

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options for Youth - San Gabriel

CDS Code: 19752911996016

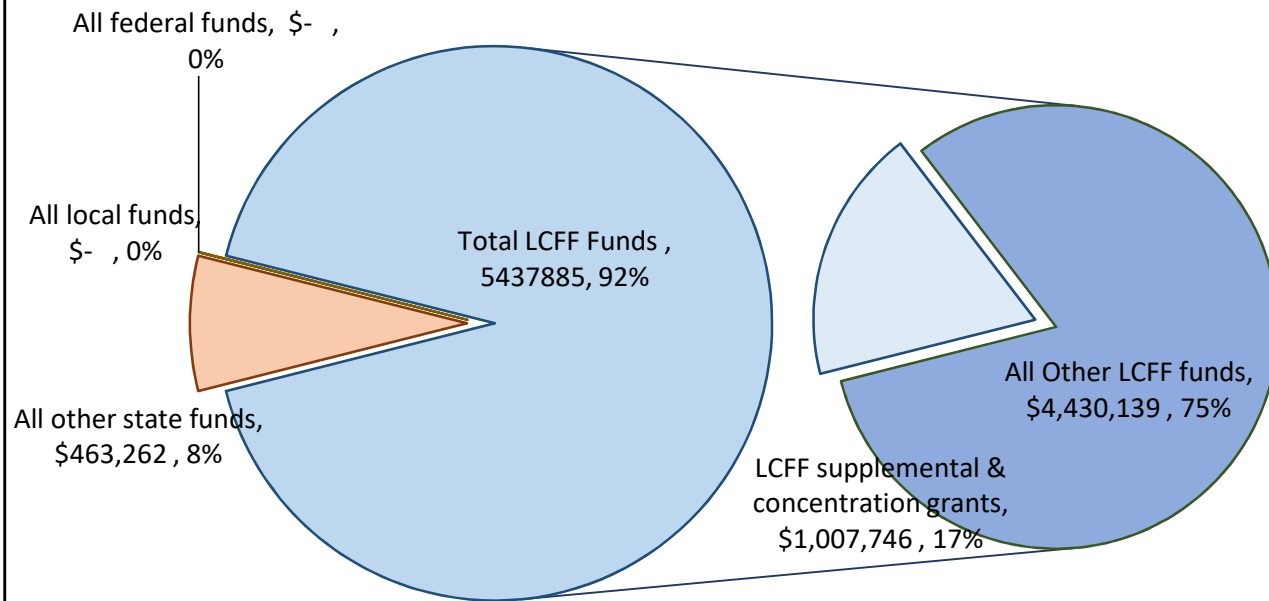
School Year: 2023-24

LEA contact information: Jodi Moreno, Principal, P: (626) 685-9300E : jmoreno@ofy.org

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

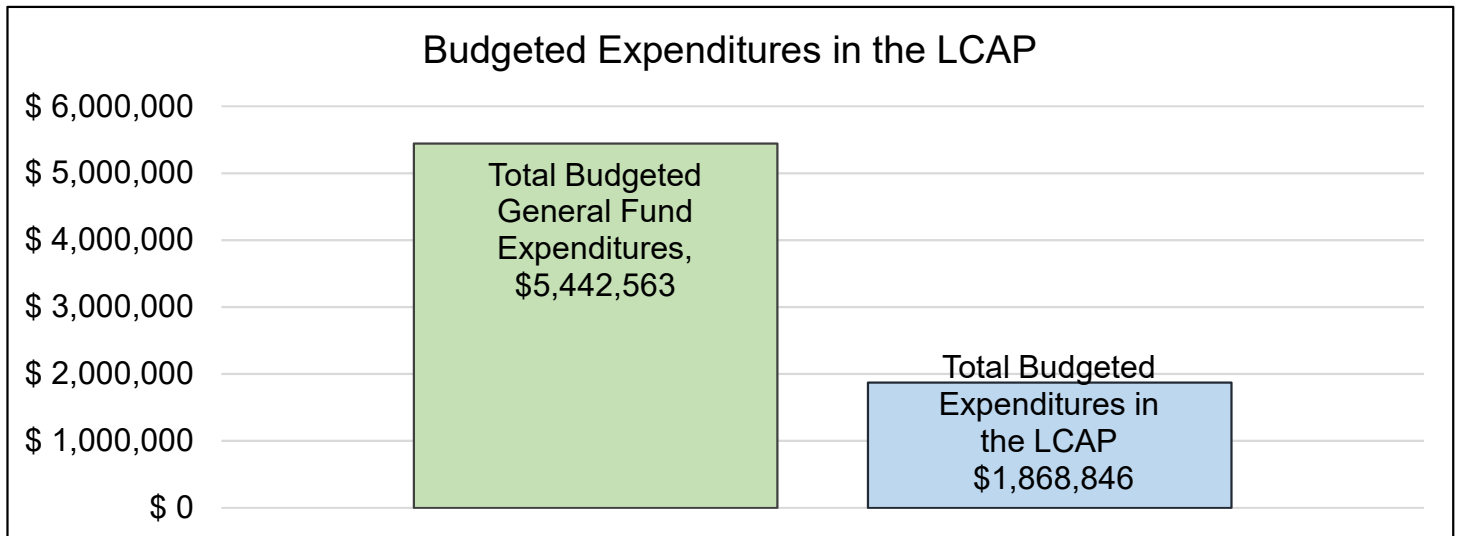


This chart shows the total general purpose revenue Options for Youth - San Gabriel expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth - San Gabriel is \$5,901,147.00, of which \$5,437,885.00 is Local Control Funding Formula (LCFF), \$463,262.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$5,437,885.00 in LCFF Funds, \$1,007,746.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options for Youth - San Gabriel plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options for Youth - San Gabriel plans to spend \$5,442,563.00 for the 2023-24 school year. Of that amount, \$1,868,846.00 is tied to actions/services in the LCAP and \$3,573,717.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

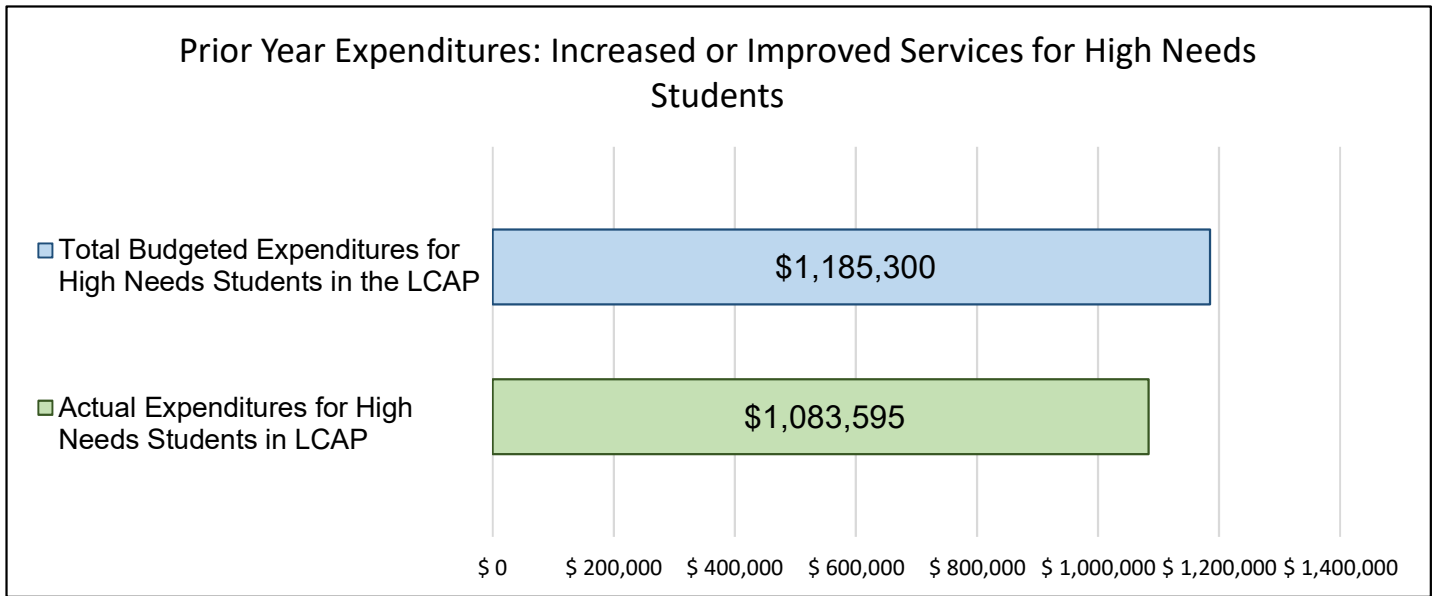
General Fund Budget Expenditures, for the 2023-24 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies), rent, general business expenses (i.e.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

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

In 2023-24, Options for Youth - San Gabriel is projecting it will receive \$1,007,746.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth - San Gabriel must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth - San Gabriel plans to spend \$1,007,746.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Options for Youth - San Gabriel budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Options for Youth - San Gabriel estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Options for Youth - San Gabriel's LCAP budgeted \$1,185,300.00 for planned actions to increase or improve services for high needs students. Options for Youth - San Gabriel actually spent \$1,083,595.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$101,705.00 had the following impact on Options for Youth - San Gabriel's ability to increase or improve services for high needs students:

The LEA allocated \$1,185,300 for high-need students in our 2022-23 LCAP and, as of April 2023, has spent \$1,083,595 on high-need students, which is \$101,704 short of our anticipated spending goal. The LEA still has two academic months left of the year and anticipates spending all our LCFF S/C funding for high-needs students by June 30, 2023. Therefore there is no impact on the actions and services or the overall increase/improvement of services to our high-needs students.

Local Control and Accountability Plan

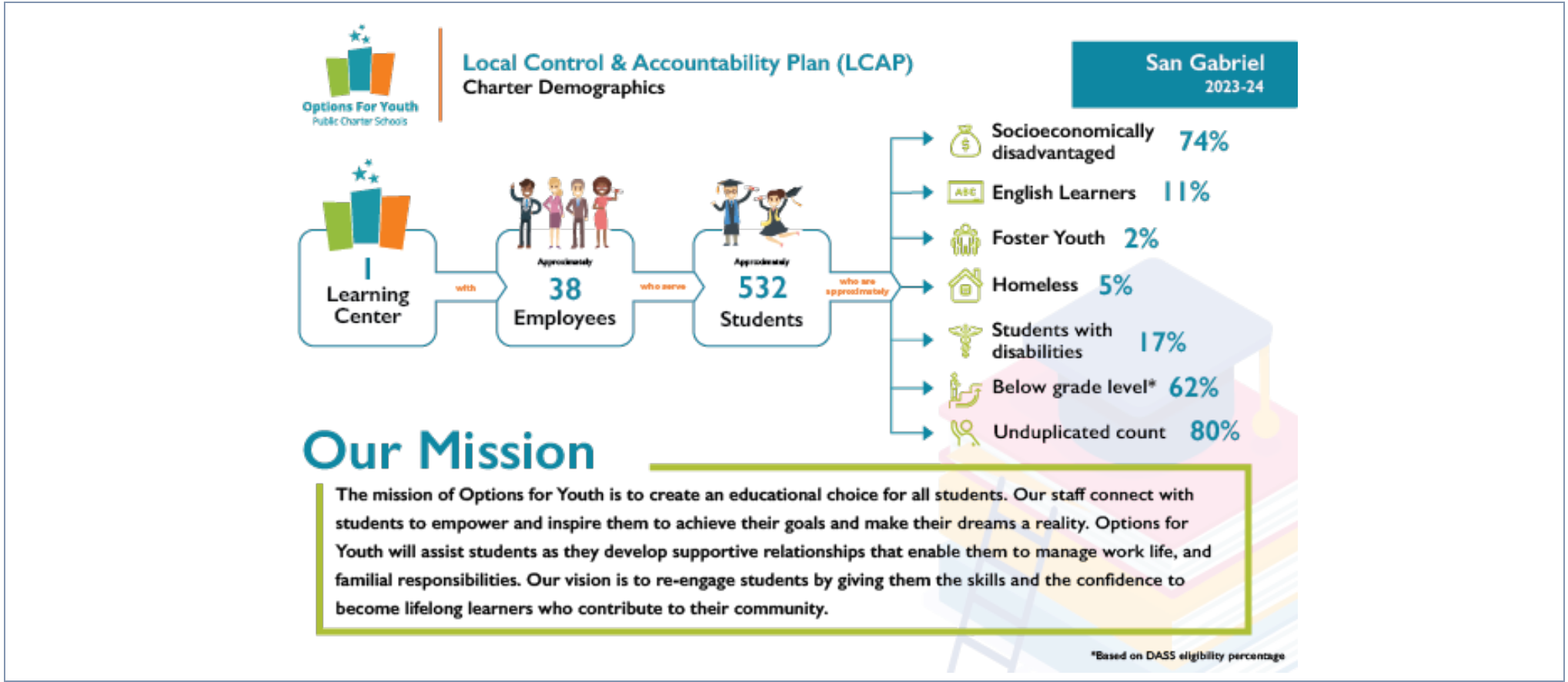
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth San Gabriel	Jodi Moreno, Principal	E: jmoreno@ofy.org ; P:626.622.0640

Plan Summary 2023-24

General Information

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



General Information:

Options for Youth-San Gabriel is located about 11 miles north of Los Angeles proper. Our students enroll with us significantly credit deficient and in need of severe academic support in order to catch up and graduate on time. We have noted an increase in our Socioeconomically disadvantaged population of students moving from 46% to 74%. This past year (2022-23) was our first year not being identified as a CSI school due to our increase in our DASS one-year graduation rate. It should be noted that with the change from the State to identify CSI low grad rate schools from a one-year cohort for DASS schools to a 4-5-year grad rate cohort aligned to traditional school districts, our school has once again been identified for CSI Low Grad rate for the 2023-24 school year. While we are still incredibly proud of the increase to our one-year graduation rate, it is clear that the change in formula has impacted DASS schools to a much greater degree than traditional brick and mortar schools. Of the 82 schools in Los Angeles County identified for CSI low grad rates, 72 of them were DASS schools. We have embedded our comprehensive support and improvement (CSI) plan into our LCAP which is focused on the identification of students in need of additional support to graduate. Our LCAP has been developed and driven by a comprehensive needs assessment, resource inequity review and Educational Partner engagement and feedback.



Educational Philosophy: Options for Youth San Gabriel public charter school ("OFY-SG") is a catalyst for quality educational options for all students to find the path to success. Our educational philosophy is based on the belief that all students, regardless of past academic performance or personal obstacles, are capable of graduating from high school with skills necessary to succeed in post-secondary education or the job market. We create access to excellence by giving our students necessary resources and empowering them to achieve their dreams and reach their full potential. We believe every student deserves a highly qualified teacher who believes in them and an educational program that supports their individual academic and social-emotional needs. OFY operates on the premise that students learn best when they feel safe in their learning environment and supported by teachers who have a genuine commitment to their individual academic and personal success. We recognize that our society will only thrive if every member of every generation is afforded the opportunity to earn a quality education prepared for the college or career of their choice. We believe an educated person in the 21st century is a self-motivated, compassionate, lifelong learner who possesses the academic and life skills necessary to contribute meaningfully to society. We believe our innovative approach to providing systems and multiple levels of support propel our students towards greatness.

Educational Program: Options for Youth San Gabriel is a single-site charter school with an Online Program component, located in the city of San Gabriel with a fluctuating student enrollment of approximately 400. Enrollment totals vary throughout the academic year since the LEA has open enrollment. The student body is composed of students that are enrolled from middle school through high school (7-12) and an age range from 12-22. Options For Youth San Gabriel opens its enrollment to students within the city of San Gabriel and neighboring communities outside of San Gabriel. Families have multiple reasons why they select OFY San Gabriel as their school of choice which include: accelerated progress, smaller setting, flexible schedule, one-on-one focus, and multiple learning modalities within our blended program. OFY San Gabriel provides an individualized blended learning program to its students, which gives educational partners a voice in the format they feel works best for them and their post-secondary goals.

Comprehensive Learning Experience: OFY-San Gabriel works with the district to offer a practical, proven educational option to high-risk youth who are not successful in the traditional setting. We serve at-risk students through a flexible blended learning model with a strong social emotional curriculum and high levels of one-on-one student teacher interaction. Our highly qualified teachers provide students with rigorous differentiated instruction, early academic intervention and 240 instructional days, thereby maximizing students' potential for academic and career success.

Educational Services: OFY-San Gabriel supports each student's academic needs, as well as their social and emotional needs which enables students to achieve the goal of becoming "self-motivated, competent, and lifelong learners." We know that an educated student thinks critically, poses questions, applies his/her knowledge to the world around them and is intrinsically motivated. We recognize the trend that at-risk students tend to experience school problems, social difficulties, and mental health issues at higher rates than non-high-risk students, and often require increasing frequencies of specialized attention in order to progress. OFY-San Gabriel's individualized approach to educating students is predicated on the recognition that students who are choosing OFY-San Gabriel may come to school with various academic, social, and emotional issues that impede academic progress. OFY-San Gabriel provides an alternative educational option for students who are disconnected from school or have experienced a great amount of academic failure and often have skill gaps due to academic and non-academic issues. OFY-San Gabriel supports each student's individual academic needs, as well as their social and emotional needs, which research has shown to be equally important in making academic strides and high school graduation a real possibility.

Lifelong Learners: OFY-San Gabriel believes that an educated person in the 21st century is a lifelong learner who possesses the following academic skills necessary to contribute meaningfully to society: read and analyze grade-level text, communicate with different audiences using oral and written language, use math to solve everyday problems, understand the scientific method, and how science impacts daily life. An educated person in the 21st century exemplifies the following non-academic skills and qualities: takes the initiative and is self-directed, adapts to and is flexible toward new situations, shows leadership and takes responsibility, is productive and accountable for work products.

SPSA / CSI / LCAP and Title Funding

Options for Youth-San Gabriel has integrated its School Plan for Student Achievement (SPSA) /CSI Plan into its LCAP further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment (CNA) and meet the needs of our students below grade level. The Charter has decided not to continue with Title Funds and has not accepted funding since the 2021-22 school year. While we recognize that Title funds

serve as valuable assets for targeted initiatives and programs that align with our school's mission and goals, our current financial status allows us to meet the needs of our students without relying on these funds. We will apply for a carryover waiver to exhaust the remainder of our 2021-22 funds within the 2022-23 school year and after June 30, 2023, any unspent funds will be returned back to the California Department of Education (CDE).

Reflections: Successes

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

Suspension Rate

Our school: 0.0%

State average: 3.1%



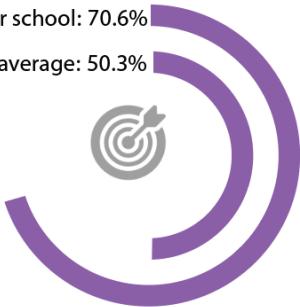
Suspension and Expulsion Data

Since Options for Youth San Gabriel’s teachers and staff continually build strong and meaningful relationships with students, the school is able to mitigate the behavior challenges that students may exhibit in other educational settings. Successful implementation of restorative practices and providing strong wrap around services for our students has contributed to the maintenance of a 0% suspension rate for our students. Restorative practices include using interventions that rely on behavioral and academic contracts that are formed with parents/guardians, teachers, students, and post-secondary counselors. Furthermore, OFY-San Gabriel offers student’s flexible schedules that allow students to choose academic appointment times that work best for them and their families. The focus on building staff and student relationships grounded in our core values of mutual trust and mutual respect remains to be the top priority at OFY-San Gabriel. For this reason, we were able to maintain our suspension and expulsion rate at 0%.

English Learner Progress

Our school: 70.6%

State average: 50.3%



English Learner Progress

For the 2022-23 school year, Options for Youth-San Gabriel EL reclassification has remained high with approximately 85.71%. Students' success in this category can be attributed to the EL Specialists providing English development support to students in a small group setting, students meeting with EL Specialists regularly for support in independent study curriculum, designated ELD courses are available for all students, and students developing an Academic Learning Plan (ALP) twice a year. The meeting to create the first ALP includes the student, parents/guardians, the Independent Study teacher, and the EL Specialist, and the meeting to develop the second ALP consists of only the student and teacher. The main purpose of the ALP is to ensure that students receive the support that they need in all of their core courses. The ALP forms include testing and unit completion data, learning strategies needed to scaffold instruction, and the student's learning goals and accommodations. Additionally, our continuous offerings through iLit and Exact Path that are taught by ELD specialists supported these remarkable results.

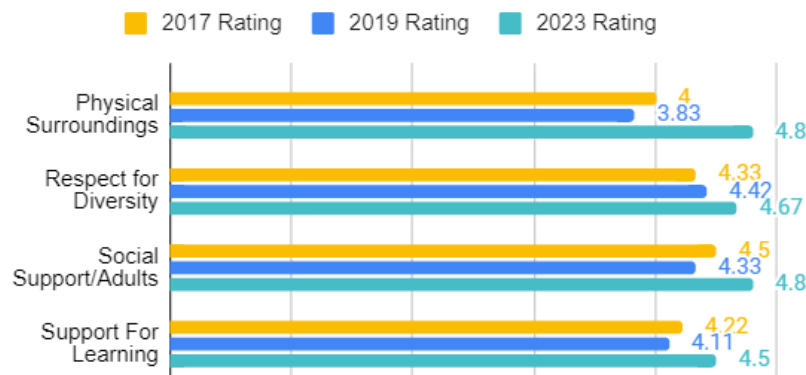
Monthly Student Progression (MSP)			
	2020-2021	2021-2022	2022-2023
All	80%	86%	87%
ELL	81%	85%	77%
FRMP	78%	83%	83%
Special Ed	76%	78%	82%
Foster Youth	61%	61%	45%

SWD

Students with disabilities are consistently seen as general education students first and foremost, the charter's students with disabilities will continue to be offered access to all coursework opportunities that the charter provides. During our IEP meetings, Special Education Specialists provide updates on progress towards graduation, progress on IEP goals, discuss progress on post-secondary transition goals, and review the student's course of study. Students with disabilities have shown growth through monthly progression the last 3 years, showing a 4.00% increase in progress from last year (21-22) to this year 2022-23. At OFY-SG, Special Education Specialists implement college and career awareness transition services for all students with disabilities in a frequency aligned with the services listed on each student's individualized IEP. This consistent individualized support continues to be a successful academic support service for our students with disabilities as shown in data above.

Staff School Climate Results

Lowest - 1 ↔ 5 - Highest



Personalized Professional Development (PD)

OFY-SG has invested in professional development paths for teachers, utilizing coaches to support teachers in their personally identified needs. We have seen that our culture and ongoing focus on successful PD was integral in supporting students' academic success and have continued to implement PDs to continue student success. Instructional Coaches conduct yearlong coaching cycles to provide all teachers coaching on instructional practices, observations, and instructional feedback for personal and student achievement and growth. Survey data has shown an increase in support of learning from 4.11 to 4.5 rating (5 rating being the highest). Coaching cycles consist of formal non-evaluative observations and walkthrough observations per semester for each teacher. In addition to the coaching cycles, teachers may be coached, observed, and provided instructional feedback based on current levels of classroom experience, curriculum familiarity, instructional needs, and strategy support. These levels determine the amount of coaching, observing, and feedback a teacher receives and how frequently. Coaching, observing, and feedback intended outcomes for the school is to cultivate, inspire, and support the needs of classroom teachers. Intended outcomes for coaching, observing and feedback varies by the need of each teacher, however, growth in instructional practices and strategies is the desired outcome. Respectfully, all intended outcomes are directly linked in improving student achievement and supporting student academic needs for success. This continues to contribute success in our retention and training for our highly qualified teachers and staff.

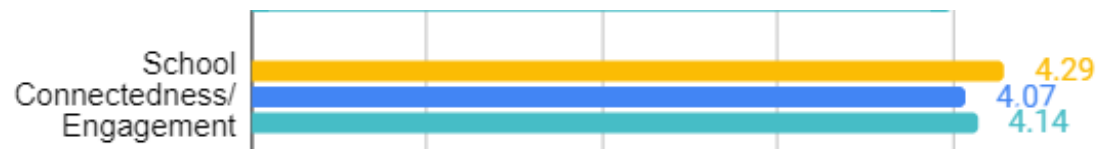
Educational Partner engagement and Social Emotional Development

Options for Youth- San Gabriel provides all Educational Partners with extracurricular opportunities that engage in community outreach, student support, and focus on student growth. Examples of these extracurricular opportunities are:



Through our School Climate Survey, continue to rate school engagement 4.16 average (out of 5) for the past 3 years. Parents 4.16 average (out of 5) and students 4.00 average (out of 5). Options for Youth-San Gabriel continues to use feedback from parents and students to improve and provide engagement opportunities that are diverse and culturally supportive. The charter is always seeking ways to improve to maintain or increase in our feedback ratings, as well as increase attendance to all offered engagement opportunities.

PARENT FEEDBACK:

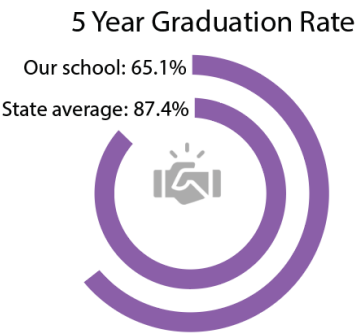


STUDENT FEEDBACK:



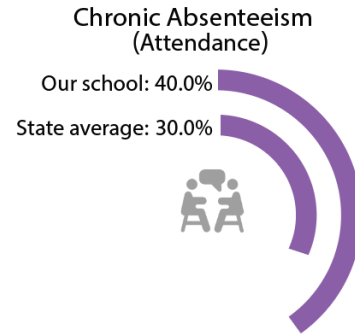
Reflections: Identified Need

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



Graduation Rate

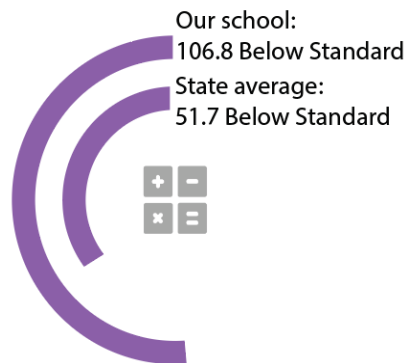
The Graduation Rate for Options for Youth - San Gabriel (OFY-SG) for Fall 2022 CA Dashboard 2021-22 $\frac{4}{5}$ year grad rate average= 65.1% graduation rate. In 2021-22 DASS 1-year Graduation rate: 86.49% There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 -5-year cohort grad rate which has impacted the way our school measures our graduation rate. Options for Youth- San Gabriel is committed to provide all academic resources to support the success of our students towards graduation. Our Post-secondary counselors continue to work to track and monitor the academic progress of 12th graders regularly throughout the year communicating progress and concerns to all Educational Partners. OFY-San Gabriel continues to strive to close achievement gaps in graduation rates observed among the local district but it was good to see that it is performing better than the state average. Our focus will be to provide more opportunities for our students to meet with our post-secondary counselors. These opportunities will include students help through workshops, Grade level meetings throughout the year to help support students in transitioning between high-school, college and job training. Options for Youth-San Gabriel will also increase Career Chats, College Application workshops, and parent nights. These workshops will provide students with the confidence and tools necessary to transition and move onto the next steps of their education.



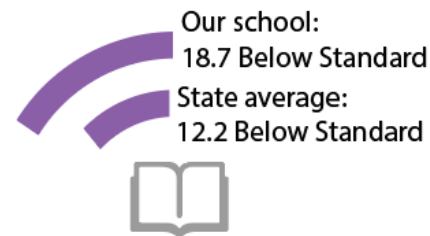
Chronic Absenteeism

Options for Youth-San Gabriel experienced a significant increase in middle school population. Our school's middle school population group, on average from 50-64 students throughout the school year for 2022-23. We recognize that there is a need for more intentional planning around middle school schedules, curriculum support, and preparing students for middle school. We believe that there is not enough instructional support for middle school students, a need for middle school cohorts, and curriculum updates are the root causes of middle school chronic absenteeism. Adjustments to our independent study program is also a key area that needs improvement. Despite these challenges, we have made some effort to improve the need for our middle school student population. During the 22-23 school year, we focused on tracking our middle school students' academic progress, testing levels to address instruction needs and increase in middle school instruction through teacher professional development to better serve the needs of our students. In using data-driven decision-making and working collaboratively with our stakeholders, we are confident that we can help our middle school students succeed.

Math Performance Indicator



ELA Performance Indicator



Continued ELA and Math Growth

Options for Youth-San Gabriel has continually demonstrated prioritizing growth and support in ELA and Math. We were able to demonstrate increases in both Math and ELA when looking at our complete population. This year's internal data reflect a drop from 22/23 completion of average units per month: EL English: 5.85 units (1.24 decrease) Math: 5.64 units (.45 decrease) , Low Income English: 5.69 units (1.28 decrease) Math: 6.02 units (maintained), Foster Youth English: 1.4 units (10.26 decrease) Math: 3 units (5.66 decrease), Homeless English: 4.40 units (maintained) Math: 6.23 units (2.33 increased). OFY-SG will primarily focus on students actively completing their English course work required for graduation. We provide various modalities for students to complete their English courses beyond our independent study curriculum. Students have the option of completing their English classes through Direct Instruction classes offered every semester, through Student Activity Workbooks (SAWs) (and the accompanying textbooks), or through our Edmentum software which provides online interactive courses. The variation in course offerings allows us to expose students to a variety of learning environments to find what best supports each student in their academic course of study. OFY-SG also provides students with English tutoring and additional appointments for students that need individualized pacing and independent study curriculum support. OFY-SG provides additional enrichment classes through Exact Path for students that are assessed below grade level through our RenSTAR testing. The goal is to provide students the foundational skill required for them to reach mastery in their grade level course work.

OFY-SG will ensure that students are actively completing their Math course work required for graduation. Similar to our English courses, students have the option of completing their Math classes through Direct Instructions classes, Student Activity Workbooks (SAWs), or Edmentum online courses. OFY-SG will also provide students with Math tutoring with our Math Intervention Specialists and/or our Direct Instruction Math teachers. As an additional support, enrichment course, and intervention, we offer Exact Math courses through Exact path to support students assessed below grade level through our RenSTAR testing, or for any students who would like to work on foundation skills in mathematics. Again, our goal is to ensure that students have the necessary support to reach mastery in their grade level course work and to test accurately into their identified grade levels in future testing administrations.



College and Career Preparedness

Options for Youth-San Gabriel continues to work towards improving our College and Career indicator. Through CNA data analysis, findings continued to show a low improvement towards this indicator. We will continue to hold senior meetings for all seniors during the school year provided by our Post-Secondary Counselors to increase our current 67.79% of seniors completing their post-secondary plan which exposes

them to various post-secondary offerings to 90% or above. OFY-SG will offer CTE courses that will contribute towards career preparation and certification completion. Our school will also focus on professional development and training for our teachers to help them embed college and career curriculum, conversations and proportion within their instruction. Additionally, our main goal will be to create a school culture that is geared towards college and career awareness, creating this through workshops, awareness campaigns, school initiatives towards student interest and courses leading toward career certifications.

LCAP Highlights

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

Options for Youth San Gabriel strategically developed 2021-2024 LCAP goals and action items to support or improve math and English academic learning outcomes, graduation rates, college and career readiness rates, social-emotional health and development, chronic absenteeism, EL student reclassification, and RenStar testing based Lexile growth for students.

For the 2023-24 school year, a continued area of focus for OFY-SG will be continuing to increase graduation rates in order to exit CSI identification and college and career readiness rates by reallocating resources to ensure that students have increased access to post-secondary opportunities and additional academic support in order to be able to achieve their high school and post-secondary goals. Additionally, OFY-SG will work on student engagement through social-emotional learning workshops, school events and post-secondary counselor meetings. OFY-SG will focus on our internal benchmark assessment scores in the 2023/24 school year to identify learning loss and provide necessary interventions to all identified students, focusing on content specific support based on student assessed grade levels. OFY-SG is actively working on an upward trajectory toward academic growth by increasing core course completion rates, incorporating ELA & Math intervention services, and providing professional development opportunities for teachers to learn about adding new and appropriate technology into the classroom.

OFY-SG has incorporated iLit, a designated ELD curriculum, into EL classrooms to provide further support for EL students to reach their language goals. Students with Disabilities (SWD) have additional supports built in to access the general education curriculum, as identified in their Individualized Education Plan (IEP), which is modified yearly to support their academic and personal goals. Students with Disabilities (SWD) are continuously provided with opportunities to join small group instruction courses directed toward ELA and Mathematics, and provided with additional support by the Special Education teacher. For the 23-24 school year, Options for Youth - San Gabriel will continue to focus on science as an area to support CAST performance efforts. Specific emphasis will be placed on CAST content areas, which will be covered through the Direct Instruction curriculum, as well as in additional test prep.



4 LCAP Goals



1

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

Actions & Services being utilized to push this goal forward in the 2023-24 year:

- Students with Disabilities (SWD) intervention, support, and instruction
- EL individualized support and instruction
- Professional Development - EL Specific
- Homeless Services
- Implementation of research-based interventions
- Supports for students with exceptional needs
- Parental involvement/Educational Partner engagement for unduplicated student groups

2

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

Actions & Services being utilized to push this goal forward in the 2023-24 year:

- Professional Development opportunities
- Intervention services and benchmark assessments
- Basic services
- Broad Course of Study

3

To promote pupil achievement through Priority 4, pupil engagement within Priority 5 the LEA will ensure the achievement and attendance of all students, and particularly for Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP), will be implemented through the metrics and actions outlined in Goal 3 to expose all students to college and career pathways in order to positively impact progress toward graduation and post-secondary readiness. Priorities: 4, 5

Actions & Services being utilized to push this goal forward in the 2023-24 year:

- Post-Secondary plans/Student Trac
- Post-Secondary events
- Develop CTE and dual-enrollment options for students
- Provide college readiness cohorts

4

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

Actions & Services being utilized to push this goal forward in the 2023-24 year:

- Parent involvement and stakeholder engagement
- Social emotional development, learning and resources
- School safety

Areas of Focus for 23/24 School Year

Maintaining our graduation rate at or above 87% to ensure work toward exiting CSI identification

Maintaining a 0% suspension rate and 0% expulsion rates

Bilingual Scholars making progress toward English Language proficiency

Meaningful Educational Partner engagement

Combating learning loss and accelerating learning

School Safety and Connectedness

Improving our math student outcomes on internal and external benchmark assessments by offering evidence-based interventions

Distance learning as an option for those not comfortable joining live instruction. The program accommodates various reading levels by using a variety of instruction strategies including spoken text, transcripts of videos, interactive dictionaries, and the ability to have the text read to the student in their primary language

Options for Youth San Gabriel is committed to combating any learning loss that may have occurred during the 2022-23 school year as a direct result from COVID-19. We will continue implementing the Pupil Learning Loss and Strategies of Support identified below and hope to accelerate learning and work with all Educational Partners to ensure students are progressing and meeting their educational requirements within our program.



Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Options for Youth - San Gabriel (OFY-SG) was identified for Comprehensive Support and Improvement (CSI) due a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a $\frac{4}{5}$ year cohort grad rate. This change has impacted the charter by being identified for CSI for the 2023-24 academic year. The LEA plans to reflect upon current practices and make adjustments to our program as needed. By doing this, we hope to increase our graduation rate, improve our Math Performance and College/Career preparedness. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2023 release with all Educational Partners and collaboratively establishing program practice goals based on the following indicators: These areas include Math SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into its 2021-24 LCAP and has incorporated LCAP educational partner engagement feedback to tie together our CSI focus areas and our LCAP focus areas. The LEA utilized our Educational Partner feedback through a comprehensive survey gathered once a semester and through various educational partner engagement events throughout the year.

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

OFY-San Gabriel strives to have a one-year graduation rate annually above the statewide average (85%). The LEA developed its CSI plan alongside our 2021-24 LCAP using the CA Dashboard results released in Fall 2022 and the 2022-23 CNA findings and internal data. CNA Findings and student performance from the CA school dashboard will set forth our 2023-24 CSI plan, which is now part of our LCAP goals, metrics, and actions. Our CSI plan will include an analysis of this data, including identification of Evidence-Based Interventions (EBI) and resources inequities identified for implementation that will have positive student outcomes. Evidence-based interventions were identified and selected to address our performance indicators on the CA Dashboard to help boost our student performance outcomes. OFY-SG has also incorporated the goals, metrics, and actions outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA (CSI Plan).

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

Comprehensive Needs Assessment Findings:

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

Math

Students in special populations have a higher percentage of not meeting the Math standard goals.
Students are performing lower on Math SBAC than ELA SBAC.

Our SWD with a “Not Met” performance indicator is 8.04% difference below 11th grade students' “Not Met” indicator on the SBAC for our 21-22 school year.

Our EL student group had a “Not Met” performance indicator 10.12% difference below 11th grade students' “Not Met” indicator on the SBAC for our 21-22 school year.

81.25% of EL Students are in the "Not Met" category in SBAC math performance.

Our 8th grade student population had a lower percentage of 50.00% with a “Not Met” indicator compared to 73.21% for our 11th grade student population.

Our math intervention course had a 43.75% all student completion rate in 2021-2022.

Grad Rates

2020-21 to 2021-22 saw an overall decrease in grad-rates. We are concerned about learning loss trends and social emotional concerns that arose as students returned to school after having gone through virtual learning.

Our EL students had an increase in enrollment and with that a decline in graduation rate with a 63.20% grad rate in 21-22 compared to 81.80% in 19-20.

Our homeless student population had the overall lowest grad rate at 52.9%

Drop out grad rates in 21-22 for all students was at 65.10%, bringing concern to having to fall back into comprehensive support and improvement status.

College and Career

Our students with disabilities (SWD) student group have the lowest percentage in 2021-22 on the A-G track.

On the 2021-22 California Dashboard, our socioeconomically disadvantaged students and Hispanic student population continue to be very low on the indicator.

12.1% of all students were college and career prepared in the 2019/20 school year as reflected the CA Dashboard.

Other

EL Credit attainment of 5 or more units have increased between 20-21 and 21-22 school years by 12.77%, additionally increasing 4% in monthly student progress between the same school years.

Increased Parental and Student input in surveys, achievement chats, School Climate, LCAP, LCP, School Site Council.

Math Intervention participation rates are not 100%

Area of Focus: Math

Root Causes:

Most students are not consistently working on math or our intervention curriculum offered.

Students are engaging in Integrated Math Curriculum in previous schools and change to on-content math in our schools. (ex. Algebra 1, Algebra 2, etc.).

Students enroll deficient in math and with learning gaps.

Measurable Outcome: The charter aims to maintain or improve its Math RenSTAR intervention tiers for each student group.

Area of Focus: Grad Rates

Root Causes:

Students enroll with the school deficit in credits.

Students are experiencing learning loss due to COVID emergency.

Student loss of motivation due social/emotional engagement has decreased.

Need for Senior Cohort focus (school-wide), including professional development for staff to support in this area

Measurable Outcome: Charter strives to have a one-year graduation rate annually above the statewide average (85%).

Area of Focus: Interventions

Root Causes:

Additional support staff such as tutors needed in focus areas.

Students need foundational skills to help close the gap.

Staff working with students to help engage in intervention curriculum.

Measurable Outcome: Retention, maintenance, and recruitment of credentialed staff in order to aid in core course student progression.

Area of Focus: College and Career

Root Causes:

CTE courses are not currently offered to all our students

Staff training needed to understand college and career preparedness indicators

School Culture buy in towards a college and career focus track needed

Measurable Outcome: College and Career Preparedness through an increase in Dual Enrollment and CTE

Root Causes:

Students enroll with the school deficit in credits.

Students are experiencing learning loss due to COVID emergency.

Student loss of motivation due social/emotional engagement has decreased.

Need for Senior Cohort focus (school-wide), including professional development for staff to support in this area

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Measurable Outcome: Retention, maintenance, and recruitment of credentialed staff in order to aid in core course student progression.

Area of Focus: College and Career

Root Causes:

CTE courses are not currently offered to all our students

Staff training needed to understand college and career preparedness indicators

School Culture buy in towards a college and career focus track needed

Measurable Outcome: College and Career Preparedness through an increase in Dual Enrollment and CTE

Comprehensive Needs Assessment Trends/Themes Identified:

One major trend that was identified throughout the CNA and impacts multiple areas of focus is the need for streamlined implementation of interventions to best serve our EL, Foster Youth, & SWD populations. The charter specifically identified:

EL student's low achievement on Math benchmark assessments

Low completion rates of intervention courses for all assigned students

Low SWD populations engaged in college and career preparedness courses

Overall, there is a significant difference between the achievement in the general student population in comparison to English Learners (ELs), SWD population and Homeless. These student groups show the greatest discrepancies in SBAC and RenStar scores, graduation rates, and College/Career Preparedness as compared to the general student population. Our priority will be to have intentional focus on resources and support towards academic success and inequities of subgroups. OFY-SG will look at guiding our teachers, support staff and overall school culture towards promoting equal success and providing resources toward closing these identified gaps for our students.

Data Utilized to conduct our Comprehensive Needs Assessment:

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenStar), EL reclassification data, monthly student progression, graduation rate, College and Career Measures. Qualitative data gathered for the CNA include Educational Partner surveys and staff feedback

Evidenced-Based Interventions (EBI)

Based on internal data, our CNA and the CA dashboard performance indicators the charter has identified the need to continue offering a math intervention program for students who are underperforming. To evaluate the effectiveness of our interventions with students during the 2022-2023 school year, we are able to track the progress and achievement of our students who were involved in our intervention programs during that time internally based on their performance on our RenSTAR test. The charter will continue to utilize the evidence-based intervention program Exact Path during the 2022-23 school year for students who performed below benchmark on our internal assessment through RenSTAR. Students take this internal benchmark assessment three times a year to reflect growth, especially following completion of

our intervention methods. This data will continue to be pulled early in the school year to determine which students are performing well below grade level/are experiencing learning loss, and therefore require the most proactive level of intervention. Student support teams will also weigh in on which students need additional support, and decide whether Exact Path is an appropriate intervention based on their given skill deficits. Based on these criteria, students will receive targeted and individualized math support from the Math Intervention Specialist, with supplemental support through Exact Path, which will target the specific categories that students did not successfully demonstrate their skills in on the RenSTAR test. In these cohorts, the Math Intervention Specialist will individually support students with their Exact Path curriculum to meet the needs of specific students while ensuring that they are also progressing in their core math courses. A more individualized cohort setting and increased availability will provide more students the opportunity to receive this intentional and direct form of intervention. Staff have been trained on Exact Path in order to increase student engagement with our math curriculum and support students in their Exact Path and intervention journey. The goal will be to have students increase their RenSTAR scores and SBAC scores, as this will demonstrate that they are prepared for post-secondary plans in college level courses.

Exact Path:

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

Students will be identified for intervention based on RenSTAR mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent intervention levels based on RenSTAR test results to determine an appropriate intervention plan. The LEA will use Exact Path-Math as an Intervention tool during the 2023-24 school year. Exact Path-Math is a flexible curriculum platform that takes a personalized approach to create individualized learning plans for K-12 students in mathematics.

Student intervention plans in the 2023-24 school year will be more strategic and may include adding math enrichment appointments to a student's schedule. During these academic appointments students will meet with a Math Intervention Specialist (MIS) or Math tutor to receive support in either a one on one or small group setting. Students will navigate Exact Path during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Exact Path-Math will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these sessions and will regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Exact Path can be utilized in the classroom to fill in any gaps of knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Exact Path we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

Educational Partner Involvement Process

School Site Council (SSC) / Parent Advisory Committee Educational Partner Engagement:

SSC members were nominated and then elected to serve for a one-year term. All members received overview training on the following to ensure robust dialogue and engagement.

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

All agendas and meeting notices were posted to our websites to further encourage participation.

SSC/PAC Meeting Dates:

- May 24, 2023
- April 19, 2023
- January 12, 2023
- November 1, 2022

Options for Youth -SG is devoted to ensuring that all Educational Partners are a part of the LCAP process. Principals and Administrators met to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. Additionally, Principals and Administrators met regularly with the School Leadership team to discuss LCAP goal development and how to best ensure that the needs of all students are being met by the actions and metrics proposed. EL Specialists, Special Education Specialists and additional teachers also attended LCAP meetings and supported the development of LCAP metrics and action items specific to Students with Disabilities (SWD) students, and our EL learners. LCAP Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-SG educational program and to inform the development of LCAP goals for the upcoming school year.

OFY-San Gabriel has reached out to Educational Partners through Achievement chats to receive direct feedback to create a robust instructional plan. Teachers also provided input to teams through center meetings based on input during conversations via phone and google hangouts that they had with parents. Some parents reached out by phone to give feedback, emailed questions and responses through email and commented on social media postings. We encourage feedback through live interaction such as Google hangouts, phone calls (for those without internet access), texts, and social media on an on-going basis to continually increase communications with all Educational Partners. Teachers have weekly contact with families to ensure an open line of communication. During this time, staff have open dialogue to give live feedback, ask questions, and contribute to the overall plan.

OFY - San Gabriel sent emails, Newsletters and text messages to families and students that included our educational partners surveys in Fall 2022 and Spring 2023. The survey link was posted on the school's social media account. The surveys for students and parents/guardians were written in English and Spanish to ensure they would be accessible to a broader family range. These feedback surveys continue to be our main source of informational feedback and connection with our students and families. We continue to discuss the importance of surveys throughout the school year to provide preparation upon survey release and higher survey responses.

Throughout the school year, staff participate in Professional Learning Communities (PLCs), where topics of significance are highlighted and brainstorming is done as a team. Following these PLCs, surveys are conducted to receive teacher feedback, used to guide future Professional Developments and PLCs. Instructional staff are also connected with on an individual basis at least twice a year to identify areas of professional growth, and brainstorming is conducted with the instructional coach to progress in those areas. There are many opportunities for reflection throughout the year in order to create more successful upcoming school years, with staff who feel prepared and continue to grow as educators. Additional feedback was collected from center meetings and an In-Service held in August, December, and June. Highlights from the plan were also presented at the School Site Council Meeting and educational partners through digital communication.

CNA Educational Partner meeting was held in the 2022-23 school year to discuss needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR, California Dashboard and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all Educational Partners during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a variety of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers, Post-Secondary Counselor, English Learner Specialist and instructional support staff.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met in person on March 9, 2023 to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council feedback.

Resource Inequities Review:

The outcomes of the comprehensive needs assessment provided us the three areas of focus necessary to address systematic learning needs.

Actionable inequities that were identified by the Charter during their Resource Inequity Review: and that are priorities for the Charter to address in their School Improvement Plans are as follows:

Dimension 2 - Empowering, Rigorous Content

Increase awareness and participation in AP Course offerings and CTE courses

Dimension 3 - Instructional Time and Attention

Strengthen process for identifying students in need of intervention and participation in those interventions

Dimension 4-Early Intervention

Use intervention tools for students that are identified as Urgent Intervention through our internal RenSTAR assessments

Dimension 6 - Family Academic Engagement

Need increase in offerings and participation for parent engagement - pandemic has impacted this area

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Use intervention tools for students that are identified as Urgent Intervention through our internal RenSTAR assessments

Dimension 6 - Family Academic Engagement

Need increase in offerings and participation for parent engagement - pandemic has impacted this area

Increase percentage of parents receiving communication in their home language

Dimension 8 - School Leadership Quality

Improve PD support for APs and principals

The Charter's plan on addressing these inequities:

Identifying additional data sources for early intervention identification and assignment

Assess current intervention support to determine any changes and/or additions needed.

We will continue to strengthen awareness and training on our intervention tools for our teacher to provide appropriate support and use towards student success.

Identify areas where parents can be reached more effectively to increase participation in engagement opportunities, in person, virtually, and asynchronously.

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 Gabriel will continue to monitor the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls from RenSTAR Benchmark testing and formative assessments, as well as individual student tracking and documentation.

The charter will monitor the implementation and effectiveness of the CSI plan that has been embedded into our LCAP through identified quarterly monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. Current data will be analyzed with all Educational Partners through a collaborative process that will include college and career student performance, graduation rates, and internal Benchmark assessment scores, in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan. The charter will work with staff to coordinate reflection on data quarterly and report progress to support continued implementation effectiveness and provide feedback of impact on student outcomes to all Educational Partners. The Parent Advisory Committee will contribute to monitoring and evaluating the implementation and effectiveness of the CSI plan at each meeting during the school year. Specific CSI data includes intervention and progress towards moving our graduation rates in the direction of getting back to 68% or above graduation rate. Furthermore, the charter will continue to monitor and evaluate the effectiveness of our CSI plan by conducting a Comprehensive Needs Assessment annually, which will include Educational Partner collaboration and feedback to identify areas of growth. The LEA will continue to assess evidence-based interventions to combat learning loss and improve overall student learning. We expect that the implementation of our research-based interventions will continue to positively affect our graduation rates, Chronic Absenteeism, and will improve our math scores through consistent and careful monitoring of student progress. All Educational Partners will be focused on maintaining our graduation rates to be at or above 68% and to move our Math and Chronic Absenteeism indicator towards positive increase.

Goal data will continue to be collected and tracked at the end of every school month and will be monitored and analyzed every quarter by the Charter leadership team. Data will continue to be analyzed and shared with all Educational Partners at least once a semester during Educational Partner engagement events. Additionally, school leadership and staff will participate in data dives to review student assessment data, which drive instructional decisions. We will utilize RenSTAR assessment data after each testing window to ensure all students have been identified, and measure the efficacy of our intervention programs and adjust as needed. RenSTAR benchmark assessments are used to gauge comprehensive skill growth, which are nationally normed and aligned with CCSS. The implementation of the RenSTAR assessments allows the school to delve into the mathematics data, evaluate math curriculum, and compare students' skill growth to that of students at other charter schools and around the nation. This computer-adaptive assessment tool allows for the measurement of student math skill levels shortly after enrollment and math growth over time. The test gives the instructor a diagnosis of the math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in math. By testing the entire student body, the school is able to track growth in mathematics of the student population as a whole.

In addition, the RenSTAR Assessments allow the school to design formative and summative assessments that align with the school's specialized curriculum. Students are regularly tested to assess math level growth and the appropriateness of the program for meeting their individual needs. In monitoring the charter's progress towards exceeding our graduation goal our Post-Secondary School Counselors and school leadership will meet on a monthly basis to identify students who have fallen behind and need intervention. The charter will continue its implementation of a senior tracker so that the entire Senior Support Team can remain cognizant of students' pace towards graduation. This tracker will enable teachers and staff to observe trends in student progress and be proactive in addressing any concerns.

The Parent Advisory Committee (PAC) meets annually to review the collected data and develop interventions and strategies as well as monitor progress throughout the school year. School Counselors, teachers, coaches, and Assistant Principals of each school site will continue to compile data to share with the Educational Partners on the progress of each metric. The charter will continue to survey all Educational Partners throughout each school year, and monitor the results to include the development of ongoing interventions and strategies. This report will be compiled each quarter and submitted to the School Board. Support to build Educational Partner capacity for continuous improvement includes analyzing data with the staff and PAC. Each of these groups will have multiple opportunities to discuss and inquire about the charter's CSI progress during their meetings throughout the school year. Resources provided to staff include access to monthly intervention trackers and professional development related to improving outcomes in our CSI metrics and increasing student learning. Resources provided to our school parents include Parent Engagement events and semesterly Achievement Chats, which increase parent participation and capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan.

Engaging Educational Partners

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

The LEA consulted with its educational partners listed below on the stated dates to review and plan the LCAP/Annual Review and Analysis as well as our SPSA development and Annual Review. OFY San Gabriel Philosophy on meaning educational partner engagement is that all Educational Partner engagement meetings and activities provided insight, collaboration and direction for the LCAP and SPSA Goals, Actions, and Services. Building mutual trust and respect is always at the forefront when engaging our educational partners. As indicated in our Local indicators (Priority 3), OFY-San Gabriel continues to support our educational partners through a wraparound approach. Creating an inclusive and supportive learning environment. Our educational partners are given the opportunity to collaborate with teachers and staff through semesterly achievement chats, requested teacher/parent appointments, engagement nights and open houses, and LCAP/School Climate surveys. Families are sent information by utilizing multiple means of communication such as phone calls, emails, Remind, Back to School Night, Open House, fliers, social media, and School Messenger. All feedback is collected, analyzed, shared, and considered prior to the finalization of the LCAP and SPSA. The LEA has provided a list of engagement sessions and events that were held throughout the 2022-23 academic year.

The SELPA Consultation: The LEA met with its SELPA on May 16, 2023. The feedback provided was positive and the SELPA recognized that the efforts and attention emphasized on our Students with Disabilities (SWD) in our LCAP are appropriate for this student population. Our SELPA was complimentary of how well written our LCAP is and that Students with Disabilities are incorporated throughout the LCAP ensuring a comprehensive approach to serving students with disabilities.

Teacher/Staff Meetings/ In-Services:

9/13/22, 11/1/22, 2/7/23, 5/2/23 - Professional Learning Communities. Explored LCAP as well as current outcomes to identify trends, successful practices and further action items to consider. Data Dives were held on 9/22/22, 2/14/23, and 5/2/23 to explore benchmark testing outcomes and performance, to recommend additional support to our students in need, through our intervention program, Exact Path.

Student - Achievement Chats: Fall semester achievement chats - December 2022; Spring semester achievement chats May 2023
During these meetings our teachers met with each student and their parent to review the student's progress so far for the semester/school year, reviewed student outcomes and set goals for the coming months. During these meetings teachers engage in conversations with families to find out what is working well for each student as well as supports still needed to ensure success.

School Improvement Feedback Surveys:

October 2022, Fall School Improvement Survey sent to all educational partners

April 2023, Spring School Improvement Survey sent to all educational partners. February 2023 School Climate Survey sent to all Educational Partners

School Site Council (SSC) Meetings:

- May 24, 2023
- April 19, 2023
- January 12, 2023
- November 1, 2022

Governing School Board Meetings:

09/19/22, 12/05/2022, 01/23/23, 3/20/23, 05/22/23, 06/22/2023: Board Meeting agenda linked to each date

The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Ed Code:

The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on or before June 19, 2023 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the agenda for review and

public comment. The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on June 22, 2023. The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June 22, 2023 and the Board voted to Adopt the 2021-24 LCAP.

A summary of the feedback provided by specific educational partners.

After administering the LCAP survey and across several educational partner meetings such as SSC/PAC, Back to School Night, Open House there were several trends identified based on the feedback received from community members and can be found below.

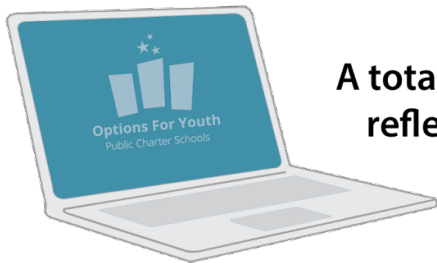
Fall 2022 trends and feedback:



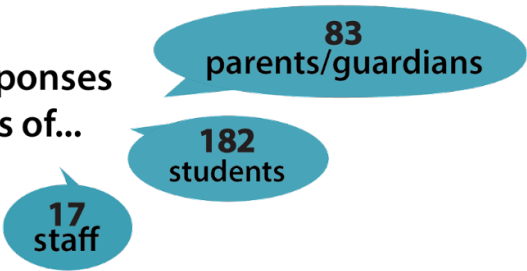
Educational Partner Engagement
Fall Survey | 2022

San Gabriel

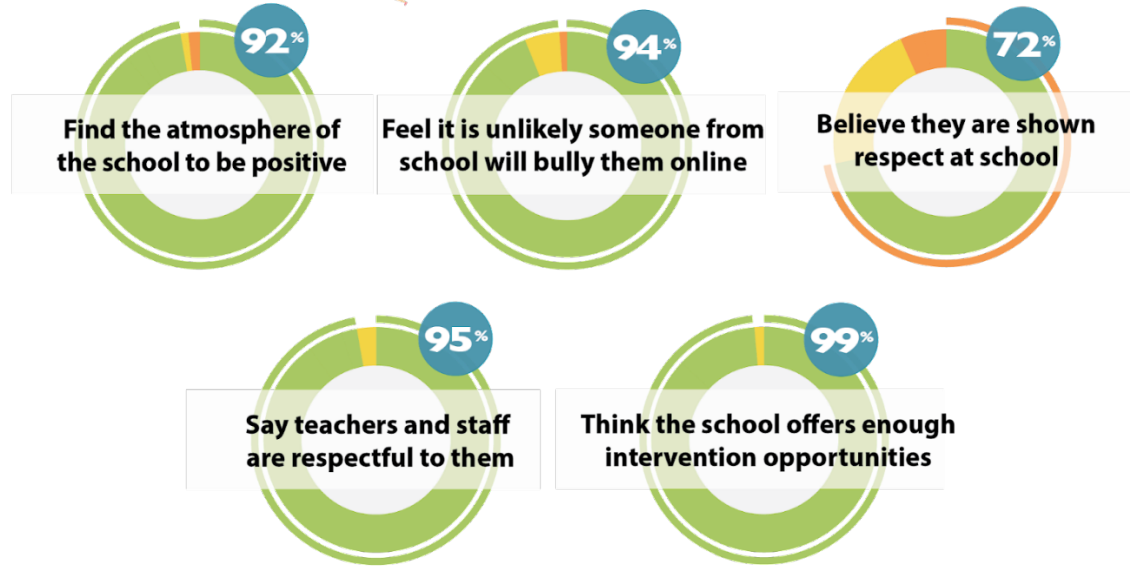
During **October-November 2022**, an online survey was administered to students and staff, and distributed to parents, asking for feedback on programs and supports for students, overall school climate, and educational partner engagement.



A total of **282** responses
reflect the views of...



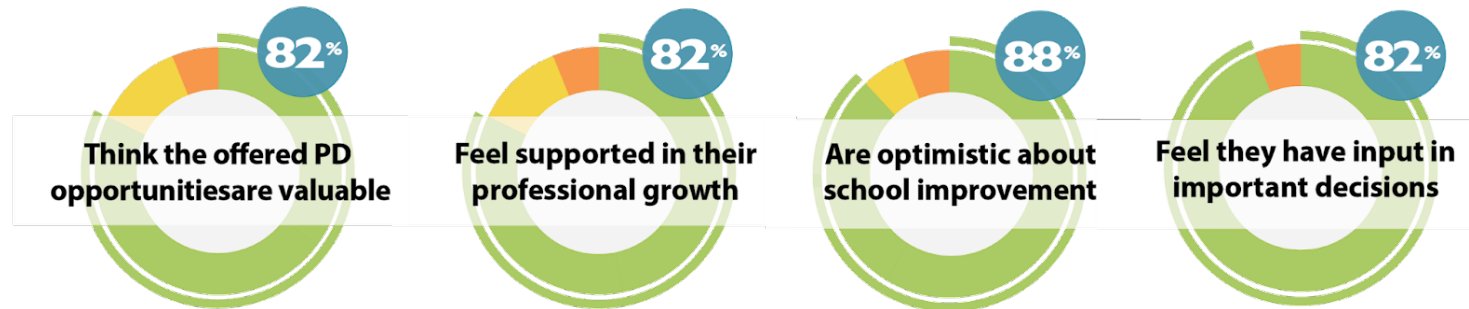
Student Insights



Parent Insights



Staff Insights



Options for Youth - San Gabriel Fall Survey 2022

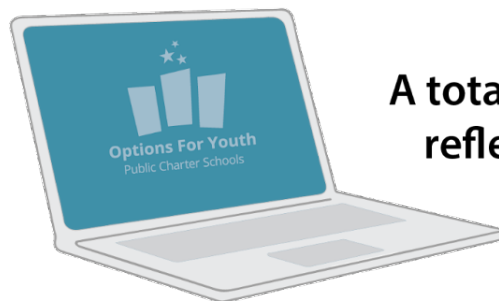
Spring 2023 trends and feedback:



Educational Partner Engagement
Spring Survey | 2023

San Gabriel

During **April-May 2023**, an online survey was administered to students and staff, and distributed to parents, asking for feedback on programs and supports for students, overall school climate, and educational partner engagement.



A total of **211** responses
reflect the views of...

25
staff

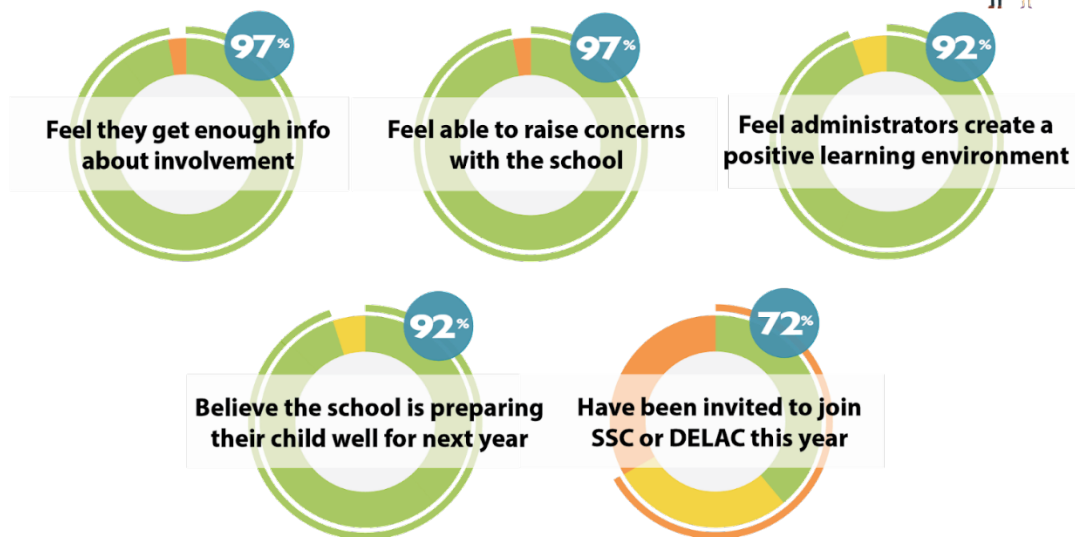
39
parents/guardians

147
students

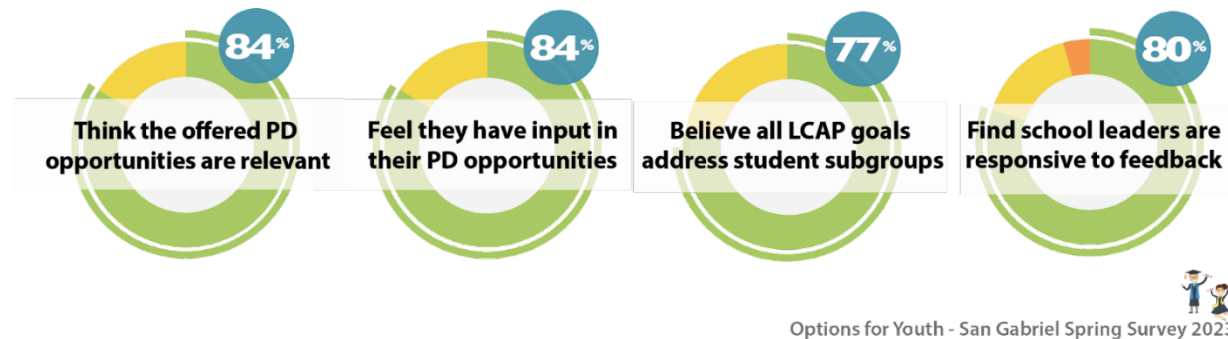
Student Insights



Parent Insights



Staff Insights



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

Educational Partner input was obtained by parents, students and staff and directly influenced the LCAP and SPSA /CSI actions and services. The LEA's devoted commitment to the success of every student that comes through our doors is captured in the four overarching LCAP goals. Goals are carried out by strategies, actions and services that directly impact the student academic outcomes and support. After administering the LCAP survey and across several educational partner meetings such as SSC there were several trends identified based on the feedback received from community members and can be found below.

Survey Data

Options for Youth San Gabriel's LCAP goals, metrics and actions were influenced by the input from educational partners through the meaningful educational partner engagement efforts, and our CNA in the 2022-23 academic year. As we reviewed the data for our Fall and Spring LCAP surveys, as well as feedback gathered throughout the year, most identified areas of need were consistent with our previous analysis when the 21-24 LCAP was developed. The areas of overall Math performance, EL student Math development, Graduation rates, educational partner engagement and student mental health and wellness all were continuing expressed needs. Based on this year's feedback from our educational partners, Options for Youth San Gabriel continues to monitor and improve on the following metrics, actions and services in our 2021-24 LCAP.

The need for math support as expressed by feedback from students and parents led to Goal 2 / Metric 1 & Action 3 - Targeted Specialized Instructional Support. Providing the necessary qualified staff support as well as intervention tiers and programs to address student math progression and growth.

Student and Parent feedback showed a strong need to continue to address a sense of belonging to our school community as an area of improvement with 33% parents and 23% of students responding to having some sense of belonging. This is a continued improvement area

under Goal 4 Action 2 Parent Involvement and Educational Partner Engagement. Our school values educational partners feedback and suggestions, as we continue to evaluate feedback, engagement improvement is being addressed through more opportunities to engage with parents and students through workshops, Meet your Principal Days, Family Event Nights and increased communication through Newsletters, email blasts, phone calls and text messaging systems, such as Remind.

Additionally, our LCAP survey indicated not having knowledge of our extracurricular activities, which ties into our engagement data. Increasing the methods of interaction, will help address this need of increased awareness about our learning field trips, sports and activities that focus on developing social-emotional skills. The expressed need by parents and students for increased social-emotional support and opportunities influenced the development of Goal 3 Metric 2 & 3, & Action 3, all of which promote a safe learning environment and provide for Social Emotional programming through experiential learning trips, sports, and groups to provide students with a unique learning experience outside of the classroom. As a school, we want to create a sense of belonging and safety that encourages not only personal growth but academic growth as well.

We continue to address the need in Goal 1, Metrics 1, 2, 3 & 5, Actions 2, 3 & 6 which is focused on providing specialized instruction to improve academic achievement and reclassification rates. Specialized curriculum tailored to meet the needs of EL students has been implemented, and EL specialists receive annual professional development to help them support the specific needs of English Learners. Further, identifying students in need of intervention through RenSTAR benchmark assessments and the implementation of appropriate interventions such as iLit for EL students. OFY-SG recognizes the need to celebrate the progress and academic achievement of its EL students and is committed to holding Educational Partner engagement events such as reclassification ceremonies for our bilingual scholars.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

Our Comprehensive Needs Assessment indicated that the LEA needs to prioritize designated and specialized instruction for English Learners, Students with Disabilities, and Foster Youth in order to positively impact their academic achievement, reclassification, and progress towards post-secondary outcomes. In comparison to all students, these subgroups trail behind in credit attainment and core course completion, which necessitates further intervention and resources to support their academic growth. Students often enroll with us with content area gaps and students in these subgroups face additional barriers to achievement. Our root cause analysis indicates that SWD and ELL students have additional challenges they face such as gaps in academic and executive skills functioning. In focusing on targeted and proactive interventions, the charter believes that credit attainment and core course completion toward graduation will improve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will aim to improve EL reclassification rates	37.5%	<p>92.31% reclassification rate</p> <p>35.17% increase 21-22 SY</p>	85.71% reclassification rate	Not applicable	The charter will maintain reclassification rates at or above 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Charter aims to maintain or improve current Lexile growth for English learners.	56-point gain	EL Lexile Growth 105.5-point gain	EL Lexile Growth 87.08-point gain	Not applicable	Charter aims to maintain or improve its average Lexile gain of 56 points for English Learners through specialized instruction and interventions.
The charter will aim to improve the participation rates of Students with Disabilities (SWD) and English Learners (EL) in extracurricular activities designed to develop their social emotional skills.	English Learners (EL) = 22.3% Students with Disabilities (SWD) = 19.75%	EL: 28.57% SWD: 34.83%	68% of EL students and 60% of SWD completed a Social-Emotional Learning course or activity.	Not applicable	60% of Students with Disabilities (SWD) and English Learners (EL) will complete a Social-Emotional Learning course or activity.
The charter aims to maintain or improve Students with Disabilities (SWD) graduation rates by offering a certificate of completion option	87%	Grad Rate: 72.22% Certificate of Completion: 0 students have opted into this option but it has been offered	As of May 2023 SWD, grad rate: 76% Certificate of Completion: 0 students have opted into this option but it has been offered	Not applicable	Students with Disabilities (SWD) graduation rate will be in line with the all students graduation rate to be at or above 85%.
The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	71%	Not currently available on CA Dashboard	70.6% making progress towards English language proficiency	Not applicable	EL student progress towards ELPI will be at or above 65% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter strives to increase Student Growth Percentile on Star Renaissance Assessments for Math and English for all students in order to increase CAASPP scores on the CA Dashboard.	Fall 2021: Average SGP: 55.93%-ELA (Fall-Winter) SGP: 51.72%-Math	Fall 2021: Average SGP: 55.93%-ELA (Fall-Winter) SGP: 51.72%-Math	Fall 2022-Spring 2023: Average SGP: 54.04 - ELA (Fall- Spring) SGP: 52.63 - Math	Not applicable	50% Students who take at least two RenSTAR Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 40 or higher

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Students with Disabilities (SWD) Intervention Support and Instruction	SPED Teachers and Paraprofessionals will have accessibility to workshops, planning days, and coaching to support students with high quality differentiated common-core aligned instruction and intervention support, with a concentrated focus on Students with Disabilities. OFY SG will provide all Students with Disabilities Educational Partners post-secondary transition events to have students engaged and meet their post-secondary transition goals. Caseload managers will review IEP's upon enrollment to evaluate the need for re-evaluation, modification of services, and readiness for state testing.	\$300,000.00	N
Action #2	EL Individualized Support and Instruction	EL Specialist aims to provide EL Students Individual Learning Plans (ILP) to provide targeted support aligned to ELA/ ELD Framework through the Bilingual Scholars Program. The program allows EL Specialists to administer EL specific assessments (ELPAC and Reclassification data analysis), monitor EL and RFEP student progress, ensure student completion of supplemental curriculum to bridge learning gaps and implement instructional strategies for integrated and designated ELD supports.	\$77,244.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #3	Professional Development - EL Specific	Charter aims to provide on-going teacher and Administrator professional development (workshops, coaching, collaborative planning time) in selected intervention programs to incorporate differentiated learning for EL Students. In addition, specialized professional development will be accessible to increase awareness and needs for our EL Specialists to increase reclassification rates and/or progress on the ELPAC.	\$54,897.00	Y
Action #4	Homeless & Foster Youth Services	Post-Secondary Counselors will meet with Homeless and Foster Youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a socially-emotionally focused course and/or activity.	\$32,000.00	Y
Action #5	Implementation of Research Based Interventions	Charter will implement research-based intervention programs to support student intervention and student learning loss.	\$137,226.00	Y
Action #6	Parental Involvement/Educational Partner Engagement for unduplicated student groups	The Charter will host various Educational Partner engagement events specific to unduplicated students and the general student population to seek feedback in the development and growth of our program. The LEA will survey all Educational Partners in the Fall and Spring to inform program effectiveness.	\$144,000.00	Y

Goal Analysis for 2022-23

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

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

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

Successes: This year we have been able to identify the percentage of English Learners who make progress toward English proficiency as measured by the ELPAC. Data for EL Students progressing towards ELPI was at 70.6%. Our goal is to meet 65% or above annually. We found that direct instruction provided by our EL Specialist has been a major factor in meeting this year's goal. Additionally, our EL students participating in their iLit courses provide more intervention tools and resources to help strengthen their language skills and preparation for their ELPAC testing.

The LEA has determined a baseline to increase Student Growth Percentile on Star Renaissance Assessments for Math and English for all students in order to increase CAASPP scores on the CA Dashboard. The baseline has been established that LEA aims to maintain or increase at least 50% of students scoring 40 or higher on SGP LCAP Goal 1, Metric 6). This year the LEA has maintained success with 54.04 % SGP for ELA and 52.63% in Math. There was a .91% increase in Math, although small victory, can show our math interventions are gradually increasing the support in understating of math concepts.

The charter's reclassification rates have been maintained well above the baseline, consistently. This is due to the regular and targeted support that these students have received this school year, the improved assigning and completion of iLit, and the professional development that the English Learner Specialists have completed, in addition to content specific support via Exact Path. Another success has been in Post-Secondary Counselors meeting with all Homeless or Foster Youth students this school year and monitoring their progress.

Challenges: With an increase in our SWD population, the LEA has to pivot and adjust towards serving these students needs and services. This involved recruiting and hiring of qualified Special Education Teachers, leaving a brief turnover in staff that may have led to low progress for our students and meeting their academic needs, ultimately affecting graduation rates. The LEA is currently fully staffed to meet the needs of our students and working towards improving individual services such as extra tutoring, additional appointment times and paraprofessional support.

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

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

The actions implemented within Goal 1 proved to be effective in working toward meeting our 2023-24 desired outcomes therefore will be continuing into the 2022-23 academic school year. We use research-based intervention to support all students, however using our programs, including Exact Path, are specifically used to support our ELL population in identifying Lexile reading levels, to qualify for reclassification. We use research-based intervention to support all students, however using our programs, including Exact Path, are specifically used to support our ELL population in identifying Lexile reading levels, to qualify for reclassification. Actions related to English Learner goal progress (Goal 1/Actions 2 & 3) were proven highly effective based on this analysis, the LEA was able to achieve 70.6% making progress towards English language proficiency in students participating in iLit curriculum. Our EL Lexile growth had an 87.08-point gain. Actions related to Foster Youth and Homeless students (Goal 1/Action 4) continue to prove effective as well as shown by the data that each student has met with the Post-Secondary Counselor each semester to review their academic plan and progress. Due to overall increases in scores, our intervention methods have had a positive impact on student achievement, which is reflected in point gains in testing for our ELL population as well as our other student groups. Parent Involvement (Goal 1/Metric 6) has increased this year, more recently with our open house attendance of 71 parents and students. We continue to send mass communication through SMORE newsletter, emails, chats and teacher/parent communication. Our school will continue to work on engagement and feedback through events such Back to School, Open House,

newsletters, email, PAC meetings and award nights. Feedback provided in our School Improvement surveys indicated 92 % of parents and 93% of students feel OFY-SG atmosphere is uplifting/positive/healthy/calm and 95% of students feel safe in our school.

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

The LEA will be continuing with the metrics and actions outlined within Goal 1 as they have proven to be effective in working toward meeting our 2023-24 desired outcomes.

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

Goal 2

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

An explanation of why the LEA has developed this goal.

Reflected in the student achievement data that was analyzed in our CNA and as a stated concern from all Educational Partners we strongly believe students need the most targeted instruction and intervention in English Language Arts (ELA) and mathematics. This is also reflected in the student achievement data that was analyzed in our CNA, which reveals that students turn in fewer average math credits over the course of the school year and often come to the program with credit deficiencies in these two key areas. We know that in order to support students in meeting necessary achievement goals, especially toward graduation, the LEA will need to focus efforts on the continuum of assessment and instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

SPSA/CSI/LCAP alignment and implementation:

For the 2022-23 academic year Options for Youth San Gabriel was identified for Comprehensive Support and Improvement (CSI) due to its 4th & 5th Year graduation rate being below 68%. Through the goals and actions listed within the 2021-24 LCAP, Options for Youth San Gabriel anticipates an increase in graduation rates in the 2023-24 school year. All actions listed within Goal 2 are focused on the investment into programs, best practices and interventions which will support student's academic growth in mathematics. These efforts are geared to boost overall graduation rates and move toward existing CSI status. In order to support students in meeting necessary achievement goals, especially toward graduation, the LEA will focus on efforts on the continuum of assessment and instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retention, maintenance, and recruitment of credential staff in order to aid student progression in core courses.	All students: ELA - 5.8 Math - 4 Science - 4.9 Social Studies - 3.9	<p>All</p> <p>English: 7.05 units Math: 5.92 units Science: 6.64 units Social Std: 7.72 units</p> <p>EL</p> <p>English: 7.09 units Math: 6.09 units Science: 6.48 units Social Std: 8.04 units</p> <p>FRMP</p> <p>English: 6.97 units Math: 5.99 units Science: 6.88 units Social Std: 8.11 units</p> <p>SWD</p> <p>English: 5.52 units Math: 4.13 units Science: 5.86 units Social Std: 7.22 units</p> <p>FY</p> <p>English: 11.66 units Math: 8.66 units Science: 4.66 units Social Std: 4.00 units</p> <p>Homeless</p> <p>English: 4.63 units Math: 3.90 units Science: 5.33 units Social Std: 3.25 units</p>	<p>All</p> <p>English: 6.03 units Math: 6.10 units Science: 6.34 units Social Studies: 7.27 units</p> <p>EL</p> <p>English: 5.85 units Math: 5.64 units Science: 6.59 units Social Std: 7.93 units</p> <p>FRMP</p> <p>English: 5.69 units Math: 6.02 units Science: 6.18 units Social Std: 7.14 units</p> <p>SWD</p> <p>English: 5.71 units Math: 6.39 units Science: 6.48 units Social Std: 6.21 units</p> <p>FY</p> <p>English: 1.4 units Math: 3 units Science: 3.4 units Social Std: 8.66 units</p> <p>Homeless</p> <p>English: 4.40 units Math: 6.23 units Science: 6.81 units Social Std: 10.88 units</p>	Not applicable	All student groups will complete an average of 5 units per core course by the end of the 2023-2024 academic school year to meet or exceed the annual student core course progress goals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain or improve its ELA RenSTAR average Lexile scores for all student groups, in order to improve the ELA CAASPP performance indicator.	All student average: 1,100 EL: 896 FRMP: 1,065 SPED: 924 Foster: 1,100	All Student: 989.36 EL: 671.33 FRMP: 976.91 SPED: 848.28 Foster: 1218.89	Average Lexile Scores: All Students: 1120 EL: 777 FRMP: 1087 SPED: 1050 Foster: 910	Not applicable	All student groups will maintain their average Lexile scores to show scores at or above our 2020-21 baseline data by the end of 2024.
The charter aims to maintain or improve its Math RenSTAR intervention completion for each student group, in order to improve the Math CAASPP performance indicator.	25%	Math: 43.75% All students ELL: 66.67% FRMP: 47.83% Foster: 100%	Completed an assigned Math intervention: All students 29.03% ELL: 20.83% FRMP: 32.05% Foster: 33.33%	Not applicable	The number of students scoring at the Urgent Intervention level (tier 1) on Fall triannual benchmark assessments and completing the assigned Math intervention will increase by 5% each year through 2024.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development Opportunities	Instructional staff will attend internal / external professional development opportunities on an annual basis to better equip them to provide individualized, standards-aligned instruction, intervention support and/or resource implementation including but not limited to specific EL professional development.	\$92,395.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #2	Intervention Services and Benchmark Assessments	The charter aims to increase overall grade level equivalency, through specialized interventions and instruction which includes but not limited to RenStar, Achieve3000, Freckle, Intervention Specialists, and Tutoring.	\$60,000.00	N
Action #3	Targeted Specialized Instructional Support	Students will have access to specialized instructional support 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.	\$210,713.00	Y
Action #4	21st Century Resources	Students will have access to appropriate educational technology resources so that they are able to enhance digital courses and utilize research based digital intervention tools to grow as 21st century thinkers.	\$148,000.00	N

Goal Analysis for 2022-23

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

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

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

Successes: The overall effectiveness of actions in goal 2 made a positive impact on providing a broad course of study for our students. The charter continued to administer the Ren Star assessment throughout the school year and provided targeted interventions for our staff to help with students' academic growth. Exact Path was fully implemented this year for Math and Reading intervention, as it was identified as a resource that identified areas of growth for the students, and focused on those targeted goals. Students were able to work one-on-one with their homeroom teachers as well as get support from Direct Instruction Math and English teachers for content support. All students who were classified as needing intervention were placed into the designated courses and given grade level specific foundation material for reading and math, following the data dives, where student performance was analyzed and intervention goals were formed.

Staff also participated in PLC (Professional Learning Communities) this year. The PLC's focused on creating workshops directly related to student and staff needs, in order to provide curricular support, social emotional building blocks, and additional resources to help our students grow in the areas of focus from our Comprehensive Needs Assessment for the 22-23 school year. Throughout the school year, staff also participated in many Educational Workshops provided by our Professional Development team and coaching staff. There are no changes to these actions or to the metrics above and will continue to stay the same for next year.

Challenges: Being our second year working with Exact Path, we continued to identify how it best served our needs. The content is still directly related to the grade level placement based on the Ren Star assessment, and students were able to work on foundational content this year with more comfort as they adapted to the format of Exact Path. Some aspects of Exact Path were modified to provide students with more opportunities to master skills, which was a helpful modification for students. Due to more testing opportunities within the Exact Path curriculum, students have seen more success and have been working with their subject based teachers and/or math intervention specialists/English tutors in order to support them with the content prior to completing the skills. We have seen greater success but will continue to monitor student progress.

The actions outlined within goal 2 were Fully implemented as intended and identified within the 2021-22 SPSA

Successes: With the use of Title Funds, the school was able to provide **Experiential Learning to students** (math, science, criminal justice): Pathways CSI introduces students to the world of crime scene investigation, forensics, and criminal justice by engaging students in critical thinking and problem-solving activities. Students will learn to conduct lab work while investigating a mock scene. Students will earn 2.5 elective credits and learn how to collect and analyze evidence typically involved in a criminal case while gaining insight and learning from professionals and experts in the field. Students will tour University of Nevada, Las Vegas. Students were exposed to real-world math and science applications and principles and provided connection to learning and efficacy with these subject areas.

Charter was also able to provide **SIOP training**. Staff participated in professional development and earned a certificate in research-based Instructional Framework Supports Differentiated Instruction to Accelerate Academic Language Development. The Sheltered Instruction Observation Protocol makes grade level content comprehensible for English Learners (ELs), but also helps all learners. There were no challenges in implementing **Experiential Learning to students & SIOP training**.

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

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

The actions outlined within goal 2 continue to prove to be effective based on the LEA's current data and monitoring of progress. Actions related to student progression goal progress were proven effective in that they show student performance outcomes in line to meeting our 3-year outcomes. Based on this analysis the LEA was able to accomplish a baseline student progression for core classes in all student groups. The LEA has implemented the use of Exact Path along with the training, retention, maintenance, and recruitment of credential staff continues to reflect an increase in student Core unit completion. Intervention meetings, Intervention Based on analysis of data in the Comprehensive Needs Assessment 22/23, the LEA showed improvement in Goal 2 / Metric 2 through targeted specialized instruction support offered throughout the school year, students received extra support in core courses and intervention to improve ELA RenSTAR average Lexile

scores in order to improve the ELA CAASPP performance indicator: Average Lexile Scores EL: 777, FRMP: 1087, SPED: 1050, Foster: 910.

Completed an assigned Math intervention:

All students 29.03%
ELL: 20.83%
FRMP: 32.05%
Foster: 33.33%

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

The LEA received Title I Funds for the 21-22 school year. However, the Charter applied for funds late in the year; therefore, was unable to utilize all their funding due to receiving the funds late. The LEA will be applying for a carry-over waiver in May 2023 to exhaust the rest of the 21-22 funds in the 22-23 school year since the Charter decided not to continue with Title Funding after the 21-22 school year. OFY-SG's goal in implementing Title Funds was to expand the college cohort program to 11th graders, but did not prove to be successful due to low enrollment and program not providing advance engagement to our students resulting in non-attendance. The LEA will be continuing with the metrics and actions outlined within Goal 2 as they have proven to be effective in working towards meeting our 2023-24 desired outcomes.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

Based on the Comprehensive Needs Assessment, subgroups have had greatest deficiency in attendance when compared to the overall population. Additionally, survey data from Educational Partners indicates that parents and students are greatly interested in college and career opportunities that support students in graduating with a clear plan in place for their post-secondary life. Our focus on raising our grad rates through our CSI identification, has also helped to drive the necessity for a goal focused around all students reaching the goal of graduation.

SPSA/CSI/LCAP alignment and implementation

Through the goals and actions listed within the 2021-24 LCAP, Options for Youth San Gabriel anticipates an increase in graduation rates in the 2023-24 school year. All actions listed within Goal 3 are focused on increasing the graduation rate, through college and career preparedness programs. Such as CTE programming and dual enrollment college classes. These efforts are geared to boost overall graduation rates and move toward existing CSI status. In order to support students in meeting necessary achievement goals, especially toward graduation, the LEA will focus on efforts on the continuum of assessment and instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain and/or increase its graduation rates in order to exit CSI identification.	88.3%	90%	<p>Fall 2022 CA Dashboard 2021-22 4 / 5-year grad rate average= 65.1% graduation rate.</p> <p>2021-22 DASS 1-year Graduation rate: 86.49%</p> <p>There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 / 5-year cohort grad rate. This has impacted the charter in its CSI Identification for the 2023-24 academic year.</p>	Not applicable	Charter strives to have a one-year graduation rate annually above the statewide average (85%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seniors will develop a post-secondary plan that exposes them to post-secondary offerings.	The system for tracking is undergoing development to capture this data in its true intent. As of now we have surveyed our seniors and 60% have identified they plan to go directly to a 4-year university. By the end of 2022-23 our system should be up and running to provide more accurate data as it relates to this metric.	60% of students stated that they will go directly into a 4-year college	67.79% of seniors completed their post-secondary plan that exposes them to various post-secondary offerings.	Not applicable	By graduation, 90% of seniors will have completed their post-secondary plan that exposes them to various post-secondary offerings.
College and Career Preparedness through increase in Dual Enrollment	8 students completed a dual enrollment course	College Credit Courses Count: 11	33 students completed a College Credit Course.	Not applicable	The charter aims to maintain or improve 8 students completing our College Credit Courses offerings annually through the 2023-24 academic school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-Secondary Plans/Student Trac	All seniors will meet at least twice per school year with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting. Planning discussions will be tracked in Student Trac for implementation and follow-through.	\$84,000.00	N
Action #2	Post-Secondary Events	Charter will provide events that promote and push Senior graduation success and post-secondary pathways to provide opportunities for exposure to those services through qualified school personnel	\$63,000.00	N

Action #	Title	Description	Total Funds	Contributing
Action #3	College Credit Course options for students	College Credit Course options for students will also be provided to positively impact graduation rates and allow them to acclimate to post-secondary settings.	\$48,000.00	Y
Action #4	Provide College Readiness Cohorts	Charter aims to provide a post-secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in post-secondary life. The program will provide students with a supportive community, access to technology, an after-school class, skill development, and mentoring.	\$35,000.00	Y

Goal Analysis for 2022-23

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

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

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

Successes: The actions related to improving college and career readiness are working, the LEA is pleased with the progress being made towards meeting these goals. The number of students pursuing college credit courses is increasing from 11 to 34 students for the 2022-23 school year. Post-Secondary counselors have made a major impact to promote, retain and educate our students towards dual enrollment opportunities. Additionally, our post-secondary counselors continue to provide academic planning support through semesterly meetings with our seniors. This has proven to provide more opportunities for students to explore post-secondary options and have plans completed by the end of their senior year. Our college readiness cohort program continues to be successful in guiding seniors through their senior year timelines and post-secondary preparation.

Challenges: This year 2022-23 was our first year not being identified as a CSI school due to our increase in our DASS one-year graduation rate. It should be noted that with the change from the State to identify CSI low grad rate schools from a one-year cohort for DASS schools to a 4–5-year grad rate cohort aligned to traditional school districts, our school has once again been identified for CSI Low Grad rate for the 2023-24 school year. The LEA will continue to work towards increasing graduation rates through senior cohorts, Post-Secondary Counselor meetings, Teacher training and increased implementation of intervention resources.

The LEA continues to work on providing a complete CTE program, there was a small pilot launch this school year with only 2 students completing the course successfully. The pilot will allow us to analyze data such as the size of our charter, cohorts and course offering. These findings will contribute to working through challenges and developing programming that fits the needs of our students.

The actions outlined within goal 3 were partially implemented as intended and identified within the 2021-22 SPSA

Successes: With the use of Title Funds, the school was able to hire an **Academic Intervention Specialist** to ensure that students who are exhibiting learning loss or significant gaps; make academic progress, and reach their academic goals. This position is primarily responsible for delivering data-driven, results-based instruction to students, with the implementation of the Common Core Standards. This Title 1 funded position worked with students who are most at risk of falling behind their peers in completing core coursework.

Challenges: The charter was unable to implement Title 1 funding for the **designated Engage and Motivational Events for Students**. We found the intended educational program (Kit Grit/Motivational Speaker) the charter was planning to use was difficult to implement and schedule that would be easy and accessible for our educational partners.

OFY-SG's goal in implementing Title Funds was to expand the college cohort program to 11th graders, but did not prove to be successful due to low enrollment and program not providing advance engagement to our students resulting in non-attendance.

Finally, the LEA continues to work towards increasing Senior post graduation preparation through senior meetings striving towards 90% of seniors having completed their post-secondary plan that exposes them to various post-secondary offerings. This year we have reached 67.9% percent. Our post-secondary counselors will continue to stay current with data and enrollment to increase senior meeting goals.

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

Due to unforeseen factors when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. This includes Goal 3 Action 5 as through a review of the charters needs it was identified this action would better serve our students below grade level in our Schoolwide Program/SPSA. Therefore, no LCFF funding was utilized on this action and funding was not spent, due to the program not fitting needs we had anticipated.

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

The actions outlined within goal 3 have proven to be effective based on the LEA's current data and monitoring of progress. Actions related to Improving college and career readiness were proven effective in that our internal data shows that 67.79% of seniors completed their post-secondary plan that exposes them to various post-secondary offerings. Academic strategic planning occurs when the student first enrolls to determine if an A-G track course of study should be pursued. Additional academic strategic planning occurs every semester during

Achievement Chats where the topic of post-secondary plans is re-visited and appropriate adjustments are made to the student's course of study. Our post-secondary counselors meet with our seniors 1x per semester to complete post-secondary plans and exposure to career opportunities. The LEA had 33 students completing a College Credit Course which is 22 more than 2021-22.

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

The LEA received Title I Funds for the 21-22 school year. However, the Charter applied for funds late in the year; therefore, was unable to utilize all their funding due to receiving the funds late. The LEA will be applying for a carry-over waiver in May 2023 to exhaust the rest of the 21-22 funds in the 22-23 school year since the Charter decided not to continue with Title Funding after the 21-22 school year. OFY-SG's goal in implementing Title Funds was to expand the college cohort program to 11th graders, but did not prove to be successful due to low enrollment and program not providing advance engagement to our students resulting in non-attendance. The LEA will be continuing with the metrics and actions outlined within Goal 3 with the Expand College Readiness to Junior Cohort action, they have proven to be effective in working towards meeting our 2023-24 desired outcomes.

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

Goal 4

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

An explanation of why the LEA has developed this goal.

In our CNA and Educational Partner feedback, school safety, engagement, and social emotional development were consistently mentioned. Through our 2022-23 school year surveys we have scored responses to these questions when Educational Partners were able to address measured areas. We therefore assessed that our current programs are highly valued by our school community, and in line with current needs. We want to maintain or grow this level of support for all Educational Partners.

SPSA/CSI/LCAP alignment and implementation

Through the goals and actions listed within the 2021-24 LCAP, Options for Youth San Gabriel anticipates an increase in graduation rates in the 2023-24 school year. All actions listed within Goal 4 are focused on decreasing chronic absenteeism through engagement programs. Such as student groups, engagement events and targeted groups such as bilingual scholars and Senior Cohorts. These efforts are geared to boost overall graduation rates and move toward existing CSI status. In order to support students in meeting necessary achievement goals, especially toward graduation, the LEA will focus on efforts on the continuum of assessment and instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will maintain suspension rates through an increase in the number of students indicating positive well-being in student wellness checks with teachers.	Below 1.5%	0%	0% suspension rate	Not applicable	The charter will strive to maintain annual suspension rates at or below 1.5%.
The charter aims to maintain or increase the percentage of students and parents reporting a sense of belonging and safety, as reported on all educational partner surveys.	Baseline will be established in the 2021 school year.	100% of parents and 96% of students feel OFY-SG atmosphere is uplifting/positive/healthy/calm 87% of students feel safe	92 % of parents and 93% of students feel OFY-SG atmosphere is uplifting/positive/healthy /calm 95% of students feel safe	Not applicable	80% of students and parents will report a sense of belonging and safety annually through Educational Partner engagement surveys.
The charter aims to maintain or increase the amount of students that participate and complete in social emotional experiences.	24%	35% of students completed as social emotional activity or course	63.96% of students completed as social emotional activity or course	Not applicable	At least 65% of students enrolled 30 days or more will complete extracurricular activities or a course designed to develop their social-emotional skills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate (7/8th grade)	62%	57.14% of 7/8th grade student were chronically absent, which is a decline of 4.86%	53.57% of 7/8th grade student were chronically absent as of May 2023, which is a decline of 8.43%	Not applicable	Chronic absenteeism will have a 10% decline by the end of the 2023-24 academic school year.
The charter school will maintain or reduce its dropout rates.	HS - 4.5% MS - less than 2%)	HS-4.01% MS-0%	High School dropout rate: 4.95% Middle school dropout rate: 0%	Not applicable	The high school dropout rates will be maintained at or below 5% annually.
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	2020: Misassignments of Teachers of EL's: 0 Total Teacher Misassignments: 0 Vacant Teacher Positions: 0 Textbook Insufficiencies: 0, Facilities Inspections: 100%' Number of Uniform Complaints: 0	LEAs will not report the teacher misassignment portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022. Textbook Insufficiencies: 0, Facilities Inspections: 100%' Number of Uniform Complaints: 0	Misassignments: Teacher misassignment portion of the local indicator for Priority 1 in the Dashboard in the fall of 2023 will be pre-populated by the state. Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0	Not applicable	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%' Number of Uniform Complaints: 0

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Involvement and Educational Partner Engagement	The charter will provide a variety of Educational Partner engagement opportunities via varied platforms to respond to feedback and input from Educational Partners on items such as but not limited to instruction, support services, school climate, and operations.	\$176,271.00	Y
Action #2	Social Emotional Development, Learning and Resources	All students will be offered a range of social emotional development courses, opportunities and resources (in both a physical and virtual space) to provide various opportunities to connect and collaborate with their peers, general education staff, Special Education staff, and the community. Students will be offered opportunities to engage in experiential learning trips & camps, field trips, SEL curriculum, sports, student council, and student events	\$110,100.00	N
Action #3	School Safety	The charter will provide all Educational Partners the necessary PPE, ensure facilities are in good repair, provide cleaning services, safety equipment/personnel, resources and training to meet all federal, state, and local health requirements to ensure the health and safety of all Educational Partners.	\$139,000.000	N

Goal Analysis for 2022-23

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

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

All of the planned actions outlined in goal 4 were fully implemented as intended and identified within the LCAP.

Successes: The LEA continues to implement successful educational partner engagements such as Parent workshops, Student/Parent Workshops, Field trips and social emotional programs. This year under Goal 4/Metric 3 we saw a major increase in social emotional involvement from 35% last year to 63.96% of students completing a social emotional activity or course this school year. Our suspension and expulsion rates continue to be at zero.

The LEA continues to show successful feedback from our educational partners on school safety with 92 % of parents and 93% of students feel OFY-SG atmosphere uplifting/positive/healthy/calm 95% of students feel safe, working towards our desired outcome of 80% of students and parents will report a sense of belonging and safety annually through Educational Partner engagement surveys. Including our School Climate surveys reflecting School Connectedness and Engagement at a 4 rating (out of 5) for students and 4.14 (out of 5) for parents. We will continue to increase engagement opportunities especially for our unduplicated student groups.

Challenges: Our high school dropout rate was a bit higher this year to last year (High School 4.01%) High School dropout rate: 4.95%. We will continue to monitor the correlation between our graduation rates and being placed in CSI this year to our dropout rate. The focus will be on early intervention plans, post-secondary meetings and credit recovery programs such as dual enrollment, CTE and credit completion.

The LEA has also found that our chronic absenteeism rates for 7/8th grade students increased this year at 53.57% of 7/8th grade students were chronically absent as of May 2023, which is a decline of 8.43%. Bringing into focus middle school instruction and engagement through intentional support such as tutoring, extra-curricular activities, social emotional groups and more school event involvement.

The actions outlined within goal 4 were partially implemented as intended and identified within the 2021-22 SPSA

Successes: With the use of Title Funds, the school was able to implement the **Art in Action** program. In order to support a reduction in Chronic absenteeism and overall student engagement the school implemented an Art program with workshops that included Art Instructional Materials that are research based to provide students with an opportunity to engage in the Arts to support their mental wellbeing and development as well as supporting reengagement. Additionally, the workshops highlighted the powerful role Art can play in a society, and career opportunities connected to the arts field. Additionally, with Title funds we were able to provide **HopSkipDrive (transportation service)**. HopSkipDrive provides service to students with specialized transportation needs for our students experiencing homelessness or in Foster Care. This service is an effort to eliminate barriers to student engagement and achievement. The funds were also implemented towards **Funding to Support Students Experiencing Homelessness** for items to support and improve outcomes for students experiencing homelessness. This included, but not be limited to hygiene kits, clothing items, and shower access.

Finally, Title funds used towards **Administrative credential training for Assistant Principal(s)**: The Dept of Education outlines an allowable use of Title funds for Administrative credentialing so that Principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet challenging State academic standards.

Challenges: The charter was unable to use funds towards the intended **Restorative Practice Sessions for Staff**. The charter found it difficult to work with programming that fit into our year-round schedule for Professional Development for staff. We will continue to provide Professional Learning Community opportunities and work towards developing a restorative practice curriculum.

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

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

All of our actions align with our goals of connecting with our Educational Partners, focusing on the whole student (targeting their social emotional wellbeing, in addition to their academics), and ensuring the safety of all within our schools through trained and qualified staff, and all needed resources available. These efforts have been in place but continue to be an effective and essential aspect to our school to ensure that we have the right environment to foster learning within our youth, and make our school a safe and welcoming space. Below are some infographics that demonstrate the services provided to the charter and their immediate demonstrated effectiveness and impact on the charter LCAP goals and academic metrics.

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

The LEA will be continuing with all metrics and actions outlined within Goal 4 as they have proven to be effective in working towards meeting our 2023-24 desired outcomes. The LEA received Title I Funds for the 21-22 school year. However, the Charter applied for funds late in the year; therefore, was unable to utilize all their funding due to receiving the funds late. The LEA will be applying for a carry-over waiver in May 2023 to exhaust the rest of the 21-22 funds in the 22-23 school year since the Charter decided not to continue with Title Funding after the 21-22 school year.



Services Directly Impact:

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



Demonstrates Effectiveness by:

Reducing chronic absenteeism
from 62% to 35.54% as of
February 2023

Supports Our LCAP in:

Goal 4: Action 1
Metrics 1-5



Contributes to Our Charter's Academic Success by:

Providing us with guidance on daily site operations using current COVID-19 mitigation strategies to assist with the cultivation of a safe and healthy learning environment for all. Propel further assists with program support in the areas of communication, publication, communicable disease reporting and contact tracing.

Safety and Wellness also communicates up-to-date local and State Health Officer Orders and department of health recommendations to our leadership. For example, they provided a COVID-19 School Safety Plan which outlines these obligations upon completion of a facility evaluation, and will support in the annual update of this document as required.

They also devote themselves to studying evolving legislation to provide informed recommendations to leadership when rolling out programs and policies.



Services Directly Impact:

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



Demonstrates Effectiveness by:

Suspension rates remain at
0% this year.

Supports Our LCAP in:

Goal 4: Action 1 - Metric 2



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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 1,007,746.00	\$ 65,520.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.75%	8.46%	\$638,999	22.75%

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

Required Descriptions

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

Actions: Implementation of Research Based Interventions (Goal 1 Action 5): Charter will implement research-based intervention programs to support student intervention and student learning loss. & Intervention Services and Benchmark Assessments (Goal 2 Metric 2): The charter aims to increase overall grade level equivalency, through specialized interventions and instruction which includes but not limited to RenSTAR, Achieve 3000, Freckle, Intervention Specialists, and Tutoring:

As provided in the Goal Analysis Section, our 2022-23 CNA findings and action description for Goal 1 / Action 5 and Goal 2/ Action 2, it clearly shows there is a direct need to continue offering and implementing benchmark Assessment and Intervention support for these subgroups specifically. The LEA’s 22-23 Lexile scores improved for EL by 87.08-point gain, Low Income students' average Lexile scores improved by 1087 under Goal 2/Metric 2. These groups have shown growth in credit attainment and core course completion average of 8.57 credits in English, 5.40 credits in Math and 5.66 in science proving increase in measurement through intervention services practices. To continue leveraging on growth areas and address, needs OFY San Gabriel will continue to provide these actions on a charter wide with specific attention to EL, FY and LI students. Research based intervention supports to address student learning loss include extra tutoring opportunities

with teachers and customized intervention. While these services are offered to all students, EL, Foster Youth and Low-Income students benefit the most because instructional staff are able to provide targeted interventions to each student based on their specific area of need. Examples include scaffolding, visual aids, manipulatives, and graphic organizers. RenSTAR will be utilized as a benchmark assessment tool, which will allow educators to quickly identify and set interventions for students struggling in core courses and will principally be directed toward our EL, Foster and Low-Income populations to allow teachers to gauge their progress and identify learning gaps among these subgroups. Benchmark assessment data for EL, Foster and Low-Income students showed an increase in Math RenSTAR intervention completion in order to improve the Math CAASPP performance indicator. Data points to note are EL had a 66.67% math intervention completion compared to 43.75% for all students. Foster Youth had a 100% math intervention completion. This action will be effective in meeting the requirements of increasing and improving services for Low Income, EL and Foster Youth/Homeless students as they are provided individually tailored instruction based on literacy skill areas they are most deficient in, in order to improve Lexile measure and improve overall access to the content in the independent study curriculum.

We expect that with increased participation in benchmark assessments and completion of math interventions, there will also be an increase in students moving out of urgent intervention, and an increase in Lexile growth between administrations. However, because we expect that all students who are identified as urgent intervention or are credit deficient will benefit, these actions are provided on a charter wide basis.

Parental Involvement/Educational Partner Engagement for unduplicated students groups (Goal 1 Action 6): The Charter will host various Educational Partner engagement events specific to unduplicated students and the general student population to seek feedback in the development and growth of our program. The LEA will survey all Educational Partners in the Fall and Spring to inform program effectiveness and Parent Involvement & Educational Partner Engagement (Goal 4 Action 1): The charter will provide a variety of Educational Partner engagement opportunities via varied platforms to respond to feedback and input from Educational Partners on items such as but not limited to instruction, support services, school climate, and operations.

These actions are offered on a charter wide basis but are going to be principal directed toward our Low-Income students, foster youth and English learner students. As explained in our 2022-23 CNA findings in our comprehensive support and improvement and educational partner survey results. Specifically, attendance for these populations is as follows: EL at 69.23%, Foster Youth at 33.33% and Low Income at 63.06%. This action will be effective in meeting the requirements of increasing and improving services for Low Income, EL and Foster Youth/Homeless students as the LEA has set forth various school engagement opportunities to increase within our sub-groups by providing social emotional learning opportunities, although offered charter wide, there is specific recruiting to Foster Youth, Low-Income, and English Learners in that it provides multiple ways for parents and students of these subgroups to build a strong sense of identity and personalized communities. This fosters a supportive relationship building with all educational partners through incentives and acknowledging academic goals. The LEA will provide these students with intentional opportunities such as workshops, social-emotional groups and extracurricular activities to develop and engage in positive and collaborative opportunities for learning, which will increase their connectedness to school and community. In addition, we would like to see more participation in our PAC meetings to provide access to surveys and feedback platforms to all unduplicated students as they will share in the planning towards improvement in our programs.

As provided in our Local indicators (priority 3) Options for Youth San Gabriel continues to seek to improve educational partner involvement in our school engagement committees in efforts to increase their feedback and voices in school decisions. We continue to increase outreach to our educational partners through previously mentioned engagement events. The LEA reviewed parent survey that showed that over a span of 3 surveying opportunities, ranging from 2017- 2023, we had a median score of 4.14/5 to reflect parent connectedness and engagement. This median score also reflected the score for 2023 specifically (4.14), displaying our progress in increasing parental outreach. Options for Youth San Gabriel will continue to host parent/guardian events in spring, summer and fall semesters, where parents are invited to come and learn about the different support opportunities offered both in-person and virtually. Teachers and instructional staff will continue to communicate with students' parents/guardians through email, phone call or text, whichever is most convenient for parents to encourage participation in additional instructional support. With these offering Options for Youth San Gabriel expects to see an increase in students & families attending events, indicating a higher level of engagement and positive social emotional connectedness to the school.

Professional Development Opportunities (Goal 2 Action 1): Instructional staff will attend internal / external professional development opportunities on an annual basis to better equip them to provide individualized, standards-aligned instruction, intervention support and/or resource implementation including but not limited to specific EL professional development:

This action is being offered on a charter wide basis but principally benefits our EL, Low-Income and Foster Youth students. By maintaining highly qualified, fully credentialed staff who received professional development in 21st Century Technology skill building, social emotional learning and life skills support, will be more effectively equipped to address learning loss that has accrued during and post pandemic. Professional development for teachers provides opportunities for data-driven, evidence-based, instructional strategies to be implemented in the classroom in order to address the specific needs of Foster Youth that are often transient resulting in gaps in progression or skills. Foster Youth and Low-Income students need additional support in developing technology skills, social emotional support, and life skills training. Current 22/23 school year data as discussed under Goal 2/Metric 2, show the EL average Lexile score of 777 demonstrating higher than (671.33) 21/22 school year. Additionally, internal data results show our Low-Income students had an average Lexile score of 1087, which was higher in comparison to the 21/22 school year (976.91 average). Our Foster Youth average Lexile score of 910 compared to 21/22 school year data (1218.89 average). This action will be effective in meeting the requirements of increasing and improving services in professional development opportunities to better equip staff in their specific field and support overall student academic progress, instruction and social emotional learning. The charter expects to increase overall Lexile and along with SGP growth in RenStar assessments for Math and English, through specialized instruction and interventions, which include but are not limited to Exact Path (Reading/Math), core subject support, and tutoring. Options for Youth San Gabriel expects to see an Increase in Lexile average score on the focused sub-groups.

Targeted Specialized Instructional Support (Goal 2 Action 3): Students will have access to specialized instructional support 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:

These actions are being offered on a school wide basis principally directed to our Low income, Foster Youth and EL students. As provided in the Goal Analysis Section, our 2022-23 CNA findings and action description the LEA showed improvement in Goal 2 / Metric 1 through targeted specialized instruction support offered throughout the school year, students received extra support in core courses to maintain 5-unit average core completion or higher for all the specified student groups. Our ELL students showed an increase of 4% in monthly progression and a 12% increase between 2 years. This data increase is a reflection of the need to continue our targeted specialized instruction successes. The LEA will continue to provide professional development for our EL Specialist to support the targeted instruction and continue the academic support for these students. Additionally, by continuing to provide this one-on-one or small specialized instruction, we are addressing the need to close the achievement gap for our EL, Foster and Low-Income students. Options for Youth-San Gabriel expects to continue to maintain and increase core completion for these groups. To address our CNA 22/23 findings there will be a continued great focus on specialized instruction in Math course completion as in this subject area we found the change level decrease between 2020-2021 and 2021-22 core completion for these groups. The LEA expects to increase focus on specialized instruction in Math course completion due to an observed level decrease between 2019-2020 and 2020-2021, in order to further develop core course progression in these student groups.

Provide College Readiness Cohorts (Goal 3 Action 4): Charter aims to provide a post-secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in post-secondary life. The program will provide students with a supportive community, access to technology, after-school classes, skill development, and mentoring.

These actions are being offered on a charter wide basis but principally directed to our EL, Foster and Low-Income students. As direct findings in our 2022/23 CNA findings and actions will address the direct need to continue to maintain or increase our graduation rates with our unduplicated students. Current internal data shows EL at 50.00%, Foster Youth at 25.00% and Low-Income at 54.55%. Due to the change in the way the state reports graduation rates our data reflects currently as Fall 2022 CA Dashboard 2021-22 $\frac{4}{5}$ year grad rate average= 65.1% graduation rate. In 2021-22 DASS 1-year Graduation rate: 86.49%. College and Career Readiness is effective in meeting the requirements of increased and improved services for these subgroups by ensuring they have the tools, resources and information necessary to succeed in a secondary and postsecondary setting, regardless of any language, academic or personal obstacles. The charter has set goals such as Goal 3/Metric 3 with education and awareness related to dual enrollment aligning to college readiness. Through this exposure and engagement enrollment in college courses have increased from 11 students last year 21/22 to 34 this school year 22/23. This goal correlates to increase graduation rates by the increased credit completion. Our intentional outreach for unduplicated students to participate in cohorts will continue to increase by one-on-one support meetings with teachers, post-secondary counselors and support staff. Through these actions, Options for Youth-San Gabriel is expecting to have a greater impact on graduation rates as referred to in Goal 3/Metric 1.

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

Goal 1 Action 2 & 3 EL Individualized Support and Instruction/Professional Development - EL Specific: As identified in the Goal 1 needs section compared to all students at 57.68% only 54.39% of EL students obtain a Lexile band percent At or Above grade level for the 22-23 SY. To address these needs, the LEA will continue to utilize designated ELD instruction, curriculum and resources to support overall academic

growth and success for its English Learner population. Additionally, Professional development will be increased and geared towards this student population and will also be used to improve student achievement and learning. Options for Youth-San Gabriel maintained 20% reclassification rates for the 22-23 by school year with an 85.71% rate.

EL Specialist aims to continue to provide EL Students Individual Learning Plans (ILP) to provide targeted support aligned to ELA/ ELD Framework through the Bilingual Scholars Program. The program allows EL Specialists to administer EL specific assessments (ELPAC and Reclassification data analysis), monitor EL and RFEP student progress, ensure student completion of supplemental curriculum to bridge learning gaps and implement instructional strategies for integrated and designated ELD supports. Charter aims to provide on-going teacher and Administrator professional development (workshops, coaching, collaborative planning time) in selected intervention programs to incorporate differentiated learning for EL Students. In addition, specialized professional development will be increased and accessible to increase awareness and needs for our EL Specialists to increase reclassification rates and/or progress on the ELPAC. Options for Youth-San Gabriel continues to identify the need for EL social-emotional learning. In 2022-23 SY, 69.23% of EL students completed an activity designed to increase their social-emotional skills. Charter aims to maintain or improve its average Lexile gain of 56 points for English Learners through specialized instruction and interventions. Current EL Lexile points is a 116.62-point gain. All student groups will maintain their average Lexile scores to show scores at or above our 2020-21 baseline data by the end of 2024. Thus, Homeless & Foster Youth Services EL Individualized Support and Instruction/Professional Development - EL Specific will be allocated proportionately to our student subgroups in accordance with the 22.75% requirement as compared to services provided to all students.

Goal 1 Action 4: Homeless & Foster Youth Services - Post-Secondary Counselors will meet with Homeless & Foster students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a socially-emotionally focused course and/or activity.

Homeless & Foster Youth students benefit from immediate connection and support system upon enrollment into the charter. 16.67% of foster youth have an average of 5 or more-unit completion and our homeless youth are at 39.31%, additional post-secondary counselor support is needed. For this reason, has increased county and community partnerships through Post-Secondary counselors that will continue to connect our students with services that encourage and connect our homeless population of students to the much-needed resources to provide them guidance and support to begin the identification of their post-secondary education. The required meeting of once a semester with our post-secondary counselor provides support and connectedness to resources needed by these students. Our foster youth student population completed the lowest amount of math credits (3.00) out of all student groups. Thus, Homeless & Foster Youth Services will be allocated proportionately to our student subgroups in accordance with the 22.75% requirement as compared to services provided to all students.

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

The LEA plans to continue to use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retrain staff and provide additional instructional time for English Learners, Low-Income students and foster youth. The LEA plans to use the funds in a variety of ways, which will ensure we are training our staff that directly impact our unduplicated student groups'

academic success in our program. This will include but is not limited to covering salaries of positions, such as EL Specialist and paraprofessionals that provide direct services to support our unduplicated student groups and appropriate compensation for offering extended instructional learn time (Goal 1 Action 2). This staff that will provide students access to specialized instructional support 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 Goal 2 Action 3. The LEA also plans to retain Post Secondary Counselors and Teachers who work directly with unduplicated students through additional duties for after-school instructional support, including night school and Saturday school as educational partners have indicated that these additional opportunities support student progress towards their monthly academic goals LCAP Goal 1 Action 4.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,213,846	\$ 655,000	\$ -	\$ -	1,868,846	\$ 702,037	\$ 1,166,809

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	Students with Disabilities	\$ -	\$ 300,000	\$ -	\$ -	\$ 300,000
1	2	EL Individualized Support and Instruction	English Learners	\$ 77,244	\$ -	\$ -	\$ -	\$ 77,244
1	3	Professional Development - EL Specific	English Learners	\$ 54,897	\$ -	\$ -	\$ -	\$ 54,897
1	4	Homeless & Foster Youth Services	Foster Youth, Low-Income	\$ 32,000	\$ -	\$ -	\$ -	\$ 32,000
1	5	Implementation of Research Based Interventions	All Students	\$ 137,226	\$ -	\$ -	\$ -	\$ 137,226
1	6	Parental Involvement/Educational Partner Engagement for unduplicated students groups	All Students	\$ 144,000	\$ -	\$ -	\$ -	\$ 144,000
2	1	Professional Development Opportunities	All Students	\$ 92,395	\$ -	\$ -	\$ -	\$ 92,395
2	2	Intervention Services and Benchmark Assessments	All Students	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000
2	3	Targeted Specialized Instructional Support	English Learners, Foster Youth, Homeless, and Low-Income Students	\$ 210,713	\$ -	\$ -	\$ -	\$ 210,713
2	4	21st Century Resources	All Students	\$ -	\$ 148,000	\$ -	\$ -	\$ 148,000
3	1	Post-Secondary Plans/Student Trac	All Students	\$ -	\$ 84,000	\$ -	\$ -	\$ 84,000
3	2	Post-Secondary Events	All Students	\$ -	\$ 63,000	\$ -	\$ -	\$ 63,000
3	3	College Credit Course options for students	All Students	\$ 48,000	\$ -	\$ -	\$ -	\$ 48,000
3	4	Provide College Readiness Cohorts	All Students	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
4	1	Parent Involvement and Educational Partner Engagement	All Students	\$ 176,271	\$ -	\$ -	\$ -	\$ 176,271
4	2	Social Emotional Development, Learning and Resources	All Students	\$ 110,100	\$ -	\$ -	\$ -	\$ 110,100
4	3	School Safety	All Students	\$ 96,000	\$ -	\$ -	\$ -	\$ 96,000

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming school year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming (School Year 4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,655,236	\$ 1,007,746	27.57%	0.00%	27.57%	\$ 831,475	0.00%	22.75%	Total:	\$ 831,475
								LEA-wide Total:	\$ 456,621
								Limited Total:	\$ 374,854
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 77,244	0.00%
1	3	Professional Development - EL Specific	Yes	Limited	English Learners	All Schools	\$ 54,897	0.00%
1	4	Homeless & Foster Youth Services	Yes	Limited	Foster Youth and Low-Income	All Schools	\$ 32,000	0.00%
1	5	Implementation of Research Based Interventions	Yes	LEA-wide	English Learners	All Schools	\$ 137,226	0.00%
1	6	Parental Involvement/Educational Partner Engagement for unduplicated students groups	Yes	LEA-wide	All	All Schools	\$ 144,000	0.00%
2	1	Professional Development Opportunities	Yes	LEA-wide	Foster Youth and Low-Income		\$ 92,395	0.00%
2	3	Targeted Specialized Instructional Support	Yes	Limited	All	All Schools	\$ 210,713	0.00%
3	3	College Credit Course options for students	Yes	LEA-wide	All		\$ 48,000	0.00%
3	4	Provide College Readiness Cohorts	Yes	LEA-wide	All		\$ 35,000	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 2,295,044.00	\$ 2,352,985.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	No	\$ 400,000	\$ 415,593
1	2	EL Individualized Support and Instruction	Yes	\$ 105,200	\$ 88,263
1	3	Professional Development - EL Specific	Yes	\$ 30,000	\$ 32,146
1	4	Homeless & Foster Youth Services	Yes	\$ 56,400	\$ 41,075
1	5	Implementation of Research Based Interventions	Yes	\$ 137,400	\$ 121,677
1	6	Parental Involvement/Educational Partner Engagement for unduplicated students groups	Yes	\$ 179,700	\$ 200,470
2	1	Professional Development Opportunities	No	\$ 130,700	\$ 146,457
2	2	Intervention Services and Benchmark Assessments	Yes	\$ 370,600	\$ 350,865
2	3	Targeted Specialized Instructional Support	Yes	\$ 206,000	\$ 152,882
2	4	21st Century Resources	No	\$ 102,444	\$ 132,533
3	1	Post-Secondary Plans/Student Trac	No	\$ 316,400	\$ 205,070
3	2	Post-Secondary Events	No	\$ 20,000	\$ 16,632
3	3	College Credit Course options for students	No	\$ 31,000	\$ 45,619
3	4	Provide College Readiness Cohorts	Yes	\$ 50,000	\$ 96,218
3	5	Expand College Readiness to Junior Cohorts	Yes	\$ 50,000	\$ -
4	1	Parent Involvement and Educational Partner Engagement	No	\$ 42,200	\$ 106,233
4	2	Social Emotional Development, Learning and Resources	No	\$ 32,000	\$ 67,132
4	3	School Safety	No	\$ 35,000	\$ 134,120

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,722,595	\$ 1,185,300	\$ 1,083,596	\$ 101,704	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	EL Individualized Support and Instruction	Yes	\$ 105,200	\$ 88,262.86	0.00%	0.00%
1	3	Professional Development - EL Specific	Yes	\$ 30,000	\$ 32,145.88	0.00%	0.00%
1	4	Homeless & Foster Youth Services	Yes	\$ 56,400	\$ 41,075.03	0.00%	0.00%
1	5	Implementation of Research Based Interventions	Yes	\$ 137,400	\$ 121,676.71	0.00%	0.00%
1	6	Parental Involvement/Educational Partner Engagement for unduplicated students groups	Yes	\$ 179,700	\$ 200,469.99	0.00%	0.00%
2	2	Intervention Services and Benchmark Assessments	Yes	\$ 370,600	\$ 350,865.44	0.00%	0.00%
2	3	Targeted Specialized Instructional Support	Yes	\$ 206,000	\$ 152,881.96	0.00%	0.00%
3	4	Provide College Readiness Cohorts	Yes	\$ 50,000	\$ 96,217.63	0.00%	0.00%
3	5	Expand College Readiness to Junior Cohorts	Yes	\$ 50,000	\$ -	0.00%	

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services %	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 7,551,428	\$ 1,722,595	0.00%	22.81%	\$ 1,083,596	0.00%	14.35%	\$ 638,999.50	8.46%

Summary / Addendum Document

Comprehensive Needs Assessment

PURPOSE

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

Educational PartnerS

Who are the Educational Partners involved in the Comprehensive Needs Assessment?

How were Educational Partners involved in the Comprehensive Needs Assessment?

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

The comprehensive needs assessment (CNA) had a multitude of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers. Post-Secondary Counselor, English Learner Specialist, instructional support staff and parents.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee, which included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met March 9th, 2023, to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to the Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council for additional feedback.

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

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

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

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenStar), EL reclassification data, monthly student progression, graduation rate, College and Career Measures. Qualitative data gathered for the CNA include Educational Partner surveys and staff feedback.

RESULTS / Phase 2 (Data Dive Summary Table)

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

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

Math

- Students in special populations have a higher percentage of not meeting the Math standard goals.
- Students are performing lower on Math SBAC than ELA SBAC.
- Our SWD with a “Not Met” performance indicator is a 8.04% difference below 11th grade students' “Not Met” indicator on the SBAC for our 21-22 school year.
- Our EL student group had a “Not Met” performance indicator 10.12% difference below 11th grade students' “Not Met” indicator on the SBAC for our 21-22 school year.
- 81.25% of EL Students are in the "Not Met" category in SBAC math performance.
- Our 8th grade student population had a lower percentage of 50.00% with a “Not Met” indicator compared to 73.21% for our 11th grade student population.
- Our math intervention course had a 43.75% all student completion rate in 2021-2022.

Grad Rates

- 2020-21 to 2021-22 saw an overall decrease in grad-rates. We are concerned about learning loss trends and social emotional concerns that arose as students returned to school after having gone through virtual learning.

- Our EL students had an increase in enrollment and with that a decline in graduation rate with a 63.20% grad rate in 21-22 compared to 81.80 % in 19-20.
- Our homeless student population had the overall lowest grad rate at 52.9%
- Drop out grad rates in 21-22 for all students was at 65.10%, bringing concern to having to fall back into comprehensive support and improvement status.

College and Career

- Our students with disabilities (SWD) student group have the lowest percentage in 2021-22 on the A-G track.
- On the 2021-22 California Dashboard, our socioeconomically disadvantaged students and Hispanic student population continue to be very low on the indicator.
- 12.1% of all students were college and career prepared in the 2019/20 school year as reflected the CA Dashboard.

Other

- EL Credit attainment of 5 or more units have increased between 20-21 and 21-22 school years by 12.77%, additionally increasing 4% in monthly student progress between the same school years.
- Increased Parental and Student input in surveys, achievement chats, School Climate, LCAP, LCP, School Site Council.
- Math Intervention participation rates are not 100%

PRIORITIZED NEED

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

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

A consensus was reached concerning the following four areas of focus that will be the charter's priorities in the upcoming school year:

- The overall Grad Rate for the LEA has significantly decreased in 2021-22 compared to previous years; there will be an increased focus towards interventions and initiatives in this area.
- Students continued to underperform in Renstar and SBAC Math, and will continue to be an area of focus for the LEA across all student groups.

- Data from the California Dashboard identified 12% of all students as being College and Career prepared in 2019/20 but continues to be a focus for the LEA to increase and gain further data on this indicator.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

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

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

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

Area of Focus: Math

Root Causes:

- Most students are not consistently working on math or our intervention curriculum offered.
- Students are engaging in Integrated Math Curriculum in previous schools and change to on-content math in our schools. (ex. Algebra 1, Algebra 2, etc.).
- Students enroll deficient in math and with learning gaps.

Measurable Outcome: The charter aims to maintain or improve its Math Renaissance Star intervention tiers for each student group.

Area of Focus: Grad Rates

Root Causes:

- Students enroll with the school deficit in credits.
- Students are experiencing learning loss due to COVID emergency.
- Student loss of motivation due social/emotional engagement has decreased.
- Need for Senior Cohort focus (school-wide), including professional development for staff to support in this area

Measurable Outcome: Charter strives to have a one-year graduation rate annually above the statewide average (85%).

Area of Focus: Interventions

Root Causes:

- Additional support staff such as tutors needed in focus areas.
- Students need foundational skills to help close the gap.
- Staff working with students to help engage in intervention curriculum.

Measurable Outcome: Retention, maintenance, and recruitment of credentialed staff in order to aid in core course student progression.

Area of Focus: College and Career

Root Causes:

- CTE courses are not currently offered to all our students
- Staff training needed to understand college and career preparedness indicators
- School Culture buy in towards a college and career focus track needed

Measurable Outcome: College and Career Preparedness through an increase in Dual Enrollment and CTE

Trends / Themes - (Data Dive Summary Table)

What concerns or challenges were identified?

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

One major trend that was identified throughout the CNA and impacts multiple areas of focus is the need for streamlined implementation of interventions to best serve our EL, Foster Youth, & SWD populations. The charter specifically identified:

- EL students low achievement on Math benchmark assessments
- Low completion rates of intervention courses for all assigned students
- Low SWD populations engaged in college and career preparedness courses

Overall, there is a significant difference between the achievement in general student population in comparison to English Learners (ELs), SWD population and Homeless. These student groups show the greatest discrepancies in SBAC and RenStars scores, graduation rates, and College/Career Preparedness as compared to the general student population. Our priority will be to have intentional focus on resources and support towards academic success and inequities of subgroups. OFY-SG will look at guiding our teachers, support staff and overall school culture towards promoting equal success and providing resources toward closing these identified gaps for our students.

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Options for Youth-San Gabriel	March 9, 2023
1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	<p>Dimension 2 - Empowering, Rigorous Content</p> <ul style="list-style-type: none"> • Increase awareness and participation in AP Course offerings and CTE courses <p>Dimension 3 - Instructional Time and Attention</p> <ul style="list-style-type: none"> • Strengthen process for identifying students in need of intervention and participation in those interventions <p>Dimension 4-Early Intervention</p> <ul style="list-style-type: none"> • Use intervention tools for students that are identified as Urgent Intervention through our internal Ren Star assessments <p>Dimension 6 - Family Academic Engagement</p> <ul style="list-style-type: none"> • Need increase in offerings and participation for parent engagement - pandemic has impacted this area • Increase percentage of parents receiving communication in their home language <p>Dimension 8 - School Leadership Quality</p> <ol style="list-style-type: none"> 1. Improve PD support for APs and principals
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	<p>Dimension 2 - Empowering, Rigorous Content</p> <ul style="list-style-type: none"> • Increase awareness and participation in AP Course offerings and CTE courses <p>Dimension 3 - Instructional Time and Attention</p> <ul style="list-style-type: none"> • Strengthen process for identifying students in need of intervention and participation in those interventions <p>Dimension 4-Early Intervention</p> <ul style="list-style-type: none"> • Use intervention tools for students that are identified as Urgent Intervention through our internal Ren Star assessments <p>Dimension 6 - Family Academic Engagement</p> <ol style="list-style-type: none"> 1. Need increase in offerings and participation for parent engagement - pandemic has impacted this area
3. How does the Charter plan on addressing these inequities?	<p>Specifically, we will focus on</p> <ol style="list-style-type: none"> 1. Identifying additional data sources for early intervention identification and assignment 2. Assess current intervention supports to determine any changes and/or additions needed 3. Continue to strengthen awareness and training on our intervention tools for our teacher to provide appropriate support and use towards student success. 4. Identify areas where parents can be reached more effectively to increase participation in engagement opportunities, in person, virtually, and asynchronously

<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>NA</p>
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Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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