tools to help prepare students more effectively and ensure increased outcomes in the CA Dashboard.

**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	PD Goal for LTEL	Develop targeted professional development sessions to equip educators with effective strategies for supporting the unique needs of long-term English learners.	\$60,000	Yes
Action #2	PD Goal for EL	Provide ongoing professional development opportunities focused on language acquisition strategies and culturally responsive teaching practices to enhance the effectiveness of instruction for English learners.	\$36,000	Yes
Action #3	Targeted Intervention for LTEL	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 LTEL students.	\$152,000	Yes
Action #4	Designated Curriculum for EL	Invest in iLit, a comprehensive literacy program, to improve reading and writing skills among students, particularly those requiring additional support in English Language Arts.	\$32,500	Yes
Action #5	EL Newcomer Support	30% of our EL population are newcomers and require additional support and resources such as translation support, PD for staff, and building resources and supplemental materials.	\$44,000	Yes
Action #6	Learning Recovery Emergency Block Grant Extended Learning Opportunities	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to address learning loss by providing consolidated data specific to the multilingual population for more accurate and informed progress monitoring. This action also provides professional development opportunities for all teachers to enhance instructional practices in order to implement best teaching practices for all multilingual learners.</p> <p>Research supports this approach: studies show that data driven progress monitoring positively impacts student achievement by allowing teachers to deliver more targeted interventions that support student learning where they are most in need. These supports are prioritized for students most impacted by the pandemic, including English Learners and Long-Term English Learners.</p> <p><b>Metric to measure effectiveness:</b> LCAP Goal 1 – Metrics 3 &amp; 4 (student performance on SBAC predictor and Summative ELPAC written scores)</p>	\$30,000	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	The charter will ensure academic excellence and equity for all students by implementing evidence-based interventions and tailored instruction, with a focus on standards-aligned teaching practices. This will increase student performance across all subjects and promote achievement at or above grade level, with an enhanced focus on the student demographic designated in red for Mathematics on the CA dashboard (White).	Broad

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Pupil Achievement
- Priority 7: Course Access
- Priority 8 Student Outcomes

An explanation of why the LEA has developed this goal.

This goal is grounded in the belief that all students deserve equitable access to a high-quality education and the opportunity to succeed regardless of background or circumstance. Through the implementation of evidence-based interventions and personalized instruction, the charter is committed to addressing diverse learning needs and ensuring students receive the academic support necessary to thrive.

A central focus of this goal is the alignment of instruction to academic standards, ensuring all students engage in rigorous, relevant, and grade-level content. Strengthening instructional quality and maintaining high expectations will support improved academic outcomes while building the foundational skills necessary for long-term success.

### Data-Driven Need for Targeted Support

Findings from the CNA and local assessment data highlight several areas of need:

#### English Language Arts (ELA)

- Hispanic students saw a significant increase in "Standard Not Met" scores (rising from 32% to 43%) and a drop in "Standard Met" (28% to 17%)
- Socioeconomically Disadvantaged (FRMP): While "Standard Met" increased for this group, "Standard Exceeded" dropped from 8% to 5%
- A significant number of middle school students (grades 7–8) continue to perform below proficiency.
- Students with disabilities continue to demonstrate lower performance in ELA.
- Data suggests that students with more "points of contact"-specifically Middle School, EL, and SPED students often demonstrate better unit completion rates.

#### Mathematics

- The majority of students (69.57% to 77.38% depending on grade level) fall into the "Standard Not Met" category, there was a general increase in the percentage of students reaching "Standard Met" and "Standard Exceeded" between the 2023-24 and 2024-25 periods
- White students showed some improvement, moving from the red to orange performance level.

- Hispanic students had a 12% increase in “standard not met” and a significant 15% decrease in “standard nearly met” indicating an overall decline in scores, indicating a need for intensified support.
- Students with disabilities continue to demonstrate significant performance gaps in mathematics despite showing increases in the amount of students testing in the “meeting standards” and exceeding standards categories.

#### Resource Inequity Findings

- A need exists to strengthen staffing capacity and retention, particularly for building capacity for intervention planning.
- Small Group Instruction (SGI) courses require restructuring to better align lessons to grade level standards in order to support students struggling in both ELA and math.
- Continued emphasis on math course completion expectations to ensure students have adequate time and support to master content and additional accountability metrics for educators to ensure students are getting the support they need.

### **Strategic Actions to Address Identified Needs**

In response to these findings, this goal focuses on improving academic achievement through targeted, data-driven strategies:

#### Addressing Achievement Gaps

- Utilize benchmark assessments to monitor student progress and identify areas of need.
- Implement evidence-based interventions (e.g., Exact Path) supported by tutors, intervention specialists, and instructional staff.
- Reduce the number of students performing below standard on CAASPP and those identified for urgent intervention on benchmark assessments.

#### Strengthening Core Course Completion

- Enhance systems to improve completion rates in core academic courses.
- Ensure students are provided with balanced course loads that support meaningful engagement and mastery of content.

#### Professional Development and Staff Retention

- Provide targeted professional development aligned to best practices in instruction and intervention.
- Strengthen staff retention through increased support, resources, and collaboration opportunities.

#### Expanding SGI

- Increase access to SGI as an alternative instructional model for students needing additional support.
- Provide both in-person and virtual options to ensure accessibility across learning centers.
- Use SGI strategically to close achievement gaps and reinforce core skills.
- Streamline accountability measures to ensure access and completion of course work that is aligned to grade level standards.

#### Ensuring Access to a Broad Course of Study

- Provide standards-aligned curriculum, materials, and technology consistent with Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).
- Ensure all students have access to a comprehensive course of study that supports engagement and academic growth.

#### Extended Learning and Social-Emotional Supports

- Expand extended learning opportunities, including night and Saturday school programs, to provide additional academic support.
- Streamline the existing Multi-Tiered System of Supports (MTSS), including using programs such as EmpowerU, to address social-emotional barriers and improve student engagement and resilience.

### **Commitment to Academic Growth and Future Readiness**

This goal demonstrates a strong commitment to ensuring all students perform at or above grade level by upholding high expectations, enhancing instructional practices, and delivering targeted support to maximize student achievement. Through continuous data analysis, implementation of evidence-based strategies, and ongoing improvement efforts, the charter promotes a learning environment where students build the skills, knowledge, and confidence necessary for success in postsecondary education, careers, and beyond.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	The charter aims to maintain or increase the percentage of students reading at their grade level Lexile band through the implementation of standards-aligned curriculum and appropriate interventions as needed.	Internal Data 2023-2024: Reading at or above Grade Level Lexile band All: 64.7% ELL: 28.9% LTEL: 35.3% FRMP: 60.7% SWD: 59.0% FY: 47.2% Homeless: 57.2%	Internal Data 2024-2025: Reading at or above Grade Level Lexile band All: 66.4% ELL: 33.7% LTEL: 26.5% FRMP: 61.5% SWD: 50.5% FY: 62.5% Homeless: 57.5%	Internal 25-26 All: 66.1% ELL: 32% LTEL: 22.5% FRMP: 61.1% SWD: 49.6% FY: 60.9% Homeless: 53.9%	On average, 68% of students will read at/ above their Lexile Band Level by 2027.	All: 1.4%↑ ELL: 3.1%↑ LTEL: 12.8%↓ FRMP: 0.4%↑ SWD: 9.4%↓ FY: 13.7%↑ Homeless: 3.3%↓
Metric #2	Math Grade Level Equivalency including Special Populations and White Students.	Internal Data 2023-2024 Average GLE Growth in Math: All: 1.18 ELL:0.24 LTEL: 0.20 FRMP: 1.07 SWD: 0.97 FY: 0.59 Homeless: 1.30 White: 1.21	Internal Data 2024-2025 Average GLE Growth in Math: All: 1.5 ELL:1.2 LTEL: 1.2 FRMP: 1.5 SWD: 1.3 FY: 0.6 Homeless: 1.1 White: 1.4	Internal 25-26 2025-2026 Average GLE Growth in Math: All: 1.25 ELL:1.26 LTEL: 1.38 FRMP: 1.25 SWD: 1.31 FY: -0.15 Homeless: 1.04 White: 1.31	Students enrolled for 90+ days will, on average, achieve a Grade Level Equivalency (GLE) growth of 1.3 between two annual administrations of the Star Renaissance assessments	All: 0.07↑ ELL:1.02↑ LTEL: 1.18↑ FRMP: 0.18↑ SWD: 0.34↑ FY: 0.74↓ Homeless: 0.26↓ White: 0.1↑

<p>Metric #3</p>	<p>The charter strives to increase core course completion rate for all students and special populations.</p>	<p>April 2024  <u>All:</u> English 5.21  Foreign Language: 4.59  Math: 3.77  Science: 5.76  Social Studies: 5.87  <u>ELL:</u> English 6.07  Foreign Language: 4.62  Math: 4.40  Science: 5.66  Social Studies: 6.40  <u>LTEL:</u> English 5.79  Foreign Language: 4.95  Math: 3.42  Science: 3.93  Social Studies: 4.06  <u>SWD:</u> English 4.19  Foreign Language: 4.24  Math: 3.24  Science: 5.38  Social Studies: 4.75  <u>FRMP:</u> English 4.92  Foreign Language: 4.64  Math: 3.56  Science: 5.38  Social Studies: 5.74  <u>Foster Youth:</u> English 4.82  Foreign Language: 2.5  Math: 3.88  Science: 5.75</p>	<p>May 2025  <u>All:</u> English 5.7  Foreign Language: 5.4  Math: 4.8  Science: 6.7  Social Studies: 6.7  <u>ELL:</u> English 6.3  Foreign Language: 6.0  Math: 5.2  Science: 7.4  Social Studies: 6.9  <u>LTEL:</u> English 7.1  Foreign Language: 7.4  Math: 5.3  Science: 7.6  Social Studies: 6.2  <u>SWD:</u> English 5.3  Foreign Language: 4.7  Math: 4.4  Science: 6.1  Social Studies: 6.2  <u>FRMP:</u> English 5.5  Foreign Language: 5.1  Math: 4.3  Science: 6.4  Social Studies: 6.1  <u>Foster Youth:</u> English 5.4  Foreign Language: 5.0  Math: 3.5  Science: 5.4  Social Studies: 7.4  <u>Homeless:</u> English 3.8  Foreign Language: 3.6  Math: 3.1</p>	<p>Internal 25-26  May 2026  <u>All:</u> English 6.1  Foreign Language: 6.0  Math: 4.6  Science: 6.5  Social Studies: 6.6  <u>ELL:</u> English 7.6  Foreign Language: 7.6  Math: 5.9  Science: 7.3  Social Studies: 7.1  <u>LTEL:</u> English 8.0  Foreign Language: 9.3  Math: 6.6  Science: 8.8  Social Studies: 8.1  <u>SWD:</u> English 5.2  Foreign Language: 5.6  Math: 4.0  Science: 6.6  Social Studies: 6.0  <u>FRMP:</u> English 7.2  Foreign Language: 6.6  Math: 5.8  Science: 7.2  Social Studies: 7.6  <u>Foster Youth:</u> English 4.6  Foreign Language: 3.3  Math: 5.0  Science: 4.8  Social Studies: 7.3  <u>Homeless:</u> English 5.2  Foreign Language:</p>	<p>By 2027, all students enrolled for 30+ days will, on average, work towards increasing their completion rate of core academic courses as follows:  8 units in Math  8 units in English  7 units in Science  6 units in Social Science  5 units in Foreign Language.</p>	<p><u>All:</u> English 0.89 ↑  Foreign Language: 1.41 ↑  Math: 0.83 ↑  Science: 0.74 ↑  Social Studies: 0.73 ↑  <u>ELL:</u> English 1.53 ↑  Foreign Language: 2.98 ↑  Math: 1.5 ↑  Science: 1.64 ↑  Social Studies: 1.44 ↑  <u>LTEL:</u> English 2.21 ↑  Foreign Language: 3.18 ↑  Math: 3.18 ↑  Science: 4.87 ↑  Social Studies: 3.35 ↑  <u>SWD:</u> English 1.01 ↑  Foreign Language: 1.36 ↑  Math: 0.76 ↑  Science: 1.22 ↑  Social Studies: 1.25 ↑  <u>FRMP:</u> English 2.28 ↑  Foreign Language: 1.96 ↑  Math: 2.24 ↑  Science: 1.82 ↑  Social Studies: 1.86 ↑  <u>Foster Youth:</u> English 0.22 ↓  Foreign Language: 0.8 ↑</p>
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		Social Studies: 6.88 <u>Homeless:</u> English 3.24 Foreign Language: 3.71 Math: 3.34 Science: 5.20 Social Studies: 4.1	Science: 4.9 Social Studies: 5.4	4.8 Math: 3.6 Science: 5.3 Social Studies: 6.4		Math: 1.12 ↑ Science: 0.95 ↑ Social Studies: 0.42↑ <u>Homeless:</u> English 1.96 ↑ Foreign Language: 1.09 ↑ Math: 0.26 ↑ Science: 0.1 ↑ Social Studies: 2.3↑
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Metric #4	Reduce CAASPP 11th grade scores in standard not met for Math and English	<p>2023 CAASPP English and Math Scores:</p> <p>All: Math: 73.43% English: 30.77% ELL: Math: 71.21% English: 27.07% Homeless: Math: *fewer than 11 students English: *fewer than 11 students FRMP: Math: 74.31% English: 32.11% Student with Disabilities: Math: 91.67% English: 83.33% Hispanic: Math: 70.37% English: 30.19% African American: Math: 84.21% English: 31.58% 2 or more Races: Math: 68.75% English: 25% White: Math: 72% English: 31.37%</p>	<p>2024 CAASPP English and Math Scores:</p> <p>All: Math: 75.34% English: 31.94% ELL: Math: 92.31% English: 58.33% Homeless: Math: *fewer than 11 students English: *fewer than 11 students FRMP: Math: 81.03% English: 34.78% Student with Disabilities: Math: 77.78% English: 55.56% Hispanic: Math: 73.81% English: 31.71% African American: Math: 90% English: 33.33% 2 or more Races: Math: 55% English: 30% White: Math: 76.09% English: 30.43%</p>	<p>2025 CAASPP English and Math Scores:</p> <p>All: Math: 77.38% English: 32.74% ELL: Math: 81.82% English: 81.82% Homeless: Math: *fewer than 11 students English: *fewer than 11 students FRMP: Math: 80.31% English: 33.86% Student with Disabilities: Math: 82.14% English: 57.14% Hispanic: Math: 83.87% English: 33.87% African American: Math: 72.73% English: 40.91% 2 or more Races: Math: 89.47% English: 42.11% White: Math: 69.49% English: 25.42%</p>	<p>11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 7% in Math and 4% in English, as reported on the Fall 2027 CA Dashboard.</p>	<p>All: Math 3.95 ↑   English 1.97 ↑</p> <p>ELL: Math 10.61 ↑   English 54.75 ↑</p> <p>Homeless: N/A (fewer than 11 students)</p> <p>FRMP: Math 6.00 ↑   English 1.75 ↑</p> <p>Students with Disabilities: Math 9.53 ↓   English 26.19 ↓</p> <p>Hispanic: Math 13.50 ↑   English 3.68 ↑</p> <p>African American: Math 11.48 ↓   English 9.33 ↑</p> <p>Two or More Races: Math 20.72 ↑   English 17.11 ↑</p> <p>White: Math 2.51 ↓   English 5.95 ↓</p>
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## 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 overall implementation of this goal during the first two years has seen some gains, with notable growth in core course completion, increased access to professional development for new staff, expanded student access to a broad course of study, and the continued expansion of social-emotional curriculum and supports.

To address the metrics related to increasing grade-level equivalency (GLE) growth between Renaissance Star assessment windows and reducing the number of students scoring “Standard Not Met” on the CAASPP, the charter allocated funds for Exact Path, a targeted intervention program designed to support students performing below standard in both English and Math. All school sites implemented the curriculum and conducted a mid-year intervention cycle in December 2025 to ensure students received additional support prior to the second Renaissance Star assessment window and spring CAASPP testing.

Additional intervention support staff were also hired across school sites, ensuring that centers had Intervention Specialists and/or Math and English tutors based on site-specific needs. These staff members played a key role in delivering targeted academic support. While expanding Small Group Instruction (SGI) continues to be a crucial part of the intervention model, the charter also expanded alternative independent study support options, including in-person one-on-one tutoring, Renaissance Star skills warm-ups, math challenges, and book clubs. Even though SGI remains a core focus, the charter also recognized the importance of providing students with support through the instructional modality that best met their individual needs during the 2025–2026 school year.

Professional Learning Communities (PLCs) also shifted toward a more localized approach to address site-specific academic needs. Each learning center established four PLC groups focused on English, Mathematics, Graduation Rates, and Special Populations, including English Learners, foster youth, and students experiencing homelessness. PLC teams regularly analyzed progress related to core course completion, CAASPP performance, and Exact Path implementation while developing targeted interventions and student support strategies. Efforts included evaluating the effectiveness of intervention programs such as Exact Path and SGI, planning site-based events to support academic progress and graduation timelines, and promoting post-secondary planning. PLC groups participated in monthly planning meetings and quarterly in-service sessions focused on reviewing data, monitoring progress, and adjusting plans as needed to improve student outcomes.

To further support new staff, the charter implemented the Culture Connection series, a structured onboarding and professional learning initiative designed to align teachers with the mission and values of the school. Through this series, new teachers received training on effective instructional practices, relationship-building strategies, student engagement techniques, and intervention supports that promote student success within the independent study model. The Culture Connection series also reinforced the charter’s core mission of moving students daily toward their academic goals and future aspirations by ensuring staff maintain consistent, student-centered practices across all learning sites. Additionally, seven staff members successfully cleared their teaching credentials through the Center for Teacher Innovation, further strengthening instructional capacity and long-term staff development within the charter.

The charter also expanded instructional time opportunities through night school and Saturday school appointments funded through Goal 2, Action 5: Learning Recovery Emergency Block Grant (LREBG), increasing access to academic support services. Additionally, weekly small-cohort math tutoring sessions were developed specifically for students with disabilities to address learning gaps and promote educational equity. Core course completion remained a major area of focus throughout the year. The leadership team streamlined tracking systems to

ensure monthly monitoring of course completion and, following feedback from educational partners, increased the monthly unit expectation from 4 credits to 5 credits to better align students with their four- and five-year graduation timelines. These supports specifically targeted students performing below grade level as identified through RenStar and CA Dashboard indicators in alignment with LREBG requirements focused on learning recovery.

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.

As of March 2026, budgeted expenditures for Goal 2 are not fully aligned with actual expenditures due to adjustments made in response to student and program needs. Expenditures for LCAP Goal 2, Action 3 are not currently aligned with the original budget due to staffing challenges and adjustments to salary allocation percentages. Delays in hiring and changes in staffing assignments impacted projected personnel expenditures. Updates will be made by the end of the school year to reflect newly hired employees, and salary percentages will be recalibrated to more accurately align with the work being performed in support of the charter's LCAP goals and actions.

For LCAP Goal 2, Action 5, although the charter implemented the originally planned instructional hours and academic supports, leadership determined that additional resources were necessary to further address stagnant CAASPP performance and limited Lexile growth among students. As a result, Learning Recovery Emergency Block Grant (LREBG) funds were used to purchase a new instructional curriculum, LYLA, used as part of intervention and extended learning supports, to address both the academic and technological struggles impacting our student population. Teacher feedback from a pilot program was overwhelmingly positive, particularly in the areas of student feedback, authentic learning, and instructional flexibility. Teachers shared the following:

- LYLA allows them to provide immediate, targeted feedback directly on student work without having to wait for students to complete an entire lesson or packet.
- Improved opportunities for students to make corrections and receive support in real time before reaching assessments.
- The platform promotes more authentic student responses because students are challenged to think critically without depending on technological supports or AI based information.
- The inclusion of Project-Based Assessments has created greater flexibility for both teachers and students to demonstrate learning while helping students build valuable college and career readiness skills.

Although this non-personnel expense was not included in the original budget plan, it was identified as a necessary investment to strengthen academic interventions and better support student achievement. The implementation of these additional supports is being used to support continued improvement in to improved student outcomes and continued academic growth in the future. These supports are aligned to LREBG requirements to address learning loss and academic recovery for students performing below grade level as identified through RenStar assessments and California Dashboard indicators.

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

The actions implemented under Goal 2 demonstrated both effectiveness and areas requiring additional refinement. Targeted math interventions and one-on-one tutoring proved to be effective strategies, contributing to a 4.3-point increase on the California Dashboard and moving the charter from Red to Orange in mathematics performance. Professional development opportunities were also successfully implemented, with strong participation rates and 71% of staff reporting that smaller, job-specific trainings provided immediately useful

instructional strategies and support. In addition, student academic pacing continued to improve, with average unit completion rates as of May 2026 standing at 6.2 units completed in English, 6.2 in Foreign Language, 4.7 in Math, 7.4 in Science, and 6.7 in Social Science.

Despite these successes, several challenges highlighted the need to refine components of Goal 2 implementation. Limited participation in English Small Group Instruction (SGI) negatively impacted student performance on the CAASPP English Language Arts assessment, with 41.53% of ELA testers scoring in the “Standard Not Met” category, representing a 2.9% increase from the previous year. Additionally, structural challenges within the Exact Path intervention system created barriers to consistent cohorting and reduced the number of students able to complete full semesters of remediation support. Persistent underperformance among 11th-grade students in both English and Math also remains an area of concern and will continue to be closely monitored.

To address these challenges, the charter will continue to prioritize expanded tutoring opportunities, PLC-developed academic programming, balanced course completion expectations, and increased access to Small Group Instruction. The charter will also transition toward a more individualized remediation model in which students complete Exact Path coursework independently while participating in scheduled intervention appointments with intervention specialists. This approach is intended to address prior structural limitations and strengthen consistency of intervention delivery.

Regarding fiscal alignment, Goal 2 expenditures reflect minor variances between budgeted and actual costs due to adjustments in staffing allocations and the addition of instructional resources. These changes were made in response to implementation needs and do not represent a reduction in services. Learning Recovery Emergency Block Grant (LREBG) funds were used to enhance instructional support through the purchase of the LYLA curriculum. While this non-personnel expenditure was not included in the original budget assumptions, it was implemented to strengthen academic interventions and improve student engagement and achievement. The platform has supported more immediate feedback cycles, increased opportunities for revision, and expanded project-based learning aligned to college and career readiness skills.

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

The LEA will continue implementing the metrics and actions outlined in Goal 2, as these strategies have contributed to positive student growth in academic progress, course completion, and mathematics performance. However, reflections on prior practice and analysis of current outcomes identified several areas requiring adjustment to address stagnant progress.

For the 2026–2027 school year, the charter will adjust LCAP staffing and intervention allocations to prioritize continued support for Goal 2 implementation, including targeted intervention and Small Group Instruction personnel to strengthen academic supports aligned to established metrics and actions.

The charter will transition from a cohort-based remediation model to a more individualized intervention approach, allowing students to progress at their own pace while also participating in required one-on-one appointments with Intervention Specialists to strengthen accountability, monitoring, and support.

Small Group Instruction (SGI) offerings will also be expanded based on site-specific needs, with increased emphasis on improving student engagement and academic support in English and Science instruction.

These adjustments are intended to strengthen the effectiveness of intervention systems, increase student participation in academic supports, and ensure continued progress toward Goal 2 outcomes. All Goal 2 metrics will remain unchanged, and the LEA will continue to monitor implementation fidelity and student performance data throughout the 2026–2027 school year.

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

# Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Program	Allocating funds for Exact Path, an adaptive learning platform, to provide personalized learning experiences for students, targeting their individual learning gaps and needs in ELA and Math.	\$10,000	Yes
Action #2	Benchmark Assessment	Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.	\$5,000	Yes
Action #3	Intervention and Support Staff	Allocate funds for hiring Math Intervention Specialists, English Intervention Specialists, English Tutors, and Math Tutors to provide targeted support and instruction for students struggling in these subjects.	\$440,000	Yes
Action #4	Small Group Instruction	Students will have access to small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for EL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students. Our subgroup populations are given priority access to SGI classes as we see 30% are currently partaking in an SGI offering.	\$545,000	Yes
Action #5	Learning Recovery Emergency Block Grant Extended Learning Opportunities	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to address learning loss by providing extended instructional hours and targeted small-group tutoring for students not meeting grade-level academic standards.</p> <p>Research supports this approach: studies show that high-dosage, small-group tutoring—particularly when delivered frequently by trained and consistent staff—has a significant positive impact on student achievement, especially in reading and math. These supports are prioritized for students most impacted by the pandemic, including English Learners, Foster Youth, students with disabilities, and students from low-income backgrounds.</p> <p><b>Metric to measure effectiveness:</b> LCAP Goal 2 – Metrics 1 &amp; 3 (student performance on benchmark assessments and course completion rates)</p>	\$160,000	No
Action #6	Professional Development Support for Staff Retention	Allocate resources and coaching for staff growth through professional learning communities and conferences to support staff retention and improve instructional practices.	\$240,000	Yes

Action #7	Basic Services	Students will have access to fully credentialed teachers in their progression in core courses and intervention completion, sufficient access to the standards-aligned instructional materials and school facilities are maintained in good repair.	\$280,000	No
Action #8	Broad Course of Study	All Students will have access to a broad course of study that is Common Core State Standards, Next Generation Science Standards, and College and Career Readiness aligned to the following subjects: English , Science, Mathematics, and Career Technical Education through digital, virtual and paper platforms.	\$300,000	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	The charter aims to increase college and career readiness by providing comprehensive academic preparation, career exploration opportunities, and personalized support through additional support and interventions in alignment with the California Dashboard metric for Graduation Rates and College and Career Indicator (CCI) for all students particularly Low Income (FRMP), English Language Learners, Students with Disabilities, Hispanic, African American, 2 or more Races, and White populations.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement  
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The LCAP goal for college and career readiness is centered on ensuring that all students graduate with the knowledge, skills, and experiences necessary to succeed in postsecondary education, career pathways, and lifelong learning. This goal reflects a commitment to preparing students not only for academic success, but also for the real-world opportunities and challenges they will encounter beyond high school.

Through comprehensive college and career readiness programming, the charter aims to empower students to make informed decisions about their futures and successfully transition into higher education, career technical training, apprenticeships, or the workforce. These efforts are designed to equip students with the tools needed to navigate postsecondary pathways and thrive in an evolving global economy.

**Data-Driven Need for College and Career Readiness Support**

Findings from the CNA highlight persistent disparities in college and career preparedness across multiple student groups. While English Learners improved slightly on the California Dashboard over the past year, African American students, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students continue to struggle. These groups

demonstrated low performance in both the College and Career Indicator (CCI) and graduation rates, as reflected in the 2025 California School Dashboard.

Data indicates a continued need for targeted, systemwide interventions to increase overall preparedness and close opportunity gaps.

The Resource Inequity Review further identified CCI as a critical area for improvement, emphasizing the need to expand equitable access to key components such as Career Technical Education (CTE) and dual enrollment opportunities. Additionally, the review highlighted the importance of ongoing professional development to strengthen staff understanding of CCI requirements, improve course planning practices, and ensure consistent implementation across the charter.

### **Strategic Initiatives to Strengthen College and Career Readiness**

To address these needs, this goal focuses on expanding opportunities, increasing targeted supports, and strengthening guidance systems to better prepare students for postsecondary success:

- **Expanding Postsecondary Programs:** Increasing access to Career Technical Education (CTE), Advanced Placement (AP), and dual enrollment opportunities to support the development of academic and technical skills.
- **Targeted Support for Foster Youth and Homeless Students:** Providing wraparound services and targeted interventions to ensure these student groups have equitable access to graduation and college and career readiness pathways.
- **Postsecondary Counseling and Guidance:** Delivering personalized support and resources related to college admissions, vocational programs, apprenticeships, and graduation planning to help students navigate their postsecondary options.
- **State Seal of Biliteracy Expansion:** Strengthening systems to identify, track, and support students eligible for the State Seal of Biliteracy, promoting multilingualism and enhancing college and career readiness.
- **Accountability Metrics:** Clearly defined expectations and measurable outcomes for Post Secondary Counselors to ensure all educational partners can develop and implement systems that effectively identify and address student needs.

### **Commitment to Student Success**

By prioritizing college and career readiness within the LCAP, the charter is committed to ensuring that all students graduate prepared to pursue meaningful postsecondary opportunities. These efforts aim to close opportunity gaps, expand access to high-quality programs, and provide the guidance and resources necessary for long-term success.

Through continued implementation of data-driven strategies and targeted support, the charter will foster a system where all students are equipped to succeed in college, careers, and beyond, and contribute meaningfully to their communities in an ever-changing workforce.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	One- Year Graduation Rate	Internal One-Year Graduation Rate Metric as of April 2024: All: 45% ELL: 45.5% Homeless: 8.3% FRMP: 43.4% SWD: 29.6% Hispanic: 57.5% African American: 43.3% 2 or more Races: 28.6% White: 41%	Internal One-Year Graduation Rate Metric as of May 2025: All: 59.1% ELL: 77.8% Homeless: 60.0% FRMP: 61.9% SWD: 44.8% Hispanic: 51.5% African American: 71.4% 2 or more Races: 52.6% White: 65.3%	Internal 25-26 Graduation Rate Metric as of May 2026: All: 55.6% ELL: 31.3% Homeless: 63.6% FRMP: 55.8% SWD: 51.2% Hispanic: 54.9% African American: 59.3% 2 or more Races: 50% White: 60%	The charter will have an average DASS Graduation Rate of 70% throughout the 2024-27 LCAP cycle in hopes of exiting CSI identification for the 2027-28 academic school year.	Graduation Rate Metric as of May 2026: All: 10.6%↑ ELL: 14.2%↓ Homeless: 12.4%↑ FRMP: 12.4%↑ SWD: 21.6%↑ Hispanic: 2.6%↓ African American: 16%↑ 2 or more Races: 21.4%↑ White: 19%↑
Metric #2	Increasing the number of students who are turning in 5 or more units per academic school month	Internal Data 2023-2024: All: 29.2% ELL: 32.9% Homeless: 23% SWD: 25.2% FRMP: 27.7% Hispanic: 30.2% African American: 30.2% 2 or More Races: 32.9% White: 28.4%	Internal Data 2024-2025: All: 41.4% ELL: 42.4% Homeless: 29.4% SWD: 37.7% FRMP: 38.5% Hispanic: 41.1% African American: 43.6% 2 or More Races: 50.9% White: 39.6%	Internal 25-26 2025-2026: All: 46.1% ELL: 56.4% Homeless: 38.2% SWD: 40.4% FRMP: 47.6% Hispanic: 47.7% African American: 46.7% 2 or More Races: 47.8% White: 42.8%	Over a three-year period, 32% of students will complete an average of 5 or more units per month.	All: 16.9%↑ ELL: 23.5%↑ Homeless: 15.2%↑ SWD: 15.2%↑ FRMP: 19.9%↑ Hispanic: 17.5%↑ African American: 16.5%↑ 2 or More Races: 14.9%↑ White: 14.4%↑

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.

During this implementation year, the charter made steady progress in strengthening college and career readiness systems, expanding post-secondary opportunities, and improving counselor-driven student supports.

A key implementation feature included the establishment of bi-weekly counselor meetings with the Principal and Assistant Principal of Instructional Operations to support consistent case management and alignment across school sites. The charter also expanded Career Technical Education (CTE) pathways to a second school site, increasing student access to programs in Cosmetology, Nursing, and Construction. In addition, counselor-led course planning processes and staff training were strengthened to ensure clearer understanding of A–G requirements and more consistent student placement in graduation-aligned coursework.

To improve monitoring and academic planning, one school site piloted a required 30-day counselor check-in process for incoming students, with plans to expand this practice across all school sites in 2026–2027. The charter also expanded post-secondary exposure opportunities, including community college tours, university visits, a multi-day Northern California college tour, and a College, Career, and Wellness Fair connecting students to local resources and pathways.

Additional support included continuation of the CREW program for 12th-grade students and implementation of the Rising Scholars program for grades 9–11, supporting early college awareness and readiness. Participation included 26 students in CREW and 15 students in Rising Scholars. Additional indicators of progress include growth in State Seal of Biliteracy attainment, increasing from 3 students to 12 students as of May 2026, and increased counselor engagement, with 86% of eligible seniors completing at least one counseling session focused on graduation and unit completion planning.

Despite these gains, the charter continued to experience challenges securing a Memorandum of Understanding with the local community college district, which limited expansion of dual enrollment opportunities. To address this, the charter identified an alternative partnership with Pathways College, a virtual dual enrollment program scheduled to launch a senior cohort in 2026–2027 to support expanded access to college coursework.

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.

As of March 2026, variances exist between budgeted and actual expenditures, with the most significant difference occurring in Action 1: Expanding Post-Secondary Programs. This action required additional funding than originally projected to support the expansion of Career Technical Education (CTE) course offerings at a second school site, resulting in higher-than-anticipated expenditures.

Additionally, Action 3 remains underspent as of March 2026 because staffing costs associated with the online program were not initially included in the budget due to implementation timing and program expansion. Adjustments will be made by the end of the school year to ensure expenditures are accurately aligned and reflected in final reporting.

All other actions are currently progressing as planned, and their allocations are expected to remain aligned with projected expenditures for this goal. Despite these variances, the LEA does not currently anticipate any additional material differences between budgeted and estimated actual expenditures for the 2025–2026 school year, as remaining adjustments are expected to be resolved through year-end reconciliation.

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

The actions implemented under this goal have demonstrated overall effectiveness in improving student engagement, academic progress, and post-secondary readiness outcomes.

One key area of growth is the increase in students earning the State Seal of Biliteracy, which rose from 3 students in the previous school year to 12 students as of May 2026. This growth aligns with increased participation in language development supports and expanded awareness of post-secondary opportunities connected to biliteracy achievement. Additionally, 19 students participated in dual enrollment opportunities, expanding access to college-level coursework while still enrolled in high school. The charter also reported that 10 students were accepted to four-year universities, reflecting continued progress in college readiness and post-secondary planning. Furthermore, 72% of foster youth met with their counselor at least once per semester, demonstrating continued access to advising supports for high-need student populations.

Additional evidence of effectiveness is reflected in participation in enrichment and support programs, including CREW (26 participants) and Rising Scholars (15 participants). Credit attainment outcomes also showed growth across multiple student groups, with 47.5% of all students meeting credit attainment goals, representing a 6.1% increase from baseline. Subgroup growth was also observed among English Learners (57%, +14.6%), Low Socioeconomic students (48.5%, +10%), Hispanic students (48.8%, +7.7%), and White students (44.5%, +4.9%). The charter also recorded a 10.6% improvement in one-year graduation rate compared to baseline internal tracking data, indicating continued progress toward graduation outcomes.

Despite these gains, continued focus is needed in Career Technical Education (CTE) course completion. While access to CTE pathways has expanded and student enrollment interest remains strong, completion rates continue to present a challenge. In response, the charter is exploring adjustments to instructional delivery, pacing structures, and student support models for the 2026–2027 school year to improve engagement, persistence, and course completion outcomes.

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.

No changes are planned for the written goal, metrics, target outcomes, or actions for the coming year. The primary adjustment will be an increase in the allocation for Action 1 to support the continued expansion of Career Technical Education (CTE) programming and the implementation of the Pathways College Dual Enrollment Cohort.

Based on increased demand from educational partners and higher-than-anticipated utilization of funds during the 2025–26 school year, the LEA has determined that this adjustment is necessary to ensure adequate support for expanded post-secondary pathway opportunities. This adjustment will support continued access to CTE and dual enrollment options aligned with student interest and post-secondary readiness goals.

The LEA will continue to monitor expenditures and program implementation to ensure alignment between funding, student participation, and intended outcomes.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Expanding Post-Secondary Programs	Expand opportunities for students to participate in post-secondary programs such as dual enrollment, Advanced Placement (AP) courses, and career technical education (CTE) pathways.	\$285,000	Yes
Action #2	Foster Youth and Homeless Goal Setting	Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor at least once per semester to review academic progress and post-secondary plans.	\$45,000	Yes
Action #3	Post-Secondary Counseling	85% of 12th graders will participate in post-secondary counseling to discuss financial aid, A- G requirements, college applications, etc. to support with preparing them for post-secondary opportunities.	\$310,000	Yes
Action #4	State Seal of Biliteracy	Develop and implement a program for students who are eligible for the State Seal of Biliteracy.	\$2,500	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #4	Foster a positive and inclusive school climate within the school community, where students, educators, and staff feel safe, supported, and valued, enhancing overall well-being and academic success.	Maintenance of Progress

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 3: Parent Involvement
- Priority 5: Student Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The goal of fostering a positive and inclusive school climate is grounded in the understanding that a supportive learning environment is essential to students' well-being, sense of belonging, and academic success. OFY SJ recognizes that creating a safe, welcoming, and inclusive school community is critical for students to thrive academically, socially, and emotionally.

A strong school climate forms the foundation for student success and holistic development, ensuring that every student, educator, and staff member feels valued and supported. Through the LCAP, the charter focuses on identifying and addressing key factors that influence school safety, engagement, and overall well-being.

### **Key Areas of Focus Based on CNA**

#### **School Climate & Peer Relationships**

- Implement peer mentoring programs, restorative justice practices, and social-emotional learning (SEL) activities to foster empathy, respect, and inclusivity among students.
- Provide more in person programming around digital citizenship, promoting safe and responsible use of social media, online privacy, and positive interactions in the digital world.
- Revamp small group instruction curriculum to encourage more student participation in order to create more peer interaction in a safe and inviting communal space.

#### **Educational Partner Engagement**

- Strengthen partnerships with families and the broader community to create a sense of belonging and support for students.
- Host family engagement events driven by the communicated interests of our school community. Provide parent resources, and involve community members in school activities and decision-making processes to cultivate stronger connections.

#### **Social-Emotional Learning (SEL) & School Connectedness**

- Fully integrate the EmpowerU SEL curriculum into our high school community through our counseling teams to enhance students' emotional intelligence, interpersonal skills, and resilience.
- Foster a supportive school culture that promotes strong peer relationships and a sense of belonging, contributing to improved overall student well-being through programming that encourages more in person connections (ie book clubs, student council, community service opportunities)

#### **Targeted Intervention & Support Services**

- Provide early, evidence-based interventions to address factors contributing to dropout risk, leveraging personalized instruction as the foundation of our program.
- Offer academic tutoring, counseling, mentoring, family support services, and access to community resources to help students stay engaged and on track.
- Implement 30-day enrollment check ins with counselors to ensure that students are acclimating to the program and offer scaffolding support to ensure success from the start.

#### **Middle School Connectedness**

- Implement initiatives that strengthen relationships between middle school students, their peers, and trusted adults to increase engagement and reduce absenteeism.
- Offer mentorship programs, grade specific field trips, peer connection opportunities, and positive adult-student interactions tailored to younger students' developmental needs.
- Deliver middle school-specific SEL instruction through EmpowerU to address challenges unique to this population.

**Commitment to a Supportive School Climate**

By prioritizing school climate and connectedness in the LCAP, Options for Youth is committed to cultivating an environment where all students, educators, and staff can succeed. A safe, inclusive, and welcoming school culture not only enhances student well-being but also supports academic achievement, strengthens relationships, and equips students with the social-emotional skills necessary for success beyond the classroom.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Metric #1	Basic Services	<p>Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: 28.3% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p>	<p>Fall 2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: 31.2% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p>	<p>Fall 2025 CA Dashboard: Teaching Assignment Monitoring Outcomes: 31.2% (Out-of-Field) (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0</p>	<p>Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> <li>• Clear (% of teaching FTE): maintained at or above 30%</li> <li>• Textbook Insufficiencies: 0</li> <li>• Facilities Inspections: 100%</li> <li>• Number of Uniform Complaints: 0</li> </ul>	2.9% ↑
		<p>At OFY SJ, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code</p>	<p>At OFY SJ, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code</p>	<p>At OFY SJ, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code</p>		

		reference mentioned above for alternative settings. Using this report In the 2022-2023 school year, all OFY SJ teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	reference mentioned above for alternative settings. Using this report In the 2023-2024 school year, all OFY SJ teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	reference mentioned above for alternative settings. Using this report In the 2024-2025 school year, all OFY SJ teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.		
Metric #2	Suspension Rates	2023 CA dashboard: 0%	2024 CA dashboard: 0%	Dashboard 2025 2025 CA dashboard: 0%	Suspension rates will be maintained below 1.5%, ensuring our blue rating on the California Dashboard	No change
Metric #3	Drop Out Rates	Internal Data 2023-2024: Middle School: 9.7% High School: 14%	Internal Data 2024-2025: Middle School: 6.7% High School: 10.1%	Internal 25-26 2025-2026: Middle School: 4.5% High School: 9.3%	The middle school and high school dropout rates will be maintained. at/ below 7% for Middle School at/below 13% for High School	Middle School: 5.2%↓ High School: 4.7%↓
Metric #4	Chronic Absenteeism	53.6% chronically Absent on the 2023 CA Dashboard	54.7% chronically Absent on the 2024 CA Dashboard	Dashboard 2025 42% chronically Absent on the 2025 CA Dashboard	The charter aims to reduce its chronic absenteeism rate by 5% by the release of the Fall CA dashboard release in Fall 2027.	11.6%↓

Metric #5	School Climate Results	2024 School Climate Results: Students: 3 Online Safety/ 3.2 Peer Relationships Staff: 3.5 Online Safety/ 3.4 Peer Relationships Family: 4 Online Safety/ 3.7 Peer Relationships	Climate Results: Students: 3.86 Online Safety 4.41 Peer Relationships (Student Connections with Students)  Staff: 3.36 Online Safety 4.77 Peer Relationships (Professionalism)  Family: 4.45 Online Safety 4.60 Peer Relationships (Inclusion)	Internal 25-26 Climate Results: Students: 3.85 Online Safety 3.65 Peer Relationships (Student Connections with Students)  Staff: 2.73 Online Safety 4.18 Peer Relationships (Professionalism)  Family: 3.81 Online Safety 4.35 Peer Relationships (Inclusion)	Our school climate survey results for the peer relationships and online safety dimensions will show an average increase over the three-year period, achieving scores of 4.0 for students, staff, and families.	Students: 0.85↑ Online Safety 0.45↑ Peer Relationships (Student Connections with Students)  Staff: 0.77↑ Online Safety 0.78↓ Peer Relationships (Professionalism)  Family: 0.19↓ Online Safety 0.65↑ Peer Relationships (Inclusion)
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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.

During the 2025–2026 school year, the charter continued implementing initiatives designed to promote a positive, inclusive, and supportive school climate while strengthening educational partner engagement.

The charter facilitated Parent Advisory Committee (PAC), Designated English Language Advisory Committee (DELAC), and an online program Student Advisory Committee, providing opportunities for students, parents, and staff to share feedback and participate in school decision-making processes. PAC and DELAC meetings also intentionally included both student and parent participation to support collaborative input and engagement.

Additional engagement opportunities were provided through semester Awards Nights, bi-annual Achievement Chats, and the online program’s Back-to-School Night. These events supported recognition of student achievement, increased communication with families, and strengthened awareness of academic progress and available supports.

The charter also implemented a range of student engagement and social-emotional learning opportunities, including sports teams, Pathways trips, an overnight Monterey Bay Aquarium field trip, Trunk or Treat, book clubs, sewing club, Prom, Student Council, and a rotating in-person Visual Arts course culminating in a student art exhibition. Middle school and high school students also participated in EmpowerU, a multi-tiered system of support aligned to social-emotional learning and student wellness.

As part of the Learning Recovery Emergency Block Grant (LREBG) Action 4: Social and Emotional Well-Being Programs, the charter continued to provide expanded SEL-focused supports, including counseling services and structured social-emotional learning coursework designed to support student resilience and engagement.

To expand academic support, the charter continued offering evening and Saturday intervention opportunities to provide additional instructional time in core subjects and support students at risk of falling behind in graduation progress. Additional tutors and intervention specialists supported Exact Path implementation and provided individualized academic assistance. The charter maintained implementation of basic services and continued efforts to strengthen student engagement, which contributed to improvements in dropout rates and chronic absenteeism trends.

#### 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.

As of March 2026, actual expenditures are expected to align with planned expenditures by year-end through ongoing reconciliation. After reviewing current spending patterns, the overall funding allocation for Goal 4 remains appropriate; however, adjustments are being made in the distribution of funding across actions and between personnel and non-personnel costs to better reflect implementation needs.

Due to increased focus on improving chronic absenteeism and student engagement, the LEA is prioritizing additional funding toward Action 6: Middle School Connectedness. In addition, increased staffing support was required to fully implement Action 2: Educational Partner Engagement and Action 3: Social Emotional Development, Learning, and Resources to Build School Connectedness, including the LREBG-supported social-emotional learning components.

These adjustments are being made during the current school year and will also inform planning for the 2026–2027 school year to ensure expenditures more accurately align with program implementation, staffing needs, and student support priorities.

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

The actions implemented under this goal were largely effective in improving student engagement and school connectedness.

Key successes include a reduction in chronic absenteeism to 42%, representing a 12.7% decrease from the previous year and an 11.6% improvement from baseline. The charter also successfully implemented middle school-specific programming, including two field trips, center-based enrichment activities, middle school promotion events, and EmpowerU, which collectively supported improved engagement and attendance outcomes.

Dropout rates also declined across both middle school and high school levels. The middle school dropout rate decreased to 4.5%, reflecting a 2.2% decrease from the previous year and a 5.2% decrease from baseline. The high school dropout rate declined by 0.8% from the previous year and 4.7% from baseline. In addition, the charter maintained a 0% suspension rate, reflecting continued implementation of restorative practices and relationship-building strategies.

School Climate Survey results further indicated positive outcomes in student relationships and support systems. Of surveyed students, 87.7% reported feeling comfortable reaching out to a teacher when they have a problem, and 91% reported that students and staff treat each other with respect.

As part of the Learning Recovery Emergency Block Grant (LREBG) Action 4: Social and Emotional Well-Being Programs, the charter continued to implement social-emotional learning supports, including EmpowerU and related engagement activities designed to strengthen student connectedness and well-being.

Areas for continued improvement were identified in peer relationships and perceptions of online safety. Survey data indicated decreased participation in Small Group Instruction courses and extracurricular activities, with 39.7% of students reporting participation in extracurricular activities and 40.7% reporting making a new friend during the school year. Educational partner feedback also identified a need for more consistent digital citizenship and online safety instruction embedded within programming.

Overall, implementation was effective, and the charter plans to enhance localized programming and targeted support in the 2026–2027 school year to strengthen peer relationships and improve student perceptions of safety and connectedness.

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

Based on the review of implementation, all planned goals, metrics, target outcomes, and actions will remain unchanged for the upcoming year. However, feedback from educational partners identified several areas for continued growth that the LEA will address moving forward. These areas include expanding programming focused on online safety, continuing efforts to increase mental health awareness, strengthening student and family participation in DELAC and PAC, and creating additional localized engagement opportunities to foster stronger peer relationships among students.

While opportunities for improvement remain, our educational partners believe the current structure and overall implementation process have been effective. Future adjustments will focus on strengthening the impact of existing programs and deepening educational partner engagement to better support student success 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	The charter will develop workshops and programs aimed to increase awareness of online safety and importance of positive peer relationships.	\$60,000	No
Action #2	Educational Partner Engagement	The charter will provide a variety of Educational Partner engagement opportunities and platforms to obtain feedback and input from Educational Partners on items such as but not limited to instruction, support services, transportation, school climate, and operations.	\$100,000	Yes
Action #3	Social Emotional Development, Learning, and Resources to Building School Connectedness	All students will be offered a range of social emotional development courses, opportunities and resources to connect with peers, staff and the community. Students will be offered opportunities targeting experiential learning trips, camps, field trips, SEL curriculum, sports, student council, and student events.	\$775,000	Yes
Action #4	Learning Recovery Emergency Block Grant Social and Emotional Well-Being Programs	<p>Through the continued use of Learning Recovery Emergency Block Grant funds the school will adopt the Empower U mental health curriculum where students will have access to a multi-tiered system of support that includes individualized mentorship and counseling services. This program is designed to foster resilience and enhance student engagement.</p> <p>Research supports this approach: research indicates that students who receive structured mental health and resiliency support experience improved short- and long-term outcomes. The effectiveness of this action will be measured by a reduction of chronic absenteeism for middle school students and reduced dropout rates for both middle and high school students.</p> <p><b>Metric to Measure effectiveness:</b> LCAP Goal 4 Metrics 3 &amp; 4</p>	\$58,000	No
Action #5	Intervention Meetings	The charter will develop and implement intervention workshops/ meetings to support students who are struggling academically and with attendance to reduce chronic absenteeism.	\$30,000	Yes
Action #6	Middle School Connectedness	The charter strives to see a reduction in chronic absenteeism by offering the Middle School student's opportunities for engagement such as Mentorship with High School students, events, field trips, and/ or post-secondary counselor support.	\$132,000	Yes

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
\$3,237,588	\$191,271

## 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
21%	3.905%	\$562,410.94	41.96%

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 2 Action #1 Action #2 Action #3</p>	<p>A CNA and Resource Inequity Review, informed by internal student achievement data, 2025 CA School Dashboard results, and feedback from educational partners, identified key challenges affecting unduplicated student groups, specifically Low-Income (LI) students, Foster Youth (FY), and Homeless Youth (HY).</p> <p>While the actions described in this section are implemented schoolwide to ensure equity and consistency, the identified needs and resulting strategies are principally directed toward these unduplicated students who experience disproportionate barriers to attendance, academic progress, and credit attainment.</p> <p><b>Key Needs Identified in 2025-26</b>  Low-Income Students: Financial instability limits access to reliable transportation, instructional resources, and enrichment opportunities, contributing to chronic absenteeism and gaps in academic progress.</p> <p>Foster Youth and Homeless Students: Frequent placement changes, housing instability, and disrupted support networks impact school attendance, social-emotional well-being, and consistent engagement with core academic content.</p> <p>Academic Access and Course Completion: Data analysis indicates that FY and HY students are completing fewer core academic units compared to their peers, highlighting ongoing achievement gaps and a need for targeted academic support. While LI students have seen a growth in core course completion and graduation rates, the stagnant CAASPP scores for this group requires additional support to ensure improvement.</p>	<p>Our charter is committed to addressing the unique academic and socio-emotional needs of low-income, foster youth, and homeless students. These students often face barriers such as inconsistent attendance, learning gaps, and limited access to mentoring and support services. The actions below are designed to remove these barriers by providing targeted, differentiated support, while implementing them schoolwide to ensure equitable access, instructional consistency, and systemic improvement for all students.</p> <p><b>Goal 2, Action 1 – Intervention Program</b>  How It Addresses Needs:  Provides personalized tutoring, small-group instruction, and adaptive learning resources tailored to students’ individual skill gaps. This action directly supports low-income and foster/homeless students in mastering core subjects, closing achievement gaps, and staying on track for graduation.</p> <p>Why Schoolwide:  Offering this program schoolwide ensures that all students have access to high-quality interventions while principally benefiting the unduplicated student groups. A schoolwide approach promotes consistency in instructional delivery and equitable access to targeted academic support.</p> <p><b>Goal 2, Action 2 – Benchmark Assessment</b>  How It Addresses Needs:  Implements ongoing academic monitoring to identify students requiring additional support. Assessment data informs differentiated instruction and timely interventions, helping low-income and foster/homeless students overcome</p>	<p><b>Lexile Band Level (LCAP Goal 2, Metric 1):</b>  We aim to have 68% of students reading at/ above their lexile level based on benchmark assessments throughout the school year. The assessment will measure their growth throughout the year.</p> <p><b>Math Grade Level Equivalency (LCAP Goal 2, Metric 2):</b>  With students who are enrolled for longer periods of time, students will achieve a GLE growth of 1.3 over two annual administrations of our benchmark assessment.</p> <p><b>Core Course Completion (LCAP Goal 2 Metric 3):</b>  The charter strives to increase the number of core courses completed annually for students to ensure progress towards graduation.</p>
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Educational Partner Feedback: Educators, counselors, and community partners emphasized the urgent need for stability, individualized academic interventions, and wraparound supports to address academic, socio-emotional, and engagement barriers.

**2025-26 Data Trends**

**CNA and additional Key Metrics:**

- Student Achievement Data:
  - LI students experienced increases in the percentage of students scoring “Standard Not Met” on the SBAC assessments, with a 3.83% increase in ELA and a 1.09% increase in Math, the group demonstrated positive growth in overall core course completion.
  - FY and HY groups are falling behind core course completion indicating the need for additional support to stay on pace.
- Attendance & Credit Attainment:
  - Chronic absenteeism continues to be a concern for all populations but particularly for our LI (50%) and HY (77.8%) students.
  - 5 credit per month pace continues to be difficult with only 39.7% of FY, 39% of HY, and 48.5% of LI student achieving this goal.
- Lexile Performance on the CNA showed the following:
  - LI 39.4% No improvement
  - FY: 52.9% No improvement
  - HY: 40.5% No improvement

gaps in learning and achieve core academic standards.

Why Schoolwide:  
 Benchmarking across all sites standardizes monitoring systems and ensures equitable access to data-informed interventions. It allows early identification of students in need and supports consistent instructional responses throughout the school.

**Goal 2, Action 3 – Intervention and Support Staff**

How It Addresses Needs:  
 Expands staff capacity to deliver targeted academic support, mentoring, and social-emotional guidance. Dedicated personnel work with students individually and in small groups to provide consistent support that addresses both academic and personal challenges.

Why Schoolwide:  
 Providing this staff support schoolwide ensures continuity of services, equitable access to specialized supports, and systematic monitoring of student progress. This approach guarantees that the students most impacted by systemic barriers receive the attention and resources they need to succeed.

By implementing these actions in a coordinated, schoolwide manner, our charter removes systemic barriers, provides differentiated academic and socio-emotional support, and promotes equitable outcomes. While all students benefit from these initiatives, low-income, foster youth, and homeless students receive focused interventions designed to accelerate learning, improve engagement, and ensure long-term academic success.

<p>To address these needs, the LEA is implementing targeted actions under Goal 2, Actions 1, 2, and 3, which are principally directed at mitigating barriers faced by LI, FY, and HY students. These actions focus on improving attendance, providing individualized academic interventions, and delivering wraparound support to ensure students have the stability, resources, and guidance necessary to succeed academically and remain on track for graduation.</p>		
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<p>Goal 2 Action #4</p>	<p>This action is offered charter wide but is principally directed to our Low-Income (LI), English Learner (EL), and Foster Youth (FY) students. Our Comprehensive Needs Assessment (CNA), informed by student achievement data and feedback from educational partners, identified several unique challenges for these unduplicated student groups.</p> <p><b>Key Needs Identified in 2025-26</b>  Low-Income Students: Many face unmet basic needs and transportation challenges, leading to inconsistent attendance and barriers to academic progress.</p> <p>English Learners: EL students must acquire academic language while mastering grade-level content, which can create gaps in comprehension and performance without targeted language support. The CNA outlined that the transition to the new ALD curriculum further exacerbated the challenges for EL students which highlighted the need for structured classroom time to ensure academic progress.</p> <p>Foster Youth: Frequent placement changes and instability disrupt learning continuity, contributing to academic gaps and inconsistent school engagement. This often lead to decreased participation in Small Group Instruction (SGI) further reducing opportunities for collaboration, relationship-building, and active engagement.</p> <p><b>2025-26 Data Trends</b>  <b>CNA and additional Key metrics:</b></p> <ul style="list-style-type: none"> <li>• The CNA showed the following: <ul style="list-style-type: none"> <li>○ HY were the only subgroup that saw a decrease in the average</li> </ul> </li> </ul>	<p>This action is principally directed toward increasing and improving services for low-income students, English Learners, and foster youth by ensuring they are supported by highly qualified, fully credentialed teachers receiving ongoing professional development. Staff training emphasizes standards-aligned, data-driven instructional practices, helping students access rigorous core academic content.</p> <p><b>Goal 2, Action 4 – Small Group Instruction</b>  How It Addresses Needs:  Structured small group instruction provides a supportive environment where students can build academic confidence, collaborate with peers, and receive individualized support. These sessions foster engagement, strengthen core course completion, and promote measurable academic growth, particularly for unduplicated students who may face instability or limited access to resources outside of school.</p> <p>Why Schoolwide:  Implementing small group instruction on a charter-wide basis ensures instructional consistency, coherence in teaching quality, and equitable access to differentiated support across all classrooms. While primarily benefiting low-income students, English Learners, and foster youth, this approach maximizes the impact of professional learning and interventions and creates a high-quality learning environment for all students.</p> <p>While these actions are principally directed toward meeting the specific needs of our unduplicated student populations, we implement them on a charter-wide basis to ensure coherence and consistency in instructional quality across all classrooms. This inclusive</p>	<p><b>Lexile Band Level (LCAP Goal 2, Metric 1):</b>  We aim to have 68% of students reading at/ above their lexile level based on benchmark assessments throughout the school year. The assessment will measure their growth throughout the year.</p> <p><b>Math Grade Level Equivalency (LCAP Goal 2, Metric 2):</b>  With students who are enrolled for longer periods of time, students will achieve a GLE growth of 1.3 over two annual administrations of our benchmark assessment.</p> <p><b>Core Course Completion (LCAP Goal 2 Metric 3):</b>  The charter strives to increase the number of core courses completed annually for students to ensure progress towards graduation.</p> <p><b>School Climate Results (LCAP Goal 4 Metric 3):</b>  The charter aims to increase the results from our school climate survey for improving peer relationships by supporting and guiding students in SGI courses.</p>
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	<p>number of math units completed (approximately 1 unit less)</p> <ul style="list-style-type: none"> <li>○ Socioeconomically Disadvantaged (LI): While "Standard Met" increased for this group, "Standard Exceeded" dropped from 8% to 5%</li> </ul> <ul style="list-style-type: none"> <li>● EL students (excluding RFEP) saw a 26.67% increase in students testing in Level 1 (Standard not Met) between the 24 and 25 administrations</li> </ul> <p>Average Grade Level Equivalency below the 1.3 GLE targeted outcome after year 2 of LCAP cycle</p> <ul style="list-style-type: none"> <li>○ LI 1.2- Reading</li> <li>○ FY 0- Reading, 0.6 Math</li> <li>○ HY 0.5 Reading</li> <li>○ EL 1.2 Math</li> </ul> <p>Lexile Performance levels below the 68% targeted outcomes after 2 years.</p> <ul style="list-style-type: none"> <li>○ LI- 61.1%</li> <li>○ FY- 60.9%</li> <li>○ HY- 58.1%</li> <li>○ EL 32%</li> </ul> <p>By aligning intervention strategies with the specific needs of these student groups, we demonstrate a clear commitment to equity and improved educational outcomes. This targeted support model not only addresses the learning gaps identified in our needs assessment but also builds a strong foundation for sustained academic growth among our most vulnerable students.</p>	<p>approach not only maximizes the impact of professional learning and intervention strategies but also cultivates a high-quality learning environment that benefits the entire student body.</p>	
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<p>Goal 2 Action #6</p>	<p>Students struggling with mental health challenges, particularly Low-Income (LI) and Foster Youth (FY) students, face significant barriers to academic success. These barriers may include anxiety, depression, trauma, and limited access to mental health resources and supportive services. As a result, these students often experience difficulties with attendance, engagement, and overall well-being, which can negatively impact academic performance and long-term outcomes.</p> <p><b>Key Needs Identified in 2025-26</b> Our CNA, informed by student achievement data, attendance trends, and feedback from educational partners, highlights several critical challenges:</p> <p>Low-Income Students: These students have historically lower completion rates in core courses, particularly in mathematics and English, and a persistently low A-G completion 18.1% and graduation rate of 31.3%. Mental health challenges, including chronic stress and anxiety, further hinder their ability to engage with instruction and progress academically.</p> <p>Foster Youth: Foster youth face a 10% dropout rate and 0% completion of A-G coursework among graduates, indicating a substantial achievement gap. Trauma, instability, and frequent placement changes exacerbate their academic struggles and contribute to inconsistent school attendance.</p> <p><b>2025-26 Data Trends</b> <b>CNA and additional Key Metrics:</b></p> <ul style="list-style-type: none"> <li>• Low Course Completion for FY and HY: <ul style="list-style-type: none"> <li>○ FY English 5.7, Foreign Language 3.3, Math 5.6, Science 5.1</li> </ul> </li> </ul>	<p>Professional development and staff retention efforts are principally directed toward supporting the mental health needs of low-income and foster youth students, which is essential for fostering a safe, inclusive, and responsive learning environment. These initiatives include training educators to recognize early signs of mental health challenges, apply trauma-informed practices, integrate social-emotional learning (SEL) into daily instruction, and effectively collaborate with mental health professionals and community-based support services.</p> <p><b>Goal 2, Action 6 – Professional Development Support for Staff Retention</b> How It Addresses Needs: Comprehensive professional development equips educators with strategies to support students navigating trauma, chronic stress, or emotional instability, challenges disproportionately experienced by unduplicated student groups. Trauma-informed training helps teachers establish consistent, supportive classroom environments that reduce re-traumatization and build trust. SEL-focused instruction supports students in developing resilience, emotional regulation, and positive peer relationships, all foundational to academic and personal success.</p> <p>Staff retention initiatives, including fostering a positive school culture, providing mentorship and coaching, and supporting teacher well-being, strengthen staff capacity to sustain these practices. A stable, well-supported teaching staff is more effective at building long-term, trusting relationships with students and recognizing when deeper intervention is needed.</p> <p>Why Schoolwide:</p>	<p><b>Core Course Completion (LCAP Goal 2 Metric 3):</b> The charter strives to increase the number of core courses completed annually for students to ensure progress towards graduation.</p> <p><b>One Year Graduation Rate (LCAP Goal 3 Metric 1):</b> Increasing academic support for students who are in their senior year to support them with post secondary goals.</p> <p><b>School Climate Results (LCAP Goal 4 Metric 3):</b> The charter aims to increase the results from our school climate survey for improving peer relationships by supporting and guiding students in SGI courses.</p>
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<ul style="list-style-type: none"> <li>○ HY English 4.8, Foreign Language 4.9, Math 3.6, Science 5.5</li> </ul> <p>Low Grad Rate Achievement:</p> <ul style="list-style-type: none"> <li>○ FY (50%)</li> <li>○ HY (63.6%)</li> <li>○ LI (56.7%)</li> </ul> <ul style="list-style-type: none"> <li>• Lack of progress on benchmark Reading SBAC predictor tests (% out of intervention after 2 tests): <ul style="list-style-type: none"> <li>○ EL (22.2%)</li> <li>○ FY &amp; HY (0%)</li> <li>○ LI (50%)</li> </ul> </li> <li>• School Climate Survey showed a drop in peer relationships for all educational partners. CNA discussions showed that a consistent SGI offering is necessary to better support academic engagement and coaching support and continued education for educators is critical to student engagement.</li> <li>• 85% of staff report that professional development opportunities offered by the school are effective or very effective.</li> </ul> <p>These actions, although implemented on a schoolwide basis, are principally directed towards our low-income and foster youth students to ensure they receive the necessary support to overcome their barriers and succeed academically. By prioritizing mental health and academic support for these special populations, we aim to improve their engagement, performance, and overall well-being, thereby enhancing their long-term educational outcomes.</p>	<p>Implementing these initiatives schoolwide ensures all educators have equitable access to mental health strategies and supports, while primarily benefiting low-income and foster youth students. This approach enhances overall school climate, promotes consistent social-emotional support, and improves academic and personal outcomes for all students, ensuring that the needs of our most vulnerable populations are systematically addressed.</p> <p>By combining targeted professional development with staff retention strategies, the charter creates a strong, sustainable foundation for meeting the academic and socio-emotional needs of unduplicated student groups. This schoolwide approach guarantees that the benefits of enhanced educator capacity and consistent mental health support reach all students, fostering equity, resilience, and long-term success across the entire charter.</p>	
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<p>Goal 3 Action #1</p>	<p>This action is implemented on a charter-wide basis but is principally directed toward Foster Youth (FY) and Low-Income (LI) students. Its purpose is to provide these students with access to diverse career and educational pathways and the necessary resources to pursue them. These opportunities are an important part of their overall access that they might otherwise lack due to financial hardships, transient living conditions, or limited exposure.</p> <p><b>Key Needs Identified in 2025-26</b> Our Comprehensive Needs Assessment (CNA), informed by analysis from the Comprehensive Support and Improvement section, educational partner input, and student performance metrics, highlights several critical challenges:</p> <p>Career and College Readiness: Over the past three years, the inconsistent implementation of individualized academic and college planning tools has contributed to stagnation in overall college and career readiness outcomes. Foster youth and low-income students remain at the red performance level on the California School Dashboard, with declining graduation rates and limited preparation for post-secondary pathways.</p> <p>Exposure to Career Pathways: Many FY and LI students lack access to sustained experiences and information regarding diverse career fields, college requirements, or industry-aligned programs. Without early exposure, students are less equipped to make informed, future-oriented decisions, which negatively impacts engagement, post-secondary attainment, and long-term success.</p> <p><b>2025-26 Data Trends CNA and additional Key Metrics:</b></p>	<p>Our approach is principally directed toward increasing and improving post-secondary readiness for foster youth and low-income students. By expanding access to college and career pathways, this action targets systemic barriers such as limited exposure to post-secondary options, inconsistent academic counseling, and lack of structured guidance—all challenges identified through our comprehensive needs assessment, California School Dashboard data, and stakeholder feedback.</p> <p><b>Goal 3, Action 1 – Expanding Post-Secondary Programs</b> How It Addresses Needs: This action provides foster youth and low-income students with individualized, structured support, including academic counseling, interest and aptitude assessments, career exploration tools, and engagement with industry and educational partners. Students gain early exposure to college and career options, step-by-step guidance aligned to A-G requirements, and enrollment opportunities in CTE and dual enrollment programs. These supports directly address gaps in post-secondary readiness, ensuring students build actionable plans based on their strengths and interests.</p> <p>Why Schoolwide: Implementing this action schoolwide ensures system-level consistency and equitable access to college and career programming for all students, while still prioritizing foster youth and low-income students through targeted outreach, progress monitoring, and tiered support. Campus-wide activities, including college and career fairs, guest speakers, advisory curriculum, and embedded dual enrollment and CTE supports, reduce stigma, integrate services</p>	<p><b>One-Year Graduation Rate (LCAP Goal 3 Metric 1):</b> The charter strives to increase one year graduation rates by improving access to post secondary preparedness through CTE programs, AP exams, and dual enrollment to better prepare students for after high school.</p>
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- CNA showed that across the three-year period, the number of students designated as "not prepared" has increased, while those prepared with college credits decreased by 9%. In 2025, no college credit was recorded for any student population.
  - Percentages Not Prepared on 25 CCI (info available for the following):
    - EL 89.6%
    - LI 90%
    - HY 100%
  - More CTE course offerings at additional school sites are necessary to address transportation challenges for FY and HY.
  - College, Career, and Wellness Fair offered in Spring 26' was well attended but energy behind moving it to the Fall semester to ensure that Seniors can have to time to make progress towards preparedness with more time.
- CNA showed that SBAC scores decreased between 2024 and 2025. Notably, 0% of homeless students were categorized as "prepared" or "approaching prepared"

These actions, although provided on a charter-wide basis, are designed to specifically benefit our foster youth and low-income students by addressing their unique needs. By ensuring they have access to the necessary resources and exposure to different pathways, we aim to improve their career and college readiness, thereby increasing their graduation rates and overall preparedness for post-secondary success.

seamlessly, and create a unified post-secondary planning infrastructure for the entire student body.

By combining targeted support for unduplicated students with schoolwide implementation, this action improves equitable access to college and career pathways, strengthens academic and career planning skills, and promotes long-term success for foster youth, low-income students, and all students across the charter. This approach ensures that our most at-promise learners are supported while maintaining a coherent and inclusive system for every student.

<p>Goal 3 Action #3</p>	<p>This action is implemented on a charter-wide basis but is principally directed toward Low-Income (LI) and Foster Youth (FY) students. Its purpose is to provide these students with targeted support to navigate post-secondary education and career pathways, opportunities that are often limited due to financial constraints, lack of information, and reduced access to individualized guidance.</p> <p><b>Key Needs Identified in 2025-26</b> Our Comprehensive Needs Assessment (CNA), informed by analysis from the Comprehensive Support and Improvement section, Engaging Educational Partners, and Metrics sections, has identified several critical challenges:</p> <p>Information and Resources: Many LI and FY students lack clear, consistent guidance regarding post-secondary education, including college admissions, vocational programs, and career pathways. This gap hinders informed decision-making and reduces overall college and career readiness.</p> <p>College and Career Counseling: Limited access to dedicated counseling services prevents students from receiving tailored support for applications, financial aid, career exploration, and long-term planning. Without these services, students are less prepared to transition successfully to higher education or the workforce.</p> <p>Financial Constraints: Costs associated with post-secondary education, including tuition, transportation, and living expenses, pose significant barriers. Many students are unaware of financial aid options or scholarships, which further restricts their opportunities.</p>	<p>This action is principally directed toward increasing and improving post-secondary counseling services for low-income and foster youth students. These students often face systemic barriers, limited access to guidance, and gaps in information needed to successfully plan for college or career pathways, as identified through our comprehensive needs' assessment, educational partner feedback, and local performance metrics.</p> <p><b>Goal 3, Action 3 – Post-Secondary Counseling</b> How It Addresses Needs: This action expands college and career counseling services through the addition of qualified staff, implementation of comprehensive post-secondary readiness programs like CREW, and development of targeted supports, including workshops on financial aid, college applications, and career exploration. Students receive timely, relevant, and personalized guidance that helps them set realistic goals, make informed decisions, and navigate systemic barriers to post-secondary success. These supports are particularly critical for low-income and foster youth students, who often experience informational gaps and limited access to individualized planning.</p> <p>Why Schoolwide: Implementing this action schoolwide ensures a consistent, inclusive approach to post-secondary counseling while prioritizing unduplicated student groups. All students benefit from expanded services, but targeted outreach and interventions provide additional support to those most in need. A schoolwide approach also fosters a college- and career-going culture, promotes peer motivation, and ensures that every student has</p>	<p><b>One-Year Graduation Rate (LCAP Goal 3 Metric 1):</b> Increasing the charters one-year graduation rate through post-secondary counseling will provide access to post-secondary supports and resources.</p>
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Motivation and Support: Surveys of adult students (ages 18+) indicate that over half experience difficulty maintaining motivation to complete high school, citing lack of family support, mentorship, and guidance as key challenges.

**2025-26 Data Trends**

Graduation Rate for:

- FY (50%)
- HY (63.6%)
- LI (56.7%)
- Data shows that only 35.8% of LI students and 24.2% of HY students are graduating with their 4/5-year cohort in 2025. (*no sufficient data available for FY*)
- 72% of FY students met with their counselor at least once per semester.
- 86% of Seniors in the 1-year graduation cohort completed post-secondary planning meetings with their counselor.
- Enrollment in post-secondary support programs, CREW (26 students) and Rising Scholars (15 students) grew in 25-26.
- 55.8% of students who completed the School Climate survey feel confident about their future after high school.
- Additionally, 63% say school is helping prepare them for life after graduation.

Although implemented charter-wide, these actions are principally directed toward LI and FY students to address their unique barriers. By providing targeted guidance, resources, and motivational support, the LEA aims to increase college and career readiness, improve graduation rates, and enhance long-term post-secondary outcomes for these unduplicated student groups.

equitable access to counseling resources, reducing gaps and inequities across the charter.

By combining targeted support for foster youth and low-income students with schoolwide implementation, this action strengthens post-secondary planning, promotes equitable access to college and career pathways, and empowers every student to pursue a successful future. This approach ensures that our most at-risk learners are supported while maintaining a coherent and inclusive system for all students.

<p>Goal 3 Action #4</p>	<p>This action is implemented on a charter-wide basis but is principally directed toward English Learners (EL), Long-Term English Learners (LTEL), and students from low-income or disadvantaged backgrounds. Its purpose is to provide targeted support for bilingual and multilingual proficiency, ensuring that these students have access to rigorous language instruction and opportunities to earn the State Seal of Biliteracy.</p> <p><b>Key Needs Identified in 2025-26</b> Our Comprehensive Needs Assessment (CNA), informed by analysis from the Comprehensive Support and Improvement section, Engaging Educational Partners, and Metrics sections, has identified several challenges:</p> <p>Limited Access to Quality Language Instruction: Many unduplicated students face barriers to accessing effective language programs, limiting their progress toward bilingual proficiency and academic success.</p> <p>Insufficient Heritage Language Support: There is a gap in resources for students to maintain and strengthen heritage languages, which is essential for cultural identity and achieving recognition through the State Seal of Biliteracy.</p> <p>Systemic Inequities in Language Education: Persistent disparities in access to qualified instructors, instructional materials, and programmatic support prevent these students from reaching the same language proficiency levels as their peers.</p> <p><b>2025-26 Data Trends</b> Reclassification Rate as of May 2026 is 83.3%</p>	<p>This action is principally directed toward increasing and improving services for unduplicated student groups, particularly English Learners (ELs), Long-Term English Learners (LTELs), and students from low-income or disadvantaged backgrounds, by supporting their linguistic development and advancement toward the State Seal of Biliteracy. These students face unique language acquisition challenges and require targeted interventions to access rigorous academic content and demonstrate bilingual proficiency, as identified through our comprehensive needs assessment, California School Dashboard data, and educational partner feedback.</p> <p><b>Goal 3, Action 4 – State Seal of Biliteracy</b> How It Addresses Needs: This action expands access to language instruction and support services, including additional language classes, tutoring, and immersive language experiences. Students receive targeted resources and interventions to strengthen their academic language proficiency, develop heritage language skills, and successfully meet Seal of Biliteracy requirements. These strategies directly address persistent disparities in language achievement and equip students to celebrate their bilingual accomplishments while fostering cultural competence.</p> <p>Why Schoolwide: Implementing this action on a schoolwide basis ensures equitable access to high-quality language resources for all students while prioritizing unduplicated student groups. A schoolwide approach promotes a culture of multilingualism and cultural awareness, reduces barriers to participation, and provides consistent</p>	<p><b>EL Reclassification Rates (LCAP Goal 1 Metric 1):</b> Advocacy for proficiency in multiple languages supports our aim to exceed the state average of reclassification rates to be above 20% annually.</p> <p><b>CAASPP 11th Grade Scores (LCAP Goal 2 Metric 4):</b> The charter aims to align the increased awareness of the state seal of biliteracy with the efforts of improving metrics of students testing as ‘prepared’ on the CAASPP assessment.</p>
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CNA showed that participation in iLit declined in 2024-2025 due to fewer course offerings and the rollout of the new ALD curriculum, highlighting the need for additional staff training on proper course placement and credit completion expectations.

- o iLit Completion in 25-26- 38.9%
- o iLit Completion in 24-25- 15.2%
- o iLit Completion in 23-24- 51%

Root Cause Analysis highlighted the need for continued tracking and promotion of the State Seal of Biliteracy to ensure students understand the opportunity and complete the required coursework and assessments.

- o Total of 12 students attained Seal of Biliteracy in 25-26 (up from 3 in 24-25)

6.2% decline in English Learner Progress Indicator on CA Dashboard moving from green to orange level.

EL Core Course Completion as of May 2026:

- o English: 8 units
- o Foreign Language: 8.2 units

LTEL Core Course Completion as of May 2026:

- o English: 8.4 units
- o Foreign Language: 10.1 units

Although implemented charter-wide, these actions are principally directed toward EL, LTEL, and low-income students to address their unique barriers. By providing targeted language instruction and structured support, we aim to increase bilingual proficiency, promote cultural and linguistic equity, and enhance readiness for college and career pathways.

instructional opportunities across all classrooms and sites. By offering these supports schoolwide, we create an inclusive environment where all students benefit from enhanced language instruction and recognition of linguistic diversity.

By designing this action to meet the distinct needs of EL, LTEL, and low-income students while applying it schoolwide, we advance equity, academic rigor, and cultural responsiveness. This approach ensures that unduplicated students receive targeted support, while all students gain access to high-quality language learning opportunities and the chance to develop pride in their linguistic and cultural identities.

<p>Goal 4 Action #2</p>	<p>This action is implemented on a charter-wide basis but is principally directed toward English Learners (EL), low-income, and foster youth students. Its goal is to foster a strong sense of identity, belonging, and personalized community for these students and their families, while strengthening connections with educational partners through recognition of achievements and structured engagement opportunities.</p> <p><b>Key Needs Identified in 2025-26</b> Our Comprehensive Needs Assessment (CNA), informed by the Comprehensive Support and Improvement section and feedback from educational partners, identified several challenges:</p> <p>Engagement Barriers: Low-income families often face obstacles such as late or nontraditional work schedules that limit participation in school activities.</p> <p>Sense of Identity and Community: EL, low-income, and foster youth students have fewer opportunities to develop a strong sense of belonging, which can affect emotional well-being and academic motivation.</p> <p>Supportive Relationships: There is a critical need to enhance connections among students, parents, and staff to foster an inclusive, supportive school culture that promotes equitable access to school resources and programs.</p> <p><b>2025-26 Data Trends</b> LCAP Survey Results:</p> <ul style="list-style-type: none"> <li>83% of parents either Agree or Strongly agree that they are provided with enough</li> </ul>	<p>This action is principally directed toward fostering youth, English Learners, and low-income students by actively engaging all Educational Partners in supporting these students' academic goals and enhancing programs that address their unique needs. These student groups face barriers to consistent engagement, participation, and access to academic supports, as identified through our comprehensive needs assessment, California School Dashboard data, and educational partner feedback.</p> <p><b>Goal 4, Action 2 – Educational Partner Engagement</b> How It Addresses Needs: This action promotes an inclusive environment where the voices of students, families, and community partners are valued and actively included in decision-making processes. By strengthening educational partner engagement, the charter aims to reduce program dropouts and chronic absenteeism among targeted student groups. Participation in Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) activities helps increase family involvement and collaboration. Additionally, feedback surveys and engagement platforms provide equitable opportunities for families and students to contribute to program improvement, ensuring that interventions remain responsive to both academic and social-emotional needs.</p> <p>Why Schoolwide: Implementing this action on a charter-wide basis ensures that engagement practices are consistent, accessible, and culturally responsive across all sites. While the focus is on unduplicated student groups, a schoolwide</p>	<p><b>School Climate Results (LCAP Goal 4 Metric 5):</b> The aim is to continue to maintain positive school climate results as well as increasing scores in online safety and peer relationships.</p>
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- opportunities to participate in school decisions.
- 89% of parents say they feel the school values parent input when making decisions that affect students.
- 82% of students feel like their opinions and ideas are listened to by teachers and school staff.
- 88.8% of students either agree or strongly agree that they have equal access to programs and opportunities at their school

School Climate Survey Results:

- 92% of Parents and 87.6% of students who completed the School Climate Survey reported that they believed students of all backgrounds are welcomed at school.
- Core course Completion for EL, LI, and FY students:
  - EL: English 8 units, Foreign Language 8.2 units, Math 6 units, Science 7.8 units, Social Science 7.5
  - FY: English 5.7 units, Foreign Language 3.3 units, Math 5.6 units, Science 5.1 units, Social Science 9.7
  - LI: English 7.5 units, Foreign Language 7 units, Math 6 units, Science 7.5 units, Social Science 7.9

Dropout Rates: EL- 7.1%, FY- 10%, LI- 9.4%

Although implemented charter-wide, these actions are principally directed toward EL, low-income, and foster youth students to ensure they receive equitable opportunities to engage in school activities, develop supportive relationships, and build a sense of belonging. By targeting these unduplicated groups, the charter

approach allows every student and family to benefit from strengthened partnerships, inclusive program design, and enhanced support networks.

By prioritizing the engagement of foster youth, English Learners, and low-income students while implementing these actions charter-wide, we build a more inclusive, responsive, and equitable educational environment. This approach strengthens academic and socio-emotional support, promotes meaningful family and community partnerships, and contributes to improved outcomes for all students.

	aims to strengthen personalized communities that contribute to both academic success and social-emotional well-being.		
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<p>Goal 4 Action #3</p>	<p>This action is implemented on a charter-wide basis but is principally directed toward English Learners (EL), low-income, and foster youth students. Its goal is to increase school connectedness and provide meaningful mentorship opportunities, fostering supportive relationships between these students and all educational partners.</p> <p><b>Key Needs Identified in 2025-26</b> Our CNA, including analysis from the Comprehensive Support and Improvement section, engagement with educational partners, and metrics review, identified several key challenges:</p> <p>School Connectedness: EL, low-income, and foster youth students often report lower levels of connection to the school community, which can negatively impact academic engagement, motivation, and overall well-being.</p> <p>Mentorship Opportunities: These students require increased access to mentors, including teachers, counselors, and community members, to support navigation of academic and personal challenges and to build a sense of belonging.</p> <p><b>2025-26 Data Trends</b></p> <ul style="list-style-type: none"> <li>• Dropout Rates: EL- 7.1%, FY- 10%, LI- 9.4%</li> <li>• School Climate results: <ul style="list-style-type: none"> <li>○ 39.7% say they have participated in extra-curricular activities or school sponsored events</li> <li>○ 40.7 % say they have met new friends at school.</li> </ul> </li> <li>• 71% of students who completed the Spring LCAP survey report feeling satisfied or very satisfied with the variety of electives and activities offered at their school.</li> </ul>	<p>This action is principally directed toward foster youth, English Learners, and low-income students by providing targeted academic and social-emotional support alongside increased opportunities for meaningful school involvement. These student groups face unique barriers to engagement, belonging, and participation, as identified through our comprehensive needs assessment, educational partner feedback, and student performance data.</p> <p><b>Goal 4, Action 3 – Social Emotional Development, Learning, and Resources to Build School Connectedness</b> How It Addresses Needs: This action develops students’ teamwork, communication, collaboration, and community engagement skills, fostering a strong sense of belonging and active participation in the broader school community. Tailored interventions support unduplicated student groups by reducing program dropout rates and chronic absenteeism, addressing both academic and socio-emotional needs.</p> <p>Why Schoolwide: Implementing this action on a charter-wide basis ensures that all students benefit from social-emotional learning, personal growth, and community-building opportunities. While primarily designed to address the needs of foster youth, English Learners, and low-income students, a schoolwide approach guarantees equitable access, promotes consistent engagement strategies across all classrooms, and creates a supportive and inclusive environment for every student.</p> <p>By targeting the unique challenges of our unduplicated student groups while providing</p>	<p><b>Drop Out Rates (LCAP Goal 4 Metric 3):</b> The charter strives to reduce dropout rates for high school students at/ below 13% and at/ below 7% for middle school. Increasing school connectedness and opportunities will decrease dropout rates.</p> <p><b>School Climate Results (LCAP Goal 4 Metric 5):</b> Through building school connectedness, the charter can increase interactions among students to build positive peer relationships and improve overall school climate for all educational partners.</p>
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- College Prep Support through CREW (26 students) and Rising Scholars (15 students) grew in 25-26.
- Participation in the following programming:
  - Trunk or Treat- 65 student volunteers and over 250 attendees
  - College, Career, & Wellness Fair- 90 student attendees and 15 staff volunteers
  - Sports Program: 72 students participants across all sports offerings.
  - Pathways Travels: 83 student participants across all Pathways trips.

Although offered charter-wide, these actions are principally directed toward EL, low-income, and foster youth students to ensure that these historically underserved groups receive targeted support to strengthen school connectedness, build supportive networks, and engage in meaningful learning experiences. This approach fosters equitable outcomes by providing relationships, guidance, and enrichment opportunities that contribute to academic success and personal growth.

these supports schoolwide, we strengthen engagement, foster connectedness, and promote holistic development. This approach not only addresses the specific needs of foster youth, English Learners, and low-income students but also enhances the overall educational experience and well-being of the entire student body.

<p>Goal 4 Action #5</p>	<p>This action is offered on a charter-wide basis but is principally directed toward low-income students, English Learners (EL), Long-Term English Learners (LTEL), foster youth, and students experiencing homelessness. It is designed to address the academic, social, and emotional challenges these unduplicated student groups face and to ensure equitable access to educational opportunities.</p> <p><b>Key Needs Identified in 2025-26</b> Our CNA, informed by the CSI section, engagement with educational partners, and metrics analysis, identified several key challenges:</p> <p>Academic Performance: Unduplicated students are performing below grade level in English and mathematics, highlighting the need for targeted academic support and interventions.</p> <p>Social and Emotional Challenges: Economic instability, trauma, language barriers, and other stressors contribute to difficulties that affect engagement, motivation, and overall well-being.</p> <p>Access to Support Services: Many students lack consistent access to counseling, social-emotional programs, and other support services necessary to overcome barriers and thrive academically and personally.</p> <p><b>2025-26 Data Trends</b></p> <ul style="list-style-type: none"> <li>• CNA showed the following: <ul style="list-style-type: none"> <li>○ Socioeconomically Disadvantaged (LI): While "Standard Met" increased for this group in ELA, "Standard Exceeded" dropped from 8% to 5%</li> <li>○ Math: The majority of students (69.57% to 77.38% depending on grade level) fall</li> </ul> </li> </ul>	<p>This action is principally directed toward our unduplicated student groups, including low-income students, English Learners, Long-Term English Learners, foster youth, and students experiencing homelessness. This is designed to provide personalized academic, social, and emotional support to help close opportunity gaps. These students face unique barriers that require targeted interventions, data-informed decision-making, and coordinated support from all educational partners.</p> <p><b>Goal 4, Action 5 – Intervention Meetings</b> How It Addresses Needs: Intervention meetings bring together educators, counselors, administrators, and other support staff to assess each student’s unique academic, social, and emotional needs. During these meetings, barriers such as attendance challenges, academic struggles, or social-emotional concerns are identified, and tailored intervention plans are developed. Progress is regularly monitored, and interventions are adjusted as needed to ensure effectiveness. Structured protocols, clearly defined roles, and professional development support staff in delivering evidence-based, differentiated strategies to meet diverse student needs.</p> <p>Why Schoolwide: Implementing intervention meetings across the charter ensures that all unduplicated students receive timely and individualized support while maintaining consistency and accountability at every school site. This approach promotes equitable access to academic and social-emotional resources, strengthens coordination among staff, and ensures that students experiencing persistent disparities benefit from a unified and structured support system.</p>	<p><b>Drop Out Rates (LCAP Goal 4 Metric 3):</b> The charter strives to reduce dropout rates for high school students below 13% through the use of intervention meetings to determine what barriers exist to students that impede their learning.</p>
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<p>into the "Standard Not Met" category, there was a general increase in the percentage of students reaching "Standard Met" and "Standard Exceeded" between the 2023-24 and 2024-25 periods</p> <ul style="list-style-type: none"> <li>• CAASPP Scores: <ul style="list-style-type: none"> <li>○ Math <ul style="list-style-type: none"> <li>▪ LI - 79.4% testing in Level 1</li> <li>▪ EL(no RFEP)- 86.67% testing in Level 1</li> </ul> </li> <li>○ English <ul style="list-style-type: none"> <li>▪ LI- 43.94% testing in Level 1</li> <li>▪ EL(no RFEP) - 86.67% testing in Level 1</li> </ul> </li> </ul> </li> <li>• Credit Attainment (% of students turning in 5+ credits per academic month) <ul style="list-style-type: none"> <li>○ LI- 48.5%</li> <li>○ EL- 57%</li> <li>○ FY- 39.7%</li> </ul> </li> <li>• Students exited out of Urgent Intervention after 2 subsequent tests. <ul style="list-style-type: none"> <li>○ LI- Math (48.7%) Reading 50%)</li> <li>○ EL-Math (46.7%) Reading (22.2%)</li> <li>○ FY- Math (0) Reading (0)</li> </ul> </li> </ul> <p>Although offered charter-wide, these actions are principally directed toward unduplicated student groups to ensure they receive the focused support needed to overcome systemic barriers, achieve equitable outcomes, and progress academically and personally.</p>	<p>By strengthening intervention meetings across all school sites while still prioritizing unduplicated students, the charter ensures that targeted support is intentional, coordinated, and sustainable. This action addresses immediate academic and social-emotional needs, promotes equitable student outcomes, and establishes a strong foundation for long-term success for all students.</p>	
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<p>Goal 4 Action #6</p>	<p>This action is offered on a charter-wide basis but is principally directed toward low-income middle school students, providing opportunities to enhance school connectedness and mentorship with all Educational Partners.</p> <p><b>Key Needs Identified in 2025-26</b> Our CNA, informed by the CSI section, Engaging Educational Partners, and Metrics analysis, identified several key challenges:</p> <p>Chronic Absenteeism: Despite a 20% reduction over the past two years, chronic absenteeism remains a concern, particularly for low-income students, whose consistent attendance is essential for academic success and well-being.</p> <p>Dropout Risk: Low-income students in middle school continue to face socioeconomic challenges that increase their vulnerability to disengagement and dropout, necessitating timely interventions and ongoing support. Additionally, students in middle school often struggle to make peer connections in an independent study model and require a more intentional approach to community building.</p> <p><b>2025-26 Data Trends</b></p> <ul style="list-style-type: none"> <li>• CAASPP Scores for All MS Students: <ul style="list-style-type: none"> <li>○ 7th grade- Math 69.57% tested in Standard Not Met/ English 56.52% tested in Standard Not Met</li> <li>○ 8th grade- Math 74.14% tested in Standard Not Met/ English 61.4% tested in Standard Not Met</li> </ul> </li> <li>• Middle School Schoolwide Metrics: <ul style="list-style-type: none"> <li>○ Drop out Rates: 3.4%</li> <li>○ Chronic Absenteeism: 41.4%</li> <li>○ Charter Average MS Monthly Progression: 72.7%</li> </ul> </li> </ul>	<p>This action is primarily focused on addressing the unique needs of unduplicated middle school student groups, particularly low-income students, by providing targeted academic support and engagement strategies. These students often face challenges such as chronic absenteeism and higher dropout rates, requiring differentiated interventions and data-driven support systems to improve student outcomes and school connectedness.</p> <p><b>Goal 4, Action 6 – Middle School Connectedness</b> How It Addresses Needs: Chronic Absenteeism: Low-income students often encounter barriers such as transportation difficulties, family obligations, and other socio-economic challenges. Targeted supports like transportation assistance, personalized attendance plans, and consistent outreach to students and families help mitigate these obstacles. Mentorship and social emotional programs and engagement activities foster belonging and motivation, encouraging regular attendance.</p> <p>Dropout Rates: Higher dropout rates among low-income students necessitate focused academic support. Interventions such as tutoring, supplemental instruction, SEL programming, and personalized learning plans help students remain on track academically. Mentorship and community-building initiatives create a supportive environment that promotes sustained engagement and commitment to education.</p> <p>Why Schoolwide: Implementing these actions charter-wide ensures that all middle school students benefit from increased support and engagement, while</p>	<p><b>Drop Out Rates (LCAP Goal 4 Metric 3):</b> Reducing dropout rates for middle school students to be at or below 7% through increasing opportunities for connectedness and community.</p> <p><b>Chronic Absenteeism (LCAP Goal 4 Metric 4):</b> The charter aims to decrease chronic absenteeism by 5% over the next three years as measured through attendance and making academic progress.</p>
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	<ul style="list-style-type: none"> <li>○ % of students meeting credit attainment requirement of 5+ units per month: 55%</li> <li>● Empower U-SEL curriculum for Middle School Participants: <ul style="list-style-type: none"> <li>○ 95% of students found Empower U helpful</li> <li>○ 98% of students made goal progress.</li> <li>○ 90% of teachers see positive change in students who engage in Empower U course.</li> </ul> </li> </ul> <p>Although implemented on a charter-wide basis, these actions are principally directed toward low-income middle school students to ensure they receive focused support that mitigates barriers to engagement and academic achievement. This approach strengthens students' connection to school, fosters mentorship, and contributes to improved educational outcomes for our most vulnerable populations.</p>	<p>still prioritizing unduplicated student groups. A schoolwide approach promotes a positive, inclusive culture, systemic consistency in interventions, and equitable access to supports that reduce absenteeism and dropout risks.</p> <p>By providing targeted support within a schoolwide framework, this action strengthens academic outcomes for low-income students while enriching the overall middle school experience. The inclusive implementation ensures all students thrive in a connected, supportive learning environment that fosters engagement, belonging, and long-term success.</p>	
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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>English Learners (ELs) face unique linguistic and cultural challenges that can significantly impact their academic progress and overall success. Within this group, Long-Term English Learners (LTELs), students who have been enrolled in U.S. schools for multiple years without achieving expected English proficiency or academic growth, require specialized and sustained interventions. These targeted supports are critical to accelerate language development, close persistent achievement gaps, and ensure equitable access to grade-level content.</p> <p><b>Unique Needs Identified in 2025-26</b> Our CNA, informed by the CSI section, Engaging Educational Partners, and Metrics data, identifies several systemic barriers and disparities affecting EL and LTEL students:</p> <p>Academic Gaps: Benchmark assessments indicate that EL and LTEL students are performing below grade level in core subjects such as math and English language arts. Persistent gaps in literacy, numeracy, and content mastery highlight the need for differentiated, targeted interventions.</p> <p>Systemic Barriers: EL and LTEL students often lack consistent access to structured English language instruction, dual enrollment, advanced coursework, and culturally responsive support. These barriers contribute to inequitable outcomes in high school achievement and post-secondary readiness.</p> <p>Engagement &amp; Stability Needs: Lower levels of school connectedness affect EL and LTEL students' sense of belonging and engagement. Without strong support networks, these students</p>	<p>Each action is principally directed and exclusively provided to English Learners (ELs) and Long-Term English Learners (LTELs) based on data-verified need. General education services alone cannot address the specific linguistic and academic barriers faced by these students. These targeted actions provide individualized intervention, tailored support, and structured instruction to help ELs and LTELs overcome barriers, achieve academic progress, and ensure equitable outcomes.</p> <p><b>Goal 1, Action 1 – PD Goal for LTEL</b> How It Addresses Need(s): Professional development for teachers equips staff with strategies to deliver differentiated instruction tailored to LTELs' specific language acquisition needs. This training ensures educators can implement effective scaffolds, monitor progress, and provide timely support.</p> <p>Why Solely for LTELs: LTELs face persistent language proficiency gaps that require specialized instructional approaches beyond general EL support. Targeted PD ensures teachers can meet these students' unique needs and accelerate their English proficiency.</p> <p>Expected Impact:</p> <ul style="list-style-type: none"> <li>• Instructional staff will improve their ability to identify LTEL language gaps and apply differentiated instructional strategies aligned to student proficiency levels.</li> <li>• Teachers will consistently implement appropriate scaffolds and use assessment data to monitor LTEL progress.</li> <li>• LTEL students will demonstrate increased growth on benchmark assessments in reading and language development.</li> </ul>	<p><b>Reclassification Rate (LCAP Goal 1, Metric 1):</b> Our first goal focuses on surpassing the state average of 20% annually in Reclassification, ensuring a higher percentage of English Learner (EL) students transition to fluent English proficiency. This metric serves as a benchmark for the effectiveness of our language acquisition support for EL students.</p> <p><b>ELPAC Level Progress (LCAP Goal 1, Metric 2):</b> Under the same goal, we aim for 55% of English Language Learners to make progress towards or maintain a score of 4 on their ELPAC Level by the release of the Fall 2027 CA Dashboard. This metric assesses the language proficiency development of our EL students, emphasizing the importance of achieving or maintaining high scores on the ELPAC assessment.</p> <p><b>LTEL Star Ren (LCAP Goal 1 Metric 3):</b> Decreasing the number of LTEL's who are testing at standards not met on the Star Ren benchmark assessment will support language acquisition goals and reclassification.</p>
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<p>may struggle to set and pursue meaningful post-secondary goals.</p> <p><b>2025-26 Data Trends</b></p> <ul style="list-style-type: none"> <li>• CAASPP Testing Scores: <ul style="list-style-type: none"> <li>◦ EL (no RFEP)- 86.67% of EL students tested in “Standard Not Met” for both Math and ELA.</li> </ul> </li> <li>• Percentage of students exited out of Urgent Intervention after 2 subsequent benchmark tests: <ul style="list-style-type: none"> <li>◦ EL: Math 46.7% /Reading 22.2%</li> <li>◦ LTEL: Math 50%/ Reading 40%</li> </ul> </li> <li>• EL Reclassification: 83.3%</li> <li>• iLit Course Participation: <ul style="list-style-type: none"> <li>◦ EL- 38.9%</li> <li>◦ LTEL- 37.5%</li> </ul> </li> <li>• 28.57% of English Learners tested at level 1 in their grad level scaled score range on the 2025 ELPAC assessment</li> </ul> <p>69.25% of surveyed students reported that they agreed or strongly agreed that they feel like part of the school community.</p> <p>Recognizing these challenges, EL and LTEL students require targeted, culturally responsive instructional strategies, comprehensive academic supports, and social-emotional resources. Differentiated support ensures these students can improve language proficiency, build academic confidence, and develop the skills necessary to thrive socially and academically throughout high school and beyond.</p>	<ul style="list-style-type: none"> <li>• A reduction will be seen in LTEL students scoring “Standard Not Met” on STAR Renaissance ELA assessments over time.</li> <li>• Staff collaboration will support more consistent expectations and instructional practices for LTEL support across classrooms.</li> </ul> <p><b>Goal 1, Action 2 – PD Goal for EL</b> How It Addresses Need(s): Teachers receive ongoing professional development to strengthen core literacy and language instruction for ELs. This includes integrating language objectives across content areas and using data to inform instructional decisions.</p> <p>Why Solely for ELs: ELs require explicit language support aligned with academic content to overcome systemic inequities and achieve grade-level proficiency. General professional development does not sufficiently address these linguistic and academic needs.</p> <p>Expected Impact:</p> <ul style="list-style-type: none"> <li>• Staff will demonstrate increased understanding of designated and integrated ELD instruction practices.</li> <li>• Teachers will more effectively use EL data dashboards to monitor student progress and guide instruction.</li> <li>• EL students will show measurable growth in English language acquisition skills.</li> <li>• Reclassification rates will increase and continue progressing toward or exceeding state averages.</li> <li>• Students will demonstrate improved performance on ELPAC assessments across proficiency levels.</li> </ul>	<p><b>ELPAC Written Language Levels (LCAP Goal 1 Action 4):</b> The charter aims to decrease the number of EL’s scoring at Level one on the written language section through designated instruction and support for academic language acquisition.</p>
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**Goal 1, Action 3 – Targeted Intervention for LTEL**

How It Addresses Need(s):

Provides individualized intervention sessions for LTELs focused on reading, writing, and language acquisition. Educators use assessment data to tailor instruction to each student’s proficiency level and learning gaps.

Why Solely for LTELs:

LTELs have experienced extended exposure to English without achieving expected proficiency, requiring intensive, data-driven support unavailable through general classroom instruction.

Expected Impact:

- LTEL students will show measurable improvement in reading, writing, listening, and speaking skills through targeted intervention.
- Progress monitoring will reflect increased mastery of academic language and literacy standards.
- Students will demonstrate reduced language acquisition gaps in comparison to baseline data.
- More LTEL students will move closer to meeting criteria for reclassification.
- Intervention participation will result in improved performance on internal benchmark assessments.

**Goal 1, Action 4 – Designated Curriculum for EL**

How It Addresses Need(s):

ELs receive instruction using the iLit curriculum. iLit offers vital support for English Learners and plays a key role in building the skills necessary

for reclassification as a Fluent English Proficient student. Lessons are scaffolded to address individual student needs.

**Why Solely for ELs:**

The general curriculum does not provide the linguistic scaffolds necessary for ELs to access grade-level content, making this specialized curriculum essential for equitable academic outcomes.

**Expected Impact:**

- EL students will demonstrate increased reading comprehension and vocabulary development through structured use of iLit.
- Teachers will use real-time data from the curriculum to adjust instruction and provide targeted scaffolds.
- Students will show measurable growth on literacy benchmarks aligned to English language development standards.
- EL students will demonstrate increased engagement and access to grade-level content over time.

**Goal 1, Action 5 – EL Newcomer Support**

**How It Addresses Need(s):**

Newly enrolled EL students receive personalized support, including on-site appointments with trained ELD teachers, orientation to school routines, and language acquisition resources. This intervention helps newcomers quickly acclimate and build foundational skills.

**Why Solely for ELs:**

Newcomer ELs face immediate language and cultural barriers that prevent them from accessing general classroom instruction effectively. Exclusive support ensures rapid integration and academic progress.

Expected Impact:

- Newcomer EL students will demonstrate faster acclimation to school systems and instructional expectations.
- Students will show early gains in foundational English communication skills.
- Increased student engagement and participation will occur as language barriers are reduced.
- Progress monitoring will reflect early growth in basic listening, speaking, reading, and writing skills.
- Newcomers will transition more effectively into structured EL instructional pathways.

These limited actions are exclusively provided to ELs and LTELs to meet their unique linguistic and academic needs. By delivering targeted curriculum, individualized interventions, and specialized teacher support, we ensure these students can overcome barriers, achieve measurable academic growth, and develop the skills necessary for long-term success. This approach addresses systemic inequities and promotes equitable outcomes that general services alone cannot provide.

<p>Goal 3 Action #2</p>	<p>Foster youth and students experiencing homelessness face unique and complex challenges that can significantly impact their academic achievement, social-emotional well-being, and long-term outcomes. These students often contend with unstable living situations, frequent school mobility, trauma, and a lack of consistent support systems. Many also experience barriers to accessing critical services, including educational support, mental health counseling, housing assistance, and life skills development, all of which are essential for academic engagement and success.</p> <p><b>Unique Needs Identified in 2025-26</b> Our CNA, drawing from the CSI section, Engaging Educational Partners, and Metrics data, highlights several systemic barriers and persistent disparities affecting foster youth and homeless students:</p> <p><b>Academic Gaps:</b> Benchmark and core course data indicate that foster youth and homeless students are performing below grade level in reading and math and are completing fewer core courses compared to their peers, contributing to ongoing achievement gaps and lowered graduation readiness.</p> <p><b>Systemic Barriers:</b> These students face inequitable access to post-secondary planning resources, dual enrollment, college and career readiness programs, and targeted interventions. Frequent school changes and gaps in educational continuity exacerbate these barriers.</p> <p><b>Engagement &amp; Stability Needs:</b> Inconsistent attendance, limited family or guardian support, and social-emotional challenges reduce school</p>	<p>Each action is principally directed and exclusively provided to foster youth and homeless students based on data-verified need and, where applicable, legal entitlement. General education services alone cannot address the unique academic, social-emotional, and systemic barriers these students face. These targeted interventions provide individualized support, help students overcome obstacles, and ensure equitable academic and personal outcomes.</p> <p><b>Goal 3, Action 2 – Foster Youth and Homeless Goal Setting</b> How It Addresses Need(s): This action provides structured goal-setting and academic support tailored to foster youth and homeless students. Staff, including counselors, teachers, and designated support personnel, work directly with these students to monitor progress, identify challenges, and implement personalized strategies to improve core course completion, benchmark assessment performance, and graduation readiness. Additionally, targeted guidance on post-secondary planning ensures students can set realistic educational and career goals aligned with their strengths and interests.</p> <p><b>Why Solely for Foster Youth and Homeless Students:</b> Foster youth and homeless students experience heightened instability, trauma, and systemic barriers that impede consistent academic progress and access to resources. General support structures do not adequately address these challenges. Exclusive goal-setting interventions provide the tailored support necessary to stabilize engagement, improve achievement, and guide post-secondary planning.</p>	<p><b>One-Year Graduation Rate (LCAP Goal 3 Metric 1):</b> Increasing the charter's graduation rate through post-secondary counseling and goal setting for foster youth will provide access to post-secondary support and resources.</p> <p><b>Core Course Completion (LCAP Goal 2 Metric 3):</b> Increasing core course completion for all students which includes Foster Youth and Homeless students through course planning and completion tracking.</p>
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<p>connectedness, engagement, and the ability to pursue academic and post-secondary goals.</p> <p>Disparities Evidence: Data indicate lower rates of credit attainment, reduced participation in enrichment or advanced coursework, and fewer foster youth and homeless students meeting graduation milestones compared to the broader student population.</p> <p><b>2025-26 Data Trends</b></p> <ul style="list-style-type: none"> <li>• Per the CNA Homeless and Foster Youth populations have the highest dropout rates from 23-25 (Homeless 13.8% and Foster Youth 14.3%). Foster Youth being the only population that had their dropout rate rise between 2023 and 2025 (up 4.3%)</li> <li>• 72% of Foster Youth met with counselors at least 1 time per semester.</li> <li>• One-year graduation rate: <ul style="list-style-type: none"> <li>○ HY 63.6%</li> <li>○ FY 50%</li> </ul> </li> <li>• Chronic Absenteeism: <ul style="list-style-type: none"> <li>○ HY: 77.8%</li> <li>○ FY: 0 enrolled in MS</li> </ul> </li> <li>• Percentage of students exited out of Urgent Intervention after 2 subsequent benchmark tests: <ul style="list-style-type: none"> <li>○ FY- 0% both Math &amp; Reading</li> <li>○ HY- 26.7% Math/ 0% Reading</li> </ul> </li> <li>• Credit Completion as of May 2026: <ul style="list-style-type: none"> <li>○ Foster Youth <ul style="list-style-type: none"> <li>▪ English 5.7</li> <li>▪ Foreign Language 3.3</li> <li>▪ Math 5.6</li> <li>▪ Science 5.3</li> <li>▪ Social Science 9.7</li> </ul> </li> <li>○ Homeless Youth <ul style="list-style-type: none"> <li>▪ English 4.8</li> <li>▪ Foreign Language 4.9</li> </ul> </li> </ul> </li> </ul>	<p>Expected Impact:</p> <ul style="list-style-type: none"> <li>• Increased core course completion and academic skill development.</li> <li>• Improved performance on benchmark assessments in math and reading.</li> <li>• Higher graduation rates and readiness for post-secondary education or career pathways.</li> <li>• Enhanced confidence, school engagement, and successful transition planning for life beyond high school.</li> </ul> <p>By providing these actions exclusively to foster youth and homeless students, the charter ensures that targeted support addresses their complex and individualized needs. This approach promotes equitable outcomes, supports academic and personal growth, and reinforces a foundation for long-term success while maintaining a supportive and inclusive school environment.</p>	
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	<ul style="list-style-type: none"> <li>▪ Math 3.6</li> <li>▪ Science 5.6</li> <li>▪ Social Science 6.6</li> <li>• Credit Attainment (% of students turning in 5+ credits per academic school month): <ul style="list-style-type: none"> <li>○ HY: 39.7%</li> <li>○ FY: 39%</li> </ul> </li> </ul> <p>Addressing these unique needs requires targeted interventions that provide differentiated support, equitable access to resources, and comprehensive academic and socio-emotional services. By implementing culturally responsive and trauma-informed strategies, the charter ensures that foster youth and homeless students receive the individualized guidance necessary to overcome systemic barriers, build resilience, and achieve academic success.</p>		
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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.

**Goal 1, Action 1 – Professional Development (PD) Goal for Long-Term English Learners (LTELs)**

Methodology: We dedicate targeted staff time to professional development specifically for educators working with Long-Term English Learners (LTELs). This includes workshops on language acquisition strategies, small-group planning sessions, and data-informed reviews of student performance to ensure instruction addresses the linguistic and academic gaps identified through the CNA. These activities are designed to provide LTELs with tailored instructional support, accelerate English language development, and improve overall academic performance. The charter EL coach, along with support from a third party vendor that provides EL/LTEL guidance, are responsible for leading professional development opportunities along with finding available resources around the community to provide support to both students and staff.

Estimated Allocation: 1.85% of LCFF S/C Funding  
Estimated Dollars: \$60,000 (\$10,000 direct PD + \$50,000 staff salary allocation)

Justification: This allocation is exclusively directed toward LTELs. General PD for all teachers does not sufficiently address the specialized instructional strategies required for this group. By dedicating time and resources, staff can implement interventions that close achievement gaps, monitor progress, and support LTEL students’ academic and socio-emotional growth.

### **Goal 1, Action 2 – Professional Development (PD) Goal for English Learners (ELs)**

Methodology: Professional development is provided to educators working with English Learners (ELs) through workshops, coaching, and lesson planning support. Training focuses on effective language acquisition strategies, culturally responsive teaching, and data-informed practices to improve EL students' literacy and content mastery. The charter EL coach, along with support from a third party vendor that provides EL/LTEL guidance, are responsible for leading professional development opportunities along with finding available resources around the community to provide support to both students and staff.

Estimated Allocation: 1.1% of LCFF S/C Funding

Estimated Dollars: \$36,000 (\$5,000 direct PD + \$31,000 staff salary allocation)

Justification: This action is exclusively for ELs, as their linguistic needs require specific instructional approaches not addressed by general PD. Targeted support ensures educators can deliver differentiated lessons, monitor EL progress, and facilitate equitable academic outcomes.

### **Goal 1, Action 3 – Targeted Intervention for Long-Term English Learners (LTELs)**

Methodology: Targeted interventions for LTELs include one-on-one tutoring, small-group instruction, and supplemental language support. Staff such as ELD specialists, English Intervention Specialists, and tutors implement evidence-based strategies to improve reading, writing, and comprehension skills. Interventions are informed by student data to address both academic and socio-emotional barriers.

Estimated Allocation: 4.7% of LCFF S/C Funding

Estimated Dollars: \$152,000 (\$2,000 for tools and supplies + \$150,000 staff salary allocation)

Justification: This action is exclusively provided to LTELs because general classroom instruction does not meet the intensity of support required to accelerate English proficiency and close achievement gaps. Personalized interventions ensure students receive scaffolded instruction aligned to their unique learning profiles.

### **Goal 1, Action 4 – Designated Curriculum for English Learners (ELs)**

Methodology: Designated curriculum for ELs includes ALD-based materials, scaffolded resources, and guided lesson plans tailored to students' English proficiency levels. Staff- EL Specialists, English Intervention Specialists, curriculum specialists and teachers, provide instruction and monitor progress to ensure ELs meet academic standards.

Estimated Allocation: 1.0% of LCFF S/C Funding

Estimated Dollars: \$32,500 (\$5,000 curriculum/materials + \$27,500 staff salary allocation)

Justification: This action targets ELs exclusively because the standard curriculum does not address the language acquisition and academic needs of this group. Tailored curriculum supports equitable access to grade-level content and promotes measurable academic growth. Additional staff has also been identified to ensure that academic support is provided at all school sites.

### **Goal 1, Action 5 – English Learner (EL) Newcomer Support**

Methodology: Newcomer ELs receive individualized support, including language acquisition tutoring, orientation to school routines, and socio-emotional integration activities. Staff—ELD teachers and support personnel—provide these services based on student data and CNA findings to address gaps in language, academic skills, and school engagement.

Estimated Allocation: 1.36% of LCFF S/C Funding

Estimated Dollars: \$44,000 (9,000 for necessary curriculum/material supports + \$35,000 staff salary allocation)

Justification: These supports are exclusively for EL newcomers, who face unique linguistic and cultural barriers. General EL supports do not meet the intensive needs of new arrivals. Targeted assistance ensures equitable access to instruction, social integration, and academic success. Additionally, translation services and tools are a necessary component to serve this population well as they acclimate to the school environment.

### **Goal 3, Action 2 – Foster Youth and Homeless Goal Setting**

Methodology: Foster youth and homeless students receive individualized goal-setting support through meetings with counselors and support staff. These sessions focus on academic progress, post-secondary planning, and socio-emotional well-being. Staff monitor performance, provide interventions, and coordinate wraparound services (transportation, clothing, food supplies when needed, hygiene supplies) to help address barriers identified through the CNA.

Estimated Allocation: 1.39% of LCFF S/C Funding

Estimated Dollars: \$45,000 (\$10,000 Supplies for wrap around services + 35,000 staff salary allocation)

Justification: This action is exclusively for foster youth and homeless students because general guidance services do not sufficiently address the instability, trauma, and systemic barriers these students face. Tailored goal-setting ensures students remain on track academically, socially, and for post-secondary planning. A portion of this funding is also set aside to purchase necessary supplies to support students in meeting their basic needs.

Together, these limited actions account for 11.41% of the overall LCFF estimate of 21% to increase or improve services this coming school year. When combined with LEA-wide actions principally directed toward unduplicated student groups, the charter is positioned to reach a combined 41.96% carryover percentage, ensuring targeted and equitable support for all at-promise learners.

### **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.

Options for Youth San Juan is committed to improving academic outcomes and equitable access to support for unduplicated student groups. With unduplicated student enrollment exceeding 55%, the LEA strategically allocates additional concentration grant add-on funding to increase the number of staff providing direct services to students at high-need schools. These funds ensure that English Learners (ELs), Low-Income students, and Foster Youth receive the academic, social-emotional, and post-secondary support necessary to thrive.

## Goals and Actions Funded:

Concentration grant add-on funding supports the following LCAP Goals and Actions, all of which increase direct services for high-need students:

### **Goal 2, Action 3 – Intervention and Support Staff**

- **Staffing Impact:** Additional intervention staff, including tutors, academic coaches, subject specific intervention specialists and paraprofessionals, are hired or expanded to provide targeted, individualized instruction.
- **Methodology:** Staff allocation is determined by unduplicated student enrollment numbers and identified academic needs, including benchmark assessment performance, core course completion gaps, credit attainment discrepancies, and school site levels of chronic absenteeism.
- **Services Provided:**
  - One-on-one and small-group support to reinforce foundational skills in reading and math.
  - Data-informed interventions to monitor progress and adjust instruction.
  - Development and implementation of scaffolding and supplemental resources to close learning gaps.
  - Additional school appointment offerings for students in unduplicated populations that are not meeting the minimum enrollment requirements for the school.

### **Goal 1, Actions 1 & 2 – LTEL and EL Professional Development**

- **Staffing Impact:** Certificated staff participate in ongoing professional development and collaborative learning opportunities designed to support the needs of English Learners (ELs) and Long-Term English Learners (LTELs).
- **Methodology:** Professional development offerings happen in a myriad of ways. EL staff are provided dedicated monthly collaboration time to review new instructional practices, intervention strategies, and support systems, while also attending yearly conferences and trainings that help strengthen their professional knowledge and instructional capacity. All staff are given the opportunity to collaborate with EL Specialists and the EL coach on a weekly basis to learn the most effective processes for course planning, benchmark testing preparation, and reclassification for their specific student.
- **Services Provided:**
  - Training in effective language acquisition strategies and differentiated instruction.
  - Training in the requirements and best practices associated with ELPAC testing.
  - Enhanced understanding of cultural responsiveness and strategies to support academic engagement.
  - Planned Coffee & PD series that is specifically designed to focus on EL students and the components of reclassification.
  - Increased teacher confidence and instructional effectiveness, which contributes to higher retention of high-quality staff.

### **Goal 2, Action 6 – Professional Development Support for Staff Retention**

- **Staffing Impact:** Both existing and new instructional staff receive dedicated time and resources for professional growth, ensuring continuity of services for unduplicated students.
- **Methodology:** Certificated staff participate in professional development and collaborative learning opportunities designed to support them in addressing the unique academic and social-emotional needs of their students. Professional growth opportunities are provided through site-based initiatives such as Professional Learning Communities (PLCs), one-on-one coaching, and charterwide collaborations focused on strengthening instructional practices and school culture. Additionally, staff are encouraged to attend regional and national professional conferences to further expand their knowledge, skills, and professional capacity.

● **Services Provided:**

- Participation in Professional Learning Communities to share best practices and improve collaboration.
- Connection PD series: A series of virtual workshops for new staff that meet on a bi-monthly basis where they engage with school administrators and have discussions around the practical application of core values.
- Access to both local and national conferences, one on one coaching, and peer mentoring to strengthen instructional practices.
- Engagement in activities that promote buy-in and facilitate the practical application of new strategies, benefiting high-need student groups directly.
- Monthly PD offerings through Coffee & PD series to address and problem solve identified common independent study charter challenges.
- Quarterly staff in-services to establish consistent practices and allow collaboration across departments and school sites.
- Yearly Professional Development week to set new year expectations and set the foundation for improvement practices throughout the charter.

**Retention and Sustainability:**

Where additional funding is not sufficient to add new positions, concentration grant funds are strategically used to retain existing staff who provide direct services to high-need students. This approach ensures continuity of interventions, maintains staff capacity to deliver high-quality instruction, and supports long-term student outcomes.

**Impact and Rationale:**

By allocating concentration grant add-on funds to expand and retain staff, Options for Youth San Juan ensures that our highest-need students receive principally directed, sustained academic and socio-emotional support. These investments directly address achievement gaps, improve educational equity, and foster long-term success for ELs, Low-Income students, and Foster Youth.

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

## 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
<b>Totals:</b>	\$ 3,612,000.00	\$ 3,216,908.78

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	PD Goal for LTEL	Yes	\$ 32,000	\$ 32,959
1	2	PD Goal for EL	Yes	\$ 27,000	\$ 33,353
1	3	Targeted Intervention for LTEL	Yes	\$ 120,000	\$ 105,155
1	4	Designated Curriculum for EL	Yes	\$ 42,000	\$ 38,223
1	5	EL Newcomer Support	Yes	\$ 11,000	\$ 15,134
1	6	Learning Recovery Emergency Block Grant Extended Learning Opportunities	No	\$ 55,000	\$ 28,670
2	1	Intervention Program	Yes	\$ 9,000	\$ 10,256
2	2	Benchmark Assessment	Yes	\$ 9,000	\$ 22,396
2	3	Intervention and Support Staff	Yes	\$ 210,000	\$ 157,880
2	4	Small Group Instruction	Yes	\$ 327,000	\$ 387,414
2	5	Learning Recovery Emergency Block Grant Extended Learning Opportunities	No	\$ 150,000	\$ 162,000
2	6	Professional Development Support for Staff Retention	Yes	\$ 200,000	\$ 212,666
2	7	Basic Services	No	\$ 295,000	\$ 277,889
2	8	Broad Course of Study	No	\$ 300,000	\$ 247,005
3	1	Expanding Post-Secondary Programs	Yes	\$ 235,000	\$ 305,040
3	2	Foster Youth and Homeless Goal Setting	Yes	\$ 45,000	\$ 47,728
3	3	Post-Secondary Counseling	Yes	\$ 330,000	\$ 222,745
3	4	State Seal of Biliteracy	Yes	\$ 3,000	\$ 5,292
4	1	School Climate Survey	No	\$ 62,000	\$ 8,655
4	2	Educational Partner Engagement	Yes	\$ 100,000	\$ 90,075
4	3	Social Emotional Development, Learning, and Resources to Building School Connectedness	Yes	\$ 820,000	\$ 483,774
4	4	Learning Recovery Emergency Block Grant	No	\$ 40,000	\$ 35,980
4	5	Intervention Meetings	Yes	\$ 170,000	\$ 132,590
4	6	Middle School Connectedness	Yes	\$ 20,000	\$ 154,029

## 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)
\$3,019,120	\$ 2,710,000	\$ 2,456,709	\$ 253,291	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	PD Goal for LTEL	Yes	\$ 32,000	\$ 32,958.88	0.000%	0.000%
1	2	PD Goal for EL	Yes	\$ 27,000	\$ 33,352.77	0.000%	0.000%
1	3	Targeted Intervention for LTEL	Yes	\$ 120,000	\$ 105,155.01	0.000%	0.000%
1	4	Designated Curriculum for EL	Yes	\$ 42,000	\$ 38,222.54	0.000%	0.000%
1	5	EL Newcomer Support	Yes	\$ 11,000	\$ 15,134.42	0.000%	0.000%
2	1	Intervention Program	Yes	\$ 9,000	\$ 10,256.29	0.000%	0.000%
2	2	Benchmark Assessment	Yes	\$ 9,000	\$ 22,396.09	0.000%	0.000%
2	3	Intervention and Support Staff	Yes	\$ 210,000	\$ 157,880.33	0.000%	0.000%
2	4	Small Group Instruction	Yes	\$ 327,000	\$ 387,414.40	0.000%	0.000%
2	6	Professional Development Support for Staff Retention	Yes	\$ 200,000	\$ 212,665.59	0.000%	0.000%
3	1	Expanding Post-Secondary Programs	Yes	\$ 235,000	\$ 305,039.83	0.000%	0.000%
3	2	Foster Youth and Homeless Goal Setting	Yes	\$ 45,000	\$ 47,727.86	0.000%	0.000%
3	3	Post-Secondary Counseling	Yes	\$ 330,000	\$ 222,744.75	0.000%	0.000%
3	4	State Seal of Biliteracy	Yes	\$ 3,000	\$ 5,292.32	0.000%	0.000%
4	2	Educational Partner Engagement	Yes	\$ 100,000	\$ 90,075.43	0.000%	0.000%
4	3	Social Emotional Development, Learning, and Resources to Building School Connectedness	Yes	\$ 820,000	\$ 483,773.51	0.000%	0.000%
4	5	Intervention Meetings	Yes	\$ 170,000	\$ 132,589.76	0.000%	0.000%
4	6	Middle School Connectedness	Yes	\$ 20,000	\$ 154,029.28	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)
\$14,403,167	\$ 3,019,120	0.000%	20.962%	\$ 2,456,709	0.000%	17.057%	\$ 562,410.94	3.905%

**2026-2027 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 %)
2026-2027	\$15,373,893	\$3,227,518	20.993%	3.905%	24.898%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,884,000	\$ 248,000	\$ -	\$ -	\$ 4,132,000.00	\$ 1,984,500	\$ 2,147,500

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	PD Goal for LTEL	LTEL	Yes	Limited	EL	All Schools	Ongoing	\$ 50,000	\$ 10,000	\$ 60,000		\$ -	\$ -	\$ 60,000	0.000%
1	2	PD Goal for EL	EL	Yes	Limited	EL	All Schools	Ongoing	\$ 31,000	\$ 5,000	\$ 36,000		\$ -	\$ -	\$ 36,000	0.000%
1	3	Targeted Intervention for LTEL	LTEL	Yes	Limited	EL	All Schools	Ongoing	\$ 150,000	\$ 2,000	\$ 152,000		\$ -	\$ -	\$ 152,000	0.000%
1	4	Designated Curriculum for EL	EL	Yes	Limited	EL	All Schools	Ongoing	\$ 27,500	\$ 5,000	\$ 32,500		\$ -	\$ -	\$ 32,500	0.000%
1	5	EL Newcomer Support	EL	Yes	Limited	EL	All Schools	Ongoing	\$ 35,000	\$ 9,000	\$ 44,000		\$ -	\$ -	\$ 44,000	0.000%
1	6	Learning Recovery Emergency Block Grant Extended Learning Opportunities	EL	No	Limited	EL	All Schools	Ongoing	\$ -	\$ 30,000		\$ 30,000	\$ -	\$ -	\$ 30,000	0.000%
2	1	Intervention Program	All	Yes	LEA Wide	ALL	All Schools	Ongoing		\$ 10,000	\$ 10,000		\$ -	\$ -	\$ 10,000	0.000%
2	2	Benchmark Assessment	All	Yes	LEA Wide	ALL	All Schools	Ongoing		\$ 5,000	\$ 5,000		\$ -	\$ -	\$ 5,000	0.000%
2	3	Intervention and Support Staff	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 440,000	\$ -	\$ 440,000		\$ -	\$ -	\$ 440,000	0.000%
2	4	Small Group Instruction	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 525,000	\$ 20,000	\$ 545,000		\$ -	\$ -	\$ 545,000	0.000%
2	5	Learning Recovery Emergency Block Grant Extended Learning Opportunities	All	No	LEA Wide	ALL	All Schools	Ongoing	\$ -	\$ 160,000		\$ 160,000	\$ -	\$ -	\$ 160,000	0.000%
2	6	Professional Development Support for Staff Retention	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 204,000	\$ 36,000	\$ 240,000		\$ -	\$ -	\$ 240,000	0.000%
2	7	Basic Services	All	No	LEA Wide	ALL	All Schools	Ongoing		\$ 280,000	\$ 280,000		\$ -	\$ -	\$ 280,000	0.000%
2	8	Broad Course of Study	All	No	LEA Wide	ALL	All Schools	Ongoing		\$ 300,000	\$ 300,000		\$ -	\$ -	\$ 300,000	0.000%
3	1	Expanding Post-Secondary Programs	All	Yes	LEA Wide	FY, LI, H	All Schools	Ongoing	\$ 20,000	\$ 265,000	\$ 285,000	\$ -	\$ -	\$ -	\$ 285,000	0.000%
3	2	Foster Youth and Homeless Goal Setting	FY, H	Yes	Limited	FY, H	All Schools	Ongoing	\$ 35,000	\$ 10,000	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000	0.000%
3	3	Post-Secondary Counseling	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 285,000	\$ 25,000	\$ 310,000	\$ -	\$ -	\$ -	\$ 310,000	0.000%
3	4	State Seal of Biliteracy	All	Yes	LEA Wide	EL, LI	All Schools	Ongoing		\$ 2,500	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500	0.000%
4	1	School Climate Survey	All	No	LEA Wide	ALL	All Schools	Ongoing		\$ 60,000	\$ 60,000		\$ -	\$ -	\$ 60,000	0.000%
4	2	Educational Partner Engagement	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 10,000	\$ 90,000	\$ 100,000		\$ -	\$ -	\$ 100,000	0.000%
4	3	Social Emotional Development, Learning, and Resources to Building School Connectedness	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 40,000	\$ 735,000	\$ 775,000		\$ -	\$ -	\$ 775,000	0.000%
4	4	Learning Recovery Emergency Block Grant	All	No	LEA Wide	ALL	All Schools	Ongoing		\$ 58,000		\$ 58,000	\$ -	\$ -	\$ 58,000	0.000%
4	5	Intervention Meetings	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 20,000	\$ 10,000	\$ 30,000		\$ -	\$ -	\$ 30,000	0.000%
4	6	Middle School Connectedness	All	Yes	LEA Wide	ALL	All Schools	Ongoing	\$ 112,000	\$ 20,000	\$ 132,000		\$ -	\$ -	\$ 132,000	0.000%

**2026-2027 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
\$ 15,373,893	\$ 3,227,518	20.993%	3.905%	24.898%	\$ 3,244,000	0.000%	21.101%	<b>Total:</b>	\$ 3,244,000
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ 369,500
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	PD Goal for LTEL	Yes	Limited	EL	All Schools	\$ 60,000	0.000%
1	2	PD Goal for EL	Yes	Limited	EL	All Schools	\$ 36,000	0.000%
1	3	Targeted Intervention for LTEL	Yes	Limited	EL	All Schools	\$ 152,000	0.000%
1	4	Designated Curriculum for EL	Yes	Limited	EL	All Schools	\$ 32,500	0.000%
1	5	EL Newcomer Support	Yes	Limited	EL	All Schools	\$ 44,000	0.000%
2	1	Intervention Program	Yes	LEA Wide	ALL	All Schools	\$ 10,000	0.000%
2	2	Benchmark Assessment	Yes	LEA Wide	ALL	All Schools	\$ 5,000	0.000%
2	3	Intervention and Support Staff	Yes	LEA Wide	ALL	All Schools	\$ 440,000	0.000%
2	4	Small Group Instruction	Yes	LEA Wide	ALL	All Schools	\$ 545,000	0.000%
2	6	Professional Development Support for Staff Retention	Yes	LEA Wide	ALL	All Schools	\$ 240,000	0.000%
3	1	Expanding Post-Secondary Programs	Yes	LEA Wide	FY, LI, H	All Schools	\$ 285,000	0.000%
3	2	Foster Youth and Homeless Goal Setting	Yes	Limited	FY, H	All Schools	\$ 45,000	0.000%
3	3	Post-Secondary Counseling	Yes	LEA Wide	ALL	All Schools	\$ 310,000	0.000%
3	4	State Seal of Biliteracy	Yes	LEA Wide	EL, LI	All Schools	\$ 2,500	0.000%
4	2	Educational Partner Engagement	Yes	LEA Wide	ALL	All Schools	\$ 100,000	0.000%
4	3	Social Emotional Development, Learning, and Resources to Building School Connectedness	Yes	LEA Wide	ALL	All Schools	\$ 775,000	0.000%
4	5	Intervention Meetings	Yes	LEA Wide	ALL	All Schools	\$ 30,000	0.000%
4	6	Middle School Connectedness	Yes	LEA Wide	ALL	All Schools	\$ 132,000	0.000%

# RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Options for Youth-San Juan

Date Resource Inequity Review was conducted: 3/10/26

## 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.

<p><b>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</b></p>	<ul style="list-style-type: none"> <li>● Experienced staff is not evenly dispersed throughout the charter to provide support.</li> <li>● Students have had limited access to College and Career readiness opportunities, including Career Technical Education (CTE) and dual enrollment at each school site.</li> <li>● Grad Reduction Plans have limited the space available for students to complete A-G coursework in order to meet the CCI requirements to be “prepared.”</li> <li>● Students have inconsistent access to structured literacy instruction and targeted writing interventions, particularly within the independent study model.</li> <li>● Less engaging Small Group Instruction (SGI) lessons have led to disinterest in structured group participation and lack of testing progress.</li> </ul>
<p><b>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</b></p>	<p><b>College &amp; Career Preparedness Disparities</b></p> <ul style="list-style-type: none"> <li>● (A-G completion, CTE &amp; Dual Enrollment Access)</li> </ul> <p><b>Stagnant SBAC scores for English and inconsistent scores for Math</b></p> <ul style="list-style-type: none"> <li>● Development of SGI strategies that align to the grade level standards in SBAC</li> </ul> <p><b>Continued Professional Development, Training, and Mentorship for all staff</b></p> <ul style="list-style-type: none"> <li>● Development of Independent Study Strategies around literacy and targeted writing interventions.</li> <li>● Training on best practices for incorporating these lessons into independent study appointments.</li> </ul>

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

<p><b>3. How does the Charter plan on addressing these inequities?</b></p>	<p><b>Stagnant English &amp; Math SBAC Progress</b></p> <ul style="list-style-type: none"> <li>● Restructuring of Small Group Instruction to ensure equitable access and more student centered lesson planning to increase engagement.</li> <li>● Utilize technology to create alternative SGI structures to engage student who are not able to attend on site classes 4 times per week (i.e. Flipped classrooms, virtual classes)</li> <li>● Development of clear accountability metrics for SGI that are directly connected to SBAC requirements.</li> </ul> <p><b>Continued Professional Development, Training, and Mentorship for all staff</b></p> <ul style="list-style-type: none"> <li>● Culture Connection, Clearing Credentials through CTI, Access to outside conferences such as Learning Forward, CABE, ACSA for counselors.</li> <li>● Third party vendor (Skyrocket) training around components of SBAC.</li> <li>● Training(s) to ensure alignment between course order assignment and grade level requirements within the Independent Study Model.</li> </ul> <p><b>College and Career Preparedness Disparities</b></p> <ul style="list-style-type: none"> <li>● Accountability Metrics Clearly outlined for Post Secondary Counselors</li> <li>● Create a system to streamline enrollment in CTE courses at the local Community Colleges.</li> <li>● Continued training around the components of the College &amp; Career Indicator to ensure educational partners fully comprehend the avenues for preparation.</li> </ul>
<p><b>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</b></p>	<p><b>Graduation Reduction Plans</b></p> <ul style="list-style-type: none"> <li>● These plans often limit the possible options towards achieving “preparedness” on the CCI but they are a requirement for our chartering district and must continue to be a part of our process. These reductions impact student achievement because they limit the amount of credit space a student has available and limits the A-G coursework that is necessary to be fully prepared. While we must continue to provide these plans, we must shift our focus towards improvements in SBAC scores and access to CTE and dual enrollment.</li> </ul>

# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options for Youth- San Juan

School Year: **2025-2026**

## How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. 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.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

## 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) across 2 sessions to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our DELAC and SSC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

## DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

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

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

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

- California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- California Dept. of Education College and Career Data

- CAASPP data (ELA CAST and Math)
- Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- EL Reclassification Data
- A-G course enrollment & completion rates
- Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- iLit, Achieve 3000 and Exact Path Data
- Educational Partner Surveys

### **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.

**College and Career Preparedness: Continued “Red” status on the CA Dashboard for this indicator, reflecting significant challenges in student preparedness.**

- Across the three-year period, the number of students designated as "not prepared" has increased, while those prepared with college credits decreased by 9%. In 2025, no college credit was recorded for any student population.
- SpEd: While graduation rates for this group increased, the percentage of "prepared" students dropped from 3.3% to 0% over three years. They showed zero participation in CTE, college credit, or apprenticeship programs.
- ELL: This group saw an increase in "not prepared" students, though they achieved the highest graduation percentage in the 2024/2025 period
- SBAC scores decreased between 2024 and 2025. Notably, 0% of homeless students were categorized as "prepared" or "approaching prepared"
- No Hispanic students received the Seal of Biliteracy in the three years reviewed. Their "prepared" status peaked at 4.2% in 2024 before dropping to 1.5% in 2025.

**English: Schools overall status on the CA Dashboard remains “Red” showing a complex picture of English academic performance, with rising course completion rates but stagnant or declining standardized test scores.**

- Hispanic Students: This group saw a significant increase in "Standard Not Met" scores (rising from 32% to 43%) and a drop in "Standard Met" (28% to 17%)
- Socioeconomically Disadvantaged (FRMP): While "Standard Met" increased for this group, "Standard Exceeded" dropped from 8% to 5%
- White students maintained the highest percentage of students in the “standard exceeded” category.
- Participation in SGI (Direct Instruction) classes is decreasing
- Data suggests that students with more "points of contact"—specifically Middle School, EL, and SPED students often

- demonstrate better completion rates.
- SBAC ELA results- standard exceeded- scores slowly increasing in SPED, African American and White populations.
- SBAC ELA- 8th grade- dropped 4 points and 7th grade went up sharply, 11th grade went up 2 points. (all students)

**Mathematics: Math continues to show up in the “red” status on the CA Dashboard despite having some notable improvements in student engagement and course completion.**

- The majority of students (69.57% to 77.38% depending on grade level) fall into the "Standard Not Met" category, there was a general increase in the percentage of students reaching "Standard Met" and "Standard Exceeded" between the 2023-24 and 2024-25 periods
- There is a trend where "Standard Nearly Met" percentages are decreasing, suggesting students are either improving into the higher categories or dropping into the lowest performance tier
- Hispanic students had a 12% increase in “standard not met” and a significant 15% decrease in “standard nearly met” indicating an overall decline in scores.
- Homeless students were the only subgroup that saw a decrease in the average number of math units completed (about 1 unit)
- Significant gains in course completion for the online program were noted, though this was partially attributed to the program operating for a full school year in 24/25 compared to only half a year in 23/24
- Students with disabilities showed increases in meeting standards (up 3%) or exceeding standards (up 11%).

**Graduation Rates: Despite the data showing steady increases in the 1 year alternative graduation rate and the 4/5 Year cohort overall, the growth is inconsistent across student populations.**

- The overall dropout rate has decreased significantly, falling from 20% in 2023 to 10% in 2025.
- Large consistent drop in overall enrollment over the 3 year period examined
- African American students had the highest graduation rate in 2025. Going from 23.9% in 2023 to 46.4% in 2025.
- Students with disabilities saw a decline in 4/5 year cohort graduation rates going from 27.8% in 24.7% between 2023 and 2025
- Homeless student population saw a drop in 4/5 cohort graduation rate from 26.4% to 24.2% between 2023 & 2025
- Overall combined 4/5 cohort graduation rate rose 5% between 2023 and 2025.
- Overall 1 year graduation rate rose from 73.6% to 77% between 2023 and 2025 (Up 3.4%). The only 2 groups that saw a percentage decline were White students (down 0.7%) and students in the Two or more races group (down 10.2%)
- Socioeconomically disadvantaged(FRMP) student group showed constant growth in graduation rates across three years with their dropout rate decreasing by 50% between 2023 and 2025.
- Homeless and Foster Youth populations have the highest drop out rates (Homeless 13.8% and Foster Youth 14.3%). Foster Youth being the only population that had their drop out rate rise between 2023 and 2025 (up 4.3%)

**Academic Engagement: There is a general trend of improved credit attainment and a decrease in chronic absenteeism**

**specifically impacting the middle school population.**

- Credit attainment increased every month during the 24-25 school year
- Dramatic increase in middle school students completing 5+units, jumping from 22% in 23-24 to 60% in 24-25. This shift is attributed to the change in schoolwide expectations and the creation of a cohort in one site.
- The first complete year of data tracking for the Online Program shows an increased engagement and unit production for that student population.
- SWD population shows increased progress due and staff believes it is due to a more robust and streamlined meeting process that prevents students from continued enrollment without progress.
- Participation in I-Lit was lower in 24-25 due to the reduction in course offerings and the introduction of the new ALD curriculum. Additional training is necessary for staff to fully understand the appropriate course placement for iLit and ALD and what that means for credit completion.
- Suspension rate continues to be a point of strength with 0% on the 2025 CA Dashboard

**Stakeholder Engagement-School Climate Survey results indicate declines across multiple areas, most notably in student engagement and sense of connection.**

- Low enrollment limited the school's ability to offer robust student engagement programming, reducing opportunities for students to connect with peers and staff.
- Decreased participation in Small Group Instruction (SGI) further reduced opportunities for collaboration, relationship-building, and active engagement.
- Increased accountability expectations, including raising monthly unit completion goals from 4 to 5 units, may have shifted the focus toward task completion rather than meaningful engagement.
- A rise in enrollment of high-needs students has impacted the overall school environment, particularly as the setting is not designed as a self-contained program.
- Significant staffing changes at 2 of the 4 sites disrupted continuity and may have affected students' sense of stability and connection.
- The cancellation of the Winter Graduation ceremony removed an important opportunity for community-building and student recognition.
- Changes in vendor processes led to some negative student interactions, which may have contributed to decreased satisfaction and connection.

**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 four areas of focus will be the charters' priorities in the upcoming school year:

- **Increase College and Career Preparedness**

This priority strengthens student outcomes by expanding access to coursework and resources that build college and career readiness skills. Continued staff training on the College and Career Indicator (CCI), along with more intentional progress-monitoring systems, will ensure students receive the targeted support and tools needed to succeed beyond high school.

- **Graduation Rates**

This priority focuses on improving student outcomes by expanding targeted resources and supports for Students with Disabilities (SWDs), Students experiencing homelessness, and Foster Youth to ensure they remain on a clear path to graduation. Emphasis will be placed on reducing time to graduation for all students by strengthening intervention systems and implementing more concrete tracking processes to monitor progress toward four- and five-year graduation goals.

- **Math Student Performance**

This priority focuses on both improving student outcomes by strengthening math proficiency and continuing to expand access to resources that support academic growth. Emphasis will be placed on professional development for staff to establish more intentional planning systems in order to ensure students enroll in and complete higher-level math courses prior to graduation.

- **English Student Performance**

This priority focuses on improving student outcomes by strengthening literacy skills and expanding access to resources that support student progress in English. Ongoing professional development and support for teachers will build their capacity to effectively deliver literacy instruction, ensuring students receive high-quality learning experiences that promote academic growth and proficiency in English.

### **ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES**

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

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

#### **Area of Focus #1: Increase College and Career Preparedness**

##### **Root Causes:**

- Reduction Planning Guides: The combination of Reduction Planning Guides implemented by the chartering district has created a challenge because it minimizes the credit amount students must complete to graduate which often leads to students falling off of A-G plans without an alternative path.
- Alternatives to A-G completion: Lack of clarity and access (transportation, time of classes) around the possible alternatives to CCI options, such as CTE and Dual Enrollment, has impacted CCI advancement.

- Counselors and College-Career Expectations: More college and career tracking is needed as an expectation for counselors and more intentional tracking of specific student groups (Foster, Homeless etc) is required to ensure students are meeting their designated graduation date.
- State Seal of Biliteracy and Career Indicator Push: Continued focus and tracking is needed for promoting the State Seal of Biliteracy to ensure we are empowering our students to follow through on completion of coursework and applicable testing.
- Additional Reduction Plans implemented by the chartering district that minimizes required work and takes students off of A-G course completion.

### **Measurable Outcomes**

- Goal 3 Action 1: The charter will continue to extend CTE offerings at additional learning sites with the goal of earning job specific certifications. A minimum of 1 additional center will be added in the new school year.
- Goal 3 Action 2: The charter will refine the process for Foster and Homeless Youth check in to ensure consistency of check ins and alignment throughout the charter.
- Goal 3 Action 3: All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
- Goal 2 Action 6: Staff will be offered College and Career Indicator Training two times per year to improve comprehension of the College and Career Indicator and show growth in the number of students attaining the Seal of Biliteracy.
- LCAP Goal 3 Action 4: Develop and implement a program for students who are eligible for the State Seal of Biliteracy.
- LCAP Goal 2 Metric 4: 11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 7% in Math and 4% in English, as reported on the Fall 2027 CA Dashboard.
- LCAP Goal 2 Action 2: Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.

### **Area of Focus #2: Improving Graduation Rates**

#### **Root Causes:**

- Lack of Focus on Graduation Expectations: Not considering students' expected graduation date (4th/5th) year cohort or 9th grade entry dates in academic planning.
- Inability to speak to specific subgroup needs: Focus is on working at their own pace without conversations about staying on track for their specific expected graduation dates. Expectations are not being clearly communicated specifically for 11th, 12th graders, Foster, and Homeless populations and teachers require more PD around available supports for the specific needs of the foster and homeless population.
- Course Planning and Teacher Support: Lack of proper course planning leads teachers to lean heavily on day by day planning instead of forward planning. There is also insufficient counselor support for course planning.
- Structural Issues: Lack of clarity during enrollment of graduation expectations along with insufficient tracking systems for all grades leads to inconsistent growth in graduation rates despite the small positive gains made due to graduation reduction plans.

#### **Measurable Outcomes:**

- Goal 3 Metric 1: The charter will have an average Graduation Rate of 70% throughout the 2024-27 LCAP cycle in hopes of exiting CSI identification for the 2027-28 academic school year.
- Goal 3 Metric 2: Over a three-year period, 32% of students will complete an average of 5 or more units per month.
- Goal 4 Action 4: Offer additional teacher contact time to keep students on pace to graduation.
- Goal 3 Action 3: All seniors will meet with their credentialed teacher, Special Education Specialist and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
- Goal 2 Action 6: Continued professional development for staff on course planning and available supports for students and how to implement them.

### **Area of Focus #3: Mathematics**

#### **Root Causes:**

- Math Anxiety and Lack of Support: Both teachers and students experience math-related anxiety that is compounded by the limited availability of remediation tools to support learning. Additionally, educators face challenges due to inadequate support, including insufficient time for curriculum training and reliance on instructional materials that do not effectively address problem-solving needs.
- Dependence on SGI: Teachers are overly dependent on SGI, which has slowed math progress. There is no consistent structure in place for assigning math courses when SGI is not available leading to interruptions in learning and a lack of accountability for staff.
- Edmentum curriculum does not require students to show their work and grades are based on testing scores which makes it difficult to see where learning gaps exist.
- Credit Reduction Plans focus on Graduation, not Learning: There is an overemphasis on getting students graduated rather than focusing on building the necessary math skills. Many students entering the program are severely deficient in math and the limited amount of credit space hinders teachers from being able to assign appropriate remediation.
- Need for multi-tiered Intervention Program: Intervention curriculum like Exact Path show improvement, particularly when structured time is built in for students but specialized tutoring with the math intervention specialists needs to also be a part of the required time on site. Continued focus on math completion tracking is also necessary to ensure students are given access to higher level math courses, specifically Integrated Math 3.
- Need for Stronger Math Curriculum Integration: Math should be assigned year-round as part of the general curriculum, with interventions built in. Math PLCs should continue to focus on integrating interventions into daily lessons.

#### **Measurable Outcomes:**

- LCAP Goal 2 Metric 2: Students enrolled for 90+ days will, on average, achieve a Grade Level Equivalency (GLE) growth of 1.3 between two annual administrations of the Star Renaissance Math assessment.
- LCAP Goal 2 Metric 3: By 2027, all students enrolled for 30+ days will, on average, work towards increasing their completion rate of core academic courses as follows: 8 units in Math
- LCAP Goal 2 Metric 3: 11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 7% in Math.

- LCAP Goal 2 Action 1: Allocating funds for Exact Path, an adaptive learning platform, to provide personalized learning experiences for students, targeting their individual learning gaps and needs in ELA and Math.
- LCAP Goal 2 Action 2: Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.
- LCAP Goal 2 Action 3: Allocate funds for hiring Math Intervention Specialists, English Intervention Specialists, English Tutors, and Math Tutors to provide targeted support and instruction for students struggling in these subjects.

#### **Area of Focus #4: English**

##### **Root Causes:**

- Decreased Small Group Instruction Participation: The use of existing virtual curriculum in SGI classrooms has disincentivized students from attending and has contributed to the decline of ELA performance and state assessment outcomes.
- Use of Artificial Intelligence (AI) is causing students to submit work that doesn't reflect their true writing abilities and this adversely impacts their performance on exams where AI is unavailable.
- Lack of Scaffolding in Writing: Curriculum assumes students already have essay-writing skills, but lacks scaffolding to build those skills, such as worksheets for writing essays or creating outlines.
- Lowered Expectations: Lack of accountability for ensuring students meet writing standards, leads to teachers often accepting incomplete work in the interest of building rapport. There is a need for higher accountability, especially for English Learners (EL) and Long-Term English Learners (LTEL), and a more data-focused approach, such as PLCs focusing on Hispanic students and using work samples for staff accountability.
- Professional Development: English achievement continues to be stagnant because completion is often mistaken for true engagement. Independent study teachers lack sufficient knowledge of essay structure instruction, and there has been limited targeted professional development and resources to support effective writing and literacy instruction in the independent study setting.
- Lack of Intentional Interventions for Special Populations: Special populations receive generic interventions without intentional scaffolding or data-driven decision-making to support individual needs.

##### **Measurable Outcomes:**

- LCAP Goal 2 Metric 1: On average, 68% of students will read at/ above their Lexile Band Level by 2027
- LCAP Goal 2 Metric 3: By 2027, all students enrolled for 30+ days will, on average, work towards increasing their completion rate of core academic courses as follows: 8 units in English
- LCAP Goal 2 Metric 4: 11th grade students will reduce the percentage testing at 'Standard Not Met' on the CAASPP by 4% in English.
- LCAP Goal 2 Action 1: Allocating funds for Exact Path, an adaptive learning platform, to provide personalized learning experiences for students, targeting their individual learning gaps and needs in ELA and Math.
- LCAP Goal 2 Action 2: Implementing Renaissance Star assessments to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.
- LCAP Goal 2 Action 3: Allocate funds for hiring Math Intervention Specialists, English Intervention Specialists, English Tutors, and Math Tutors to provide targeted support and instruction for students struggling in these subjects.

- Goal 2 Action 4: Charter aims to continue increasing and refining the use of benchmark assessments, personnel and overall resources to support students who are in need of specialized intervention.

### CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

During the course of the charter’s Comprehensive Needs Assessment, the following key findings emerged:

#### Areas of Strength:

- Increased points of contact with educational staff have led to improved completion rates across student populations. This is especially evident among middle school students and Students with Disabilities (SWD), who currently participate in cohort-based offerings. This approach has led to a change from “red” to “orange” in chronic absenteeism in the California Dashboard for our middle school population.
- Graduation rates have increased across most student populations, despite the school continuing to be identified in the "red" performance level on the California School Dashboard.
- Math SBAC scores have improved across all student subgroups, with the exception of students identifying as Two or More Races, and has led to change from “red” to “orange” on the California Dashboard.
- An overall rise in core course completion for all subjects and groups and growth in Grad Pace (5+ credits per academic month) with all student groups.

#### Areas of Focus:

- Intentional tracking of students to ensure post high school goals are created in addition to finding multiple ways to access CTE opportunities and Dual Enrollment in community college courses.
- EL population saw a decline of 6.2% and moved from the “green” to “orange” on the California Dashboard. Continued engagement with all students (EL & LTEL) to address the challenges specific to this student population.
- Refining how intervention systems are implemented throughout the charter for both math and English in order to ensure there is alignment and follow through from staff and students.
- Restructuring the delivery of small group instruction and re-evaluating the curriculum used in those courses will help increase student engagement and drive greater participation.

#### Themes:

- Credit reduction plans improved overall graduation rates but reduced students’ access to CTE and dual enrollment credits, negatively impacting the College and Career Indicator.
- There has been continued growth in credit completion across all subjects; however, this increase has not resulted in corresponding gains in SBAC performance, indicating that while students are completing more coursework, assessment scores remain stagnant.

- Staff need more professional development opportunities that are structured around planning, assigning, and the necessary components for student success in Math and English courses.

# 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](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).

