

LCFF Budget Overview for Parents

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

CDS Code: 19 75291 1996016

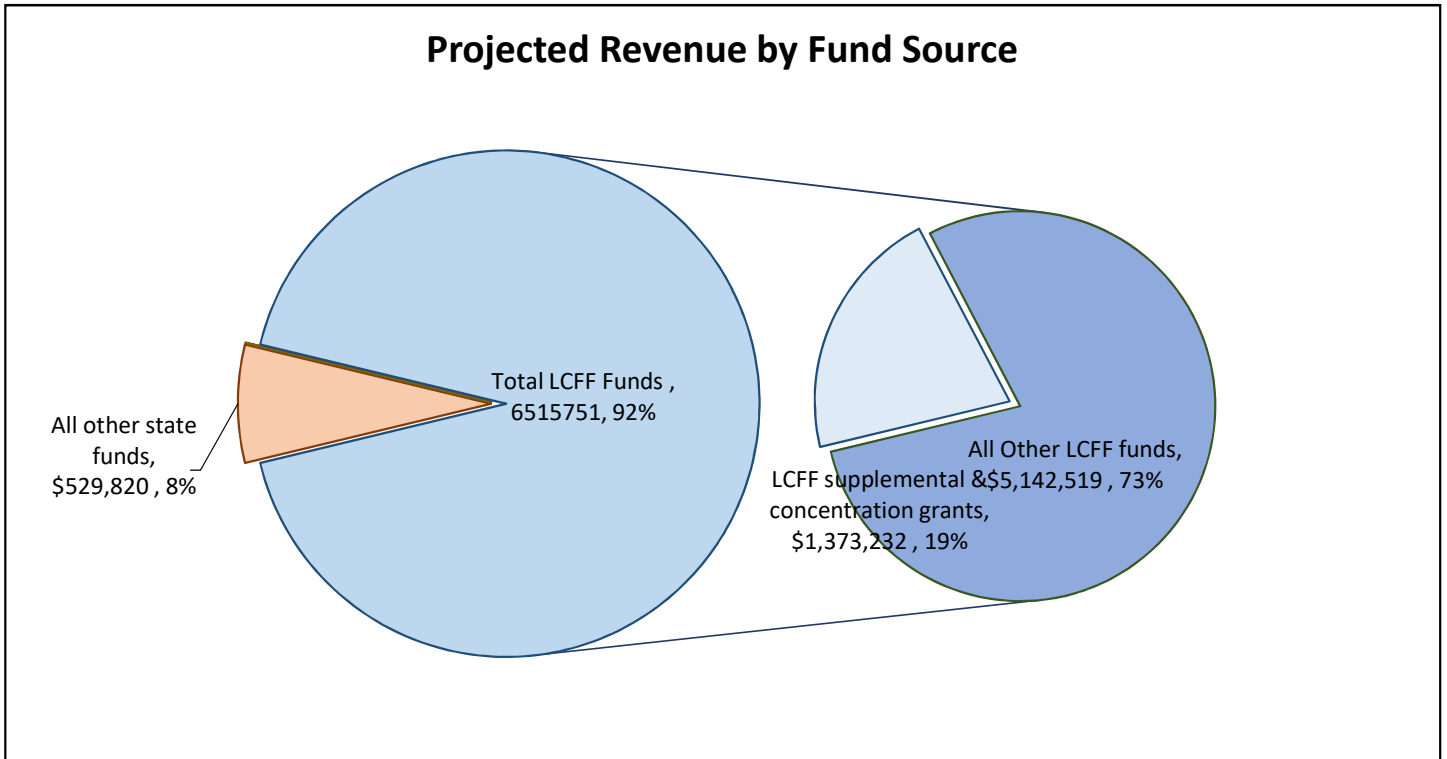
School Year: 2026-27

LEA contact information: Megan Betry, Principal - mbetry@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 2026-27 School Year

Projected Revenue by Fund Source

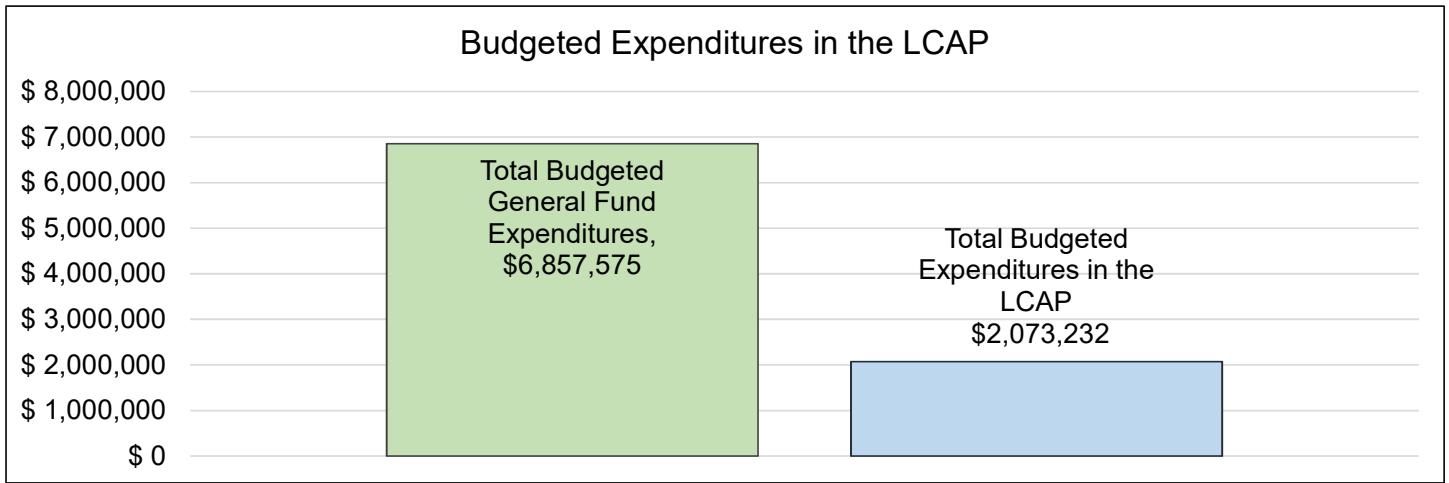


This chart shows the total general purpose revenue Options For Youth San Gabriel expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth San Gabriel is \$7,045,571.00, of which \$6,515,751.00 is Local Control Funding Formula (LCFF), \$529,820.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$6,515,751.00 in LCFF Funds, \$1,373,232.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Options For Youth San Gabriel plans to spend \$6,857,575.00 for the 2026-27 school year. Of that amount, \$2,073,232.00 is tied to actions/services in the LCAP and \$4,784,343.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

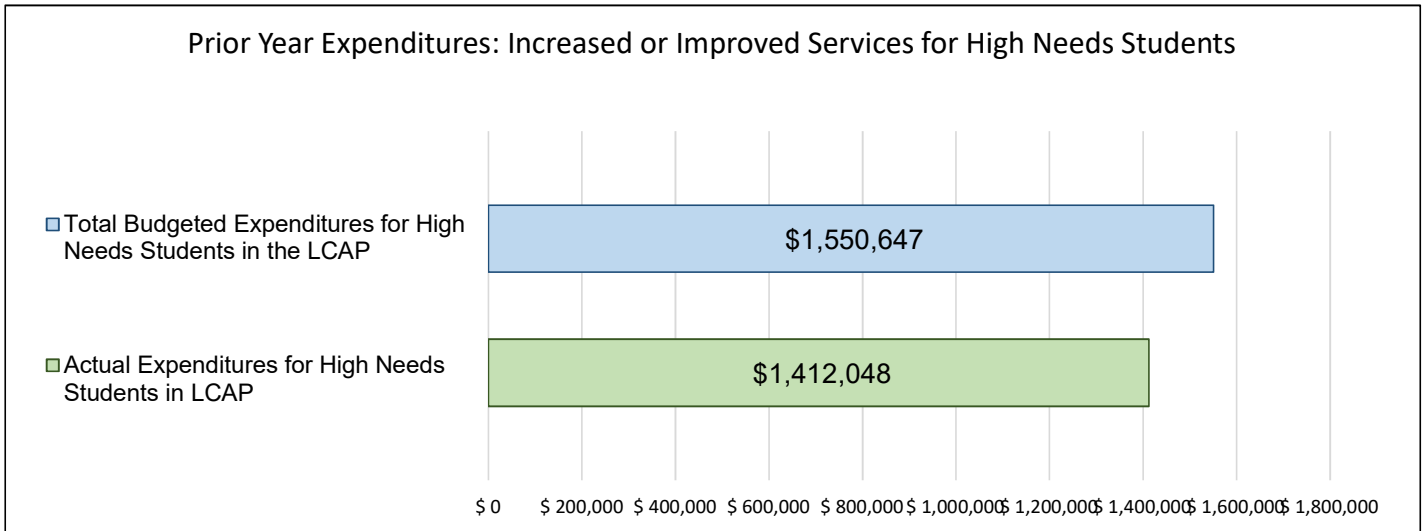
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology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

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

In 2026-27, Options For Youth San Gabriel is projecting it will receive \$1,373,232.00 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 \$1,373,232.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Options For Youth San 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 2025-26, Options For Youth San Gabriel's LCAP budgeted \$1,550,647.00 for planned actions to increase or improve services for high needs students. Options For Youth San Gabriel actually spent \$1,412,047.99 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$138,599.01 had the following impact on Options For Youth San Gabriel's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted \$1,550,647 for high needs students in our LCAP. As of March 2026, we have spent \$1,412,047.99. Several planned activities, services, and salaries are to be taken into account for the remaining months.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth San Gabriel	Megan Betry, Principal	mbetry@ofy.org

Plan Summary 2026-27

General Information

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

OFY San Gabriel 2026-27



LOCAL CONTROL & ACCOUNTABILITY PLAN

CHARTER DEMOGRAPHIC & BUDGETING

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



1
Learning Center



64
Staff



377
students



- Socioeconomically Disadvantaged **38.5%**
- English Learner **19.9%**
- Foster Youth **1.6%**
- Students with Disabilities **17.5%**
- Long Term English Learner **12.2%**
- Homeless **3.7%**
- Non-Unduplicated **39%**

Overall, 26% of students were identified as part of a high-risk population, with 11% identified as credit deficient at enrollment.

Educational Philosophy

Options for Youth (OFY) is a network of charter schools dedicated to providing quality educational opportunities for all students, no matter their circumstances. Our approach centers on student empowerment, individualized support, and creating safe, nurturing learning environments that foster both academic and personal growth. We believe that education is a vital tool for societal advancement, shaping students into self-motivated, competent, and lifelong learners who contribute meaningfully to their communities.

Our instructional model is student-centered, equitable, and rigorous, designed to accommodate diverse learning needs. By integrating flexibility, collaboration, and responsiveness into our teaching methods, we ensure that each student receives the personalized support necessary to achieve academic success and credit progression.

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. The school serves approximately 350 students in grades 7–12, with enrollment fluctuating throughout the academic year due to its open enrollment policy. The student body includes a diverse population of students between the ages of 12 and 22.

OFY-San Gabriel attracts students for various reasons, including the opportunity for accelerated progress, a smaller learning environment, flexible scheduling, individualized attention, and multiple learning modalities offered within its blended program. Our model allows students and their families to actively participate in selecting the learning format that best supports their post-secondary goals.

Comprehensive Learning Experience

OFY-San Gabriel collaborates with the District to provide a proven, effective educational alternative for at-promise students who may not thrive in traditional school settings. We serve at-promise students through a flexible blended learning model, incorporating a strong social-emotional curriculum and a high level of one-on-one teacher interaction. Our well-qualified educators deliver rigorous, differentiated instruction, early academic intervention, and an extended school year of 240 instructional days to maximize student success.

Educational Services

Recognizing that at-promise students often face academic, social, and emotional challenges at higher rates than their peers, OFY-San Gabriel is committed to providing targeted support that fosters both academic achievement and personal growth. Many of our students have experienced significant setbacks, skill gaps, or disconnection from traditional schooling due to academic and non-academic factors.

As an alternative educational option, OFY-San Gabriel prioritizes a holistic approach, addressing both academic and socio-emotional needs through personalized attention. Our goal is to equip students with the necessary skills and resources to succeed in school, graduate, and pursue their future aspirations.

Lifelong Learners

OFY-San Gabriel believes that a well-educated individual in the 21st century is a lifelong learner equipped with essential academic and non-academic skills. We aim to develop students who:

- Comprehend and analyze grade-level texts
- Communicate effectively in both oral and written formats
- Apply mathematical concepts to real-world problem-solving

- Understand the scientific method and its practical applications
- Exhibit initiative, adaptability, leadership, and accountability in their personal and professional lives

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

In addition to LCFF and other state and federal funding sources, OFY-San Gabriel will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement learning recovery initiatives. These initiatives focus on increasing instructional learning time to support accelerated progress to close learning gaps, integrate evidence-based pupil supports to address other barriers to learning, increase access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility, additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning, and promoting the social-emotional well-being of students and staff.

Established in response to the COVID-19 pandemic, the LREBG provides one-time funding through the 2027–28 school year to assist schools in long-term recovery efforts. OFY-San Gabriel's strategic plan for using these funds to improve student outcomes in the 2026–27 school year is outlined in this LCAP plan.

Reflections: Annual Performance

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

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

Our charter has demonstrated growth on the 2025 California Dashboard across all metrics compared to the 2023 and 2024 Dashboard results. The charter continues to perform strongly in the Suspension and English Language Progress indicators, scoring blue and green respectively. The charter increased in ELA and Math and maintained performance on the College and Career Indicator, earning yellow color indicators for all three metrics, an increase from 2024 and a return to 2023 levels. Chronic Absenteeism and Graduation Rate remain priority areas of focus. Although the charter declined on the 2024 Dashboard compared to 2023, the school improved on the 2025 Dashboard compared to both 2023 and 2024 and continues working toward pre-pandemic levels of performance (2019 Dashboard results), when the Chronic Absenteeism rate was below 20% and the Graduation Rate was 65%.

The school has demonstrated a strong culture of inclusion, as evidenced by its 0% suspension rate on the California Dashboard for the last three years. This is due to our restorative approach to supporting students as they develop social emotional skills in a safe environment. Additionally, the school is proud of the progress demonstrated by our English Learner and Long Term English Learner subgroups on the English Language Proficiency Indicator. This is the first year the school has received a color on the Dashboard, and the Green indicator demonstrates that the work we are doing with English learners is yielding results.

Our school continues to show growth in academic performance. In ELA, the charter performed 3.6 points below standard but increased 16.7 points from 2024, moving from Orange to Yellow on the color indicator. Additionally, no student subgroup was assigned a color below Yellow

for the 2025 reporting period. In Math, the charter showed accelerated growth; although the metric remained 69.4 points below standard, the charter increased 34.1 points and similarly improved from Orange to Yellow between 2024 and 2025. Additionally, no student subgroup received a color indicator below Yellow in Math. In both ELA and Math, although the charter continues to score in the “low” category, the school was designated as “increased significantly. The charter recognizes that Students with Disabilities and English Learner subgroups remain areas of focus for the upcoming school years in order to close achievement gaps.

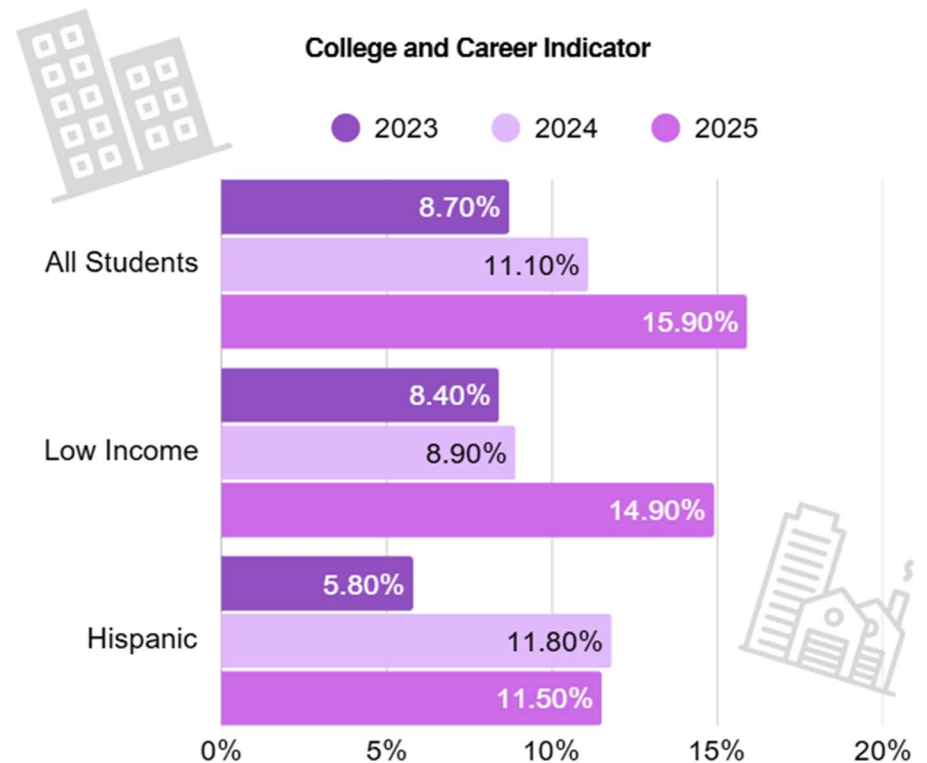
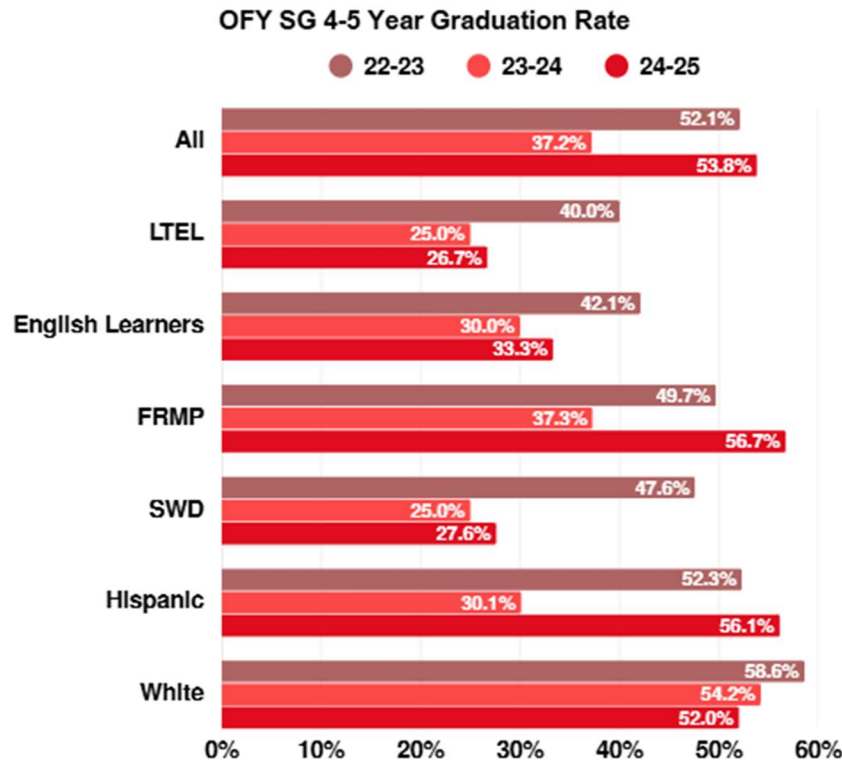
To address ongoing areas of need, our LCAP outlines a strategic plan aimed at enhancing student success and improving these performance indicators. By expanding dual enrollment and CTE course offerings, we aim to provide students with relevant skills and experiences that prepare them for career pathways. Through targeted support programs for senior cohorts, we also aim to increase graduation rates by providing resources and guidance to support successful transitions to post-secondary education or the workforce. Our plan includes initiatives to increase exposure to post-secondary opportunities through partnerships with local colleges, universities, and businesses, equipping students with the knowledge and resources needed to pursue higher education and career pathways aligned with their interests and goals. In response, the charter has formulated specific focus goals and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will remain in effect through the conclusion of the 2024–27 LCAP cycle.

Goal 2, Action 1-Postsecondary Advancement Programs

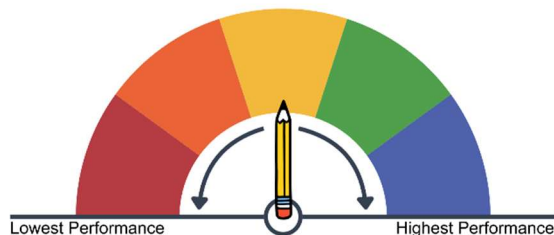
Goal 2, Action 2 -College credit course enrollment

Goal 2, Action 3-CTE Program Enhancement for Improved Graduation and Readiness Outcomes

Goal 2 Action 4-Enhancing Student Readiness with Comprehensive Post-Secondary Events



California School Dashboard Performance Levels



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

English Language Arts (ELA) – Yellow Performance Level (increased 1 performance level)

ELA performance increased by 16.7 points, resulting in an overall status of 3.6 points below standard. Notable improvements were observed among the following student groups:

Hispanic: 26 points above standard (↑ 49.2 points)

Socioeconomically Disadvantaged: 10.5 points below standard (↑ 22.7 points)

Mathematics – Yellow Performance Level (increased 1 performance level)

Mathematics performance improved by 34.1 points; overall performance resulted in 69.4 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:

Hispanic: 66.8 points below standard (↑ 43.4 points)

Socioeconomically Disadvantaged: 78.2 points below standard (↑ 36.6 points)

English Learner Progress Indicator – Green Performance Level (no color performance for 2024 CA Dashboard)

The English Learner Progress resulted with 56.3% of EL students making progress toward English language proficiency. No performance color assigned for 2024 due to the size of the student population in previous years. Subgroup performance highlights include:

English Learner: 56.3% making progress

Long Term English Learner: 50% making progress

College/Career – Yellow Performance Level (maintained performance level)

The College/Career indicator increased by 3.1 percentage points, with 15.9% of students demonstrating college or career readiness. Gains were evident among the following student groups:

Hispanic: 11.5% prepared (↓ 0.2%)

Socioeconomically Disadvantaged: 14.9% prepared (↑ 3.8%)

English Learner: 10.0% prepared (↑10.0%)

Graduation Rate – Red Performance Level (maintained performance level)

The graduation rate increased by 16.6 percentage points, with 53.8% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:

Hispanic: 56.1% graduated (↑ 25.9%)

Socioeconomically Disadvantaged: 56.7% graduated (↑ 19.4%)

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

Chronic absenteeism improved by 7.9 percentage points, with the current rate at 27.1% among middle school students. While this reflects progress, improving chronic absenteeism remains a priority. Increases were observed across several student groups:

Hispanic: 19.1% chronically absent (↓ 19.5%)

Socioeconomically Disadvantaged: 27.4% chronically absent (↓ 10.9%)

Learning Recovery Emergency Block Grant (LREBG) Fund:

Based on a review of the 2025 California School Dashboard and local data, OFY San Gabriel has shown progress in chronic absenteeism and graduation; however, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge.

To address these areas of need, LREBG funds will be strategically allocated to support targeted academic interventions, expanded learning opportunities, and student support services aligned to identified student needs. Actions funded in whole or in part with LREBG funds are outlined in Goal 1, Actions 6, with detailed rationales provided in the action descriptions. This Goal was added this year in order to more effectively utilize LREBG funds than in previous school years, in alignment with the allowable uses of the grant. The school will continue to utilize the funds to provide opportunities for extended learning, including night school, math and english tutoring expansion, additional literacy and math instructional programs designed to accelerate pupil academic proficiency, targeted interventions aimed at reducing credit deficiency and increasing graduation rates and college readiness, and ongoing professional development and coaching in both the Math and ELA frameworks.

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Options For Youth San Gabriel

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) has been identified for Comprehensive Support and Improvement (CSI). The LEA is committed to reflecting on current practices and making necessary program adjustments to enhance student outcomes. Our primary objectives include increasing the graduation rate, improving math and ELA performance, strengthening College and Career preparedness, and decreasing Chronic Absenteeism. California Dashboard data shows a graduation rate of 53.8 in 2024-2025 and 37.2 in 2023-2024, which is a 16.6% increase, indicating growth during the 2024-2025 school year. Given this increase, our focus will be to continue implementing targeted interventions to improve student retention and graduation outcomes. As part of our reflection process, we shared the Fall 2025 California School Dashboard performance data with all educational partners and collaboratively established program goals based on key indicators such as Math and ELA SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into the 2024-27 Local Control and Accountability Plan (LCAP), ensuring alignment between CSI focus areas and LCAP priorities. Feedback from educational partners was gathered through a comprehensive survey conducted each semester and through various engagement events throughout the year.

The development of OFY-SG’s 2025-26 SPSA/CSI Plan/LCAP was informed by the findings of the new Comprehensive Needs Assessment (CNA) and input from the Parent Advisory Committee. To meet or exceed the ESSA 68% graduation rate target, we will continue to assess and refine instructional practices and student retention strategies across all grade levels. Additionally, OFY-San Gabriel is committed to continuing to positively impact our 4/5-year graduation rate, as reflected on the California School Dashboard. The LEA’s updated CSI Plan was formulated alongside the 2024-27 LCAP, utilizing insights from the Fall 2025 California School Dashboard, the 2025-26 Comprehensive Needs Assessment, and internal data analysis. This plan includes identifying and implementing Evidence-Based Interventions (EBIs) and addressing resource inequities to support student success. By integrating the goals, metrics, and actions outlined in the LCAP, we ensure a cohesive approach that aligns with the Single Plan for Student Achievement (SPSA).

The 2026-27 CSI Plan reflects updated implementation strategies and outcome data based on the most recent CNA findings. All data charts will be revised accordingly to guide ongoing improvement efforts.

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

1. Grad Rate: While 4/5 year Grad Rate for the LEA has significantly increased in 24-25 compared to the previous two Dashboard releases, the grad rate still falls below the ESSA requirement; LEA will continue an increased focus towards interventions and initiatives in this area.

2. College and Career Indicator: The LEA will continue to focus on increasing College and Career Readiness indicators, by increasing dual enrollment opportunities through partnerships with community colleges for college credit, enrolling students in CTE pathways, increasing SBAC scores and identifying apprenticeships for students (especially our Hispanic students and FRMP).
3. SBAC Math and ELA: Increase supplemental ELA and Math Support through new curriculum and enrichment courses, additionally incorporating evidence based intervention programs that show best effective results (IXL, Freckle, etc.).

Comprehensive Needs Assessment Findings:

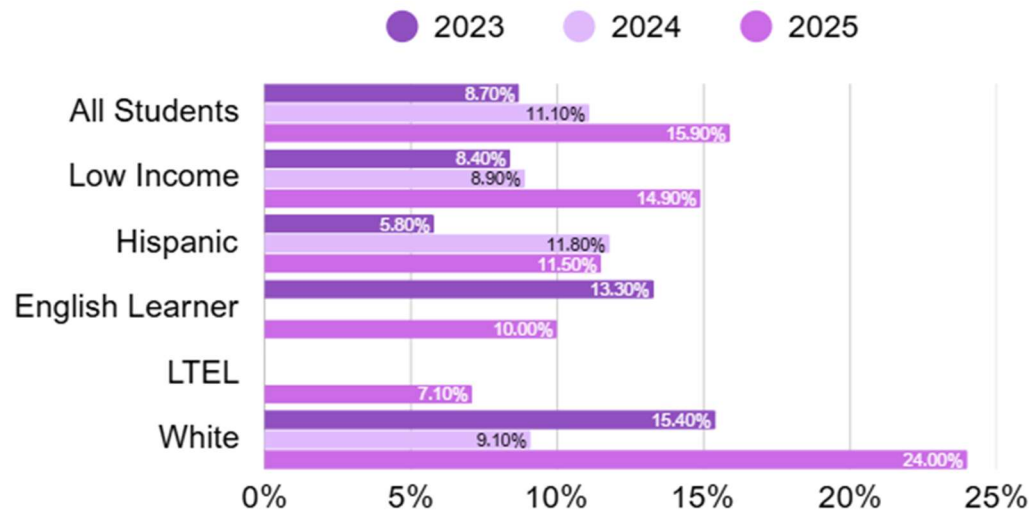
The Educational Partner group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

College & Career Indicators and UC/CSU Eligibility:

- 15.9% of students identified as prepared on the CCI (↑ 4.8%)
- 17% of students identified as approaching prepared on CCI (↑ 6.7)
- Hispanic: 11.5% prepared (↓ 0.3%)
- Students with Disabilities: 0.0% prepared (↓ 5.6%)
- Socioeconomically Disadvantaged Prepared: 14.9% (↑ 6.0%)
- English Language Learners: 10.0% (↑ 10.0%)
- 27.9% Met UC/CSU Eligibility (↑ 12.4%)
- 22.7% Hispanic Met UC/CSU Eligibility (↑ 9%)
- 27.8% Socioeconomically Disadvantaged Met UC/CSU Eligibility (↑ 13.1)
- 14.3% ELL Met UC/CSU Eligibility (↑ 4.3)
- 21.1% Students with Disabilities Met UC/CSU Eligibility (↑ 16.1)

While overall improvement is evident particularly for Hispanic and Socioeconomically Disadvantaged subgroups, disparities remain among key subgroups including Students with Disabilities and English Learners and overall CCI preparedness remains lower than target.

College and Career Indicator



Math Achievement

Dashboard Color: Yellow (increase from Orange in 2023 and 2024)

↑37.1 points between 2023 and 2025

69.4 points below the standard in 2025

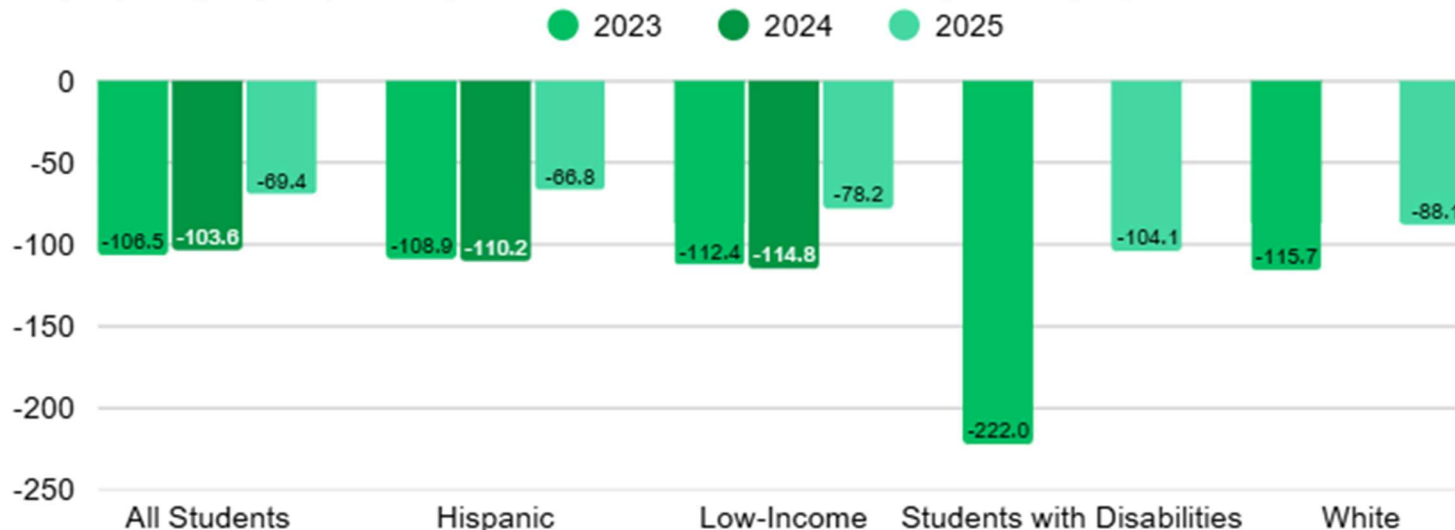
Socioeconomically Disadvantaged: Increased Significantly (↑36.6 points from 2024 to 2025)

Hispanic: Increased Significantly (↑43.4 points from 2024 to 2025)

Students with Disabilities: -104.1 below the standard

English Learners: -49.6 below the standard

Data indicates moderate growth in mathematics achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.



ELA Achievement

Dashboard color: Yellow (Increase from Orange in 2024)

↑10.3 points between 2023 and 2025

3.6 points below the standard in 2025

Socioeconomically Disadvantaged: Increased Significantly (↑22.7 points from 2024 to 2025)

Hispanic: +26 above the standard (↑49.2 points from 2024-2025)

Increased Significantly

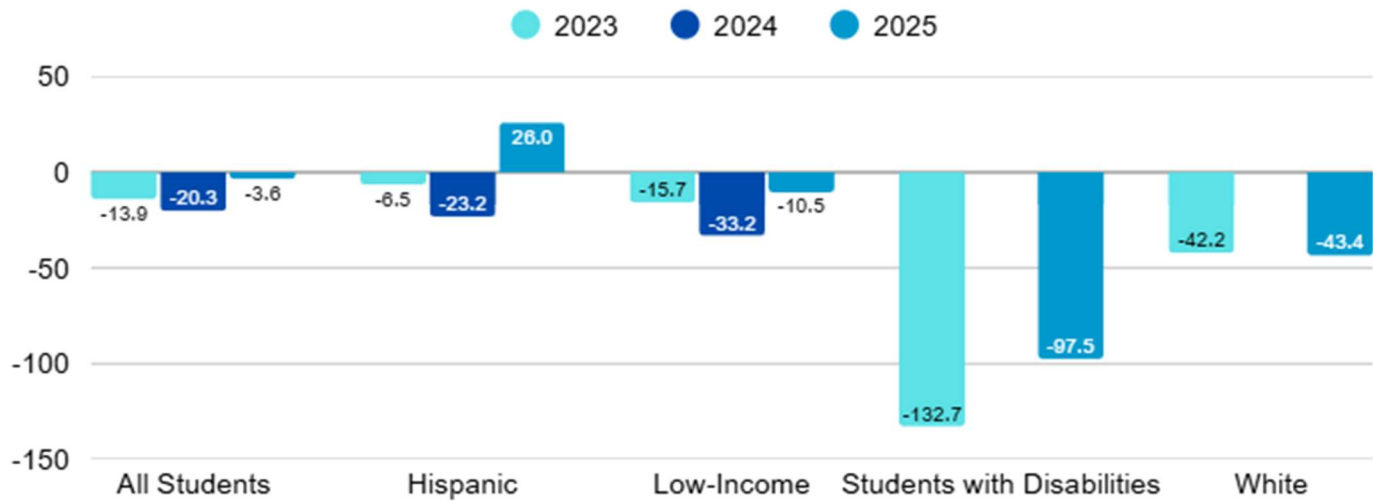
Status level: medium

Dashboard Color: Green

Students with Disabilities: -97.5 below the standards

English Learners: -23.4 below the standard

Data indicates major growth in ELA achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.



Graduation Rates

53.8% graduated in 2025 (↑ 16.6% from 2024, ↑ 1.7% from 2023)

Hispanic: 56.1% graduated in 2025 (↑ 25.9% from 2024)

ELL: 33.3% graduated in 2025 (↑ 3.3% from 2024)

Socioeconomically Disadvantaged: 56.7% graduated in 2025 (↑19.4% from 2024)

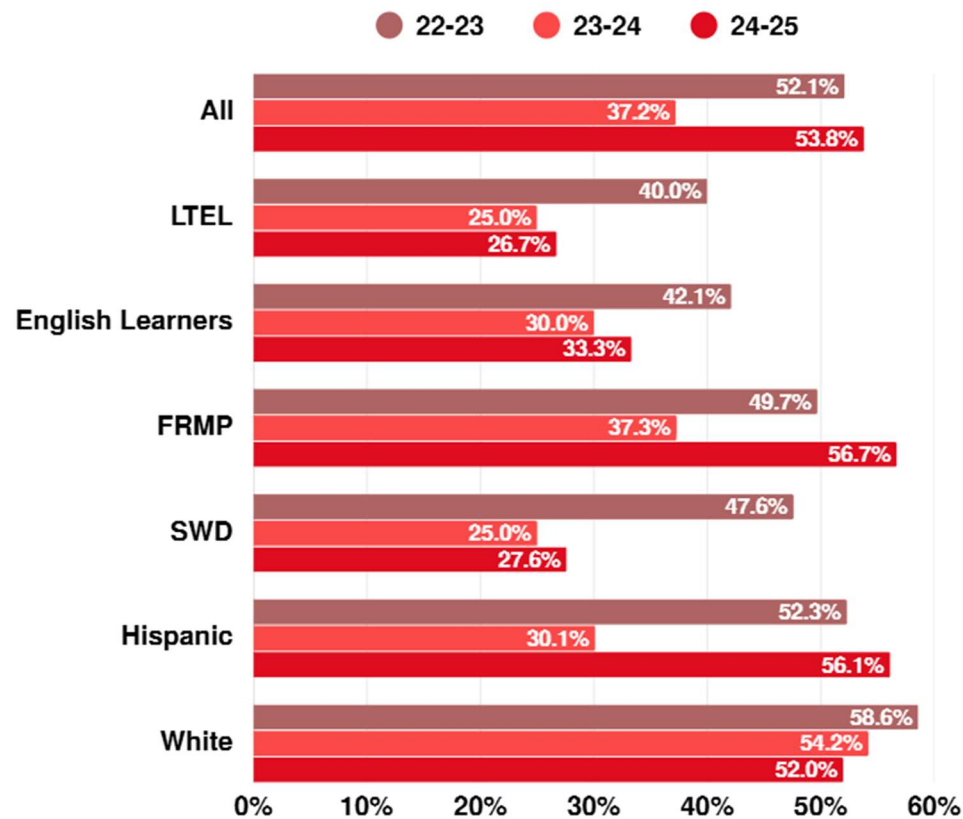
Students with Disabilities: 52.6% graduated in 2025 (↑ 27.6 from 2024)

DASS Grad Rates: 83.6% overall in 2025

DASS Hispanic Grad Rate: 82.7% in 2025

DASS Socioeconomically Disadvantaged Grad Rate: 84.2% in 2025

Data indicates major growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically English Language Learners.



Chronic Absenteeism

2025 Color: Orange (Down from Red in 2024)

Overall Rate: 27.1% in 2025 (↓ 7.9 from 2024, ↓ 5.8% from 2023)

Hispanic C.A: 19.1% in 2025 (↓19.5%)

Socioeconomically Disadvantaged: 27.4% (↓10.9)

English Learners: Not enough students for data

Students with Disabilities: 38.9% (not enough data for change rate, but still higher than all other subgroups)

Data indicates moderate growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities.

Drop Out Rates, Suspension Rates, and School Climate

0.0% Suspension and Expulsion rate over last three school years

2024-2025 dropout rate: .3% for high school, 0.0% for middle school

2026 School Climate Report indicates overall satisfaction with students, staff, and parents overall indicating strong levels of satisfaction

Area of Focus: College & Career Indicators and UC/CSU (a-g)

Root Causes:

a-g participation decreases in higher grade levels because some students enroll needing to retake courses in which they previously earned a D, increasing their overall credit requirements. This additional workload may discourage students from committing to a-g completion. Increases in a-g participation percentages may be influenced by overall declines in student enrollment.

a-g participation/completion vs % prepared on CCI: this could be because some students complete a-g coursework but do not complete an additional measure required to be considered “Prepared” under the College & Career Indicator (CCI).

Lower a-g completion rates may reflect student interest in attending technical schools or community colleges rather than four-year universities, leading students to view a-g completion as unnecessary for their postsecondary goals.

Teachers may not encourage students to complete a-g pathway if students aren’t four-year bound

Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.

Students and staff may prioritize accelerated credit completion over additional a-g requirements when students enroll significantly credit deficient.

Measurable Outcome: The charter will continue tracking UC/CSU eligibility for grades 9-12, with a focus on increasing the number of 9th and 10th grade students who remain eligible to graduate UC/CSU eligible by repeating D’s earned at previous schools.

Area of Focus: Graduation Rates

Root Causes:

Students enroll credit deficient (often in their 3rd or 4th cohort year) and may not be able to catch up and graduate by the end of their 5th cohort year.

Teachers are focused on students graduating in their 5th or 6th cohort year instead of 4th/5th cohort year.

Inconsistent use of data to proactively identify students by their cohort year results in delayed interventions and progress towards graduation.

Limited student accountability contributed to gaps in student progress, which is addressed by conducting biannual Achievement Chats with students and families to develop action plans and monitor progress.

Measurable Outcome: The charter will seek to maintain or increase the DASS graduation rate of 80% or higher. The charter will seek to increase its 4th/5th year graduation rate 3-5% in the 2026 Dashboard release.

Area of Focus: Chronic Absenteeism

Root Causes:

Students enroll with prior histories of poor attendance and disengagement, making consistent attendance habits difficult to re-establish without early intervention and support.

Some students experience external barriers such as transportation issues, family responsibilities, housing instability, or work obligations that negatively impact regular attendance.

Students who are significantly credit deficient may become discouraged about their ability to graduate on time, resulting in decreased motivation to attend consistently.

Students with Disabilities and students experiencing social-emotional or mental health challenges may require additional individualized supports and engagement strategies to maintain regular attendance.

Inconsistent monitoring of attendance data and delayed intervention responses may prevent staff from identifying and addressing attendance concerns before students become chronically absent.

Measurable Outcome: The charter will seek to decrease chronic absenteeism by increasing social emotional learning opportunities for middle school students. The charter will seek to decrease the Chronic Absenteeism rate 5% on the 2026 Dashboard release.

Area of Focus: Math Achievement

Root Causes:

Students enter the program with significant skill gaps in foundational math concepts, which impacts their ability to access grade-level standards.

Students with Disabilities and English Learners may need more targeted, scaffolded instruction and additional opportunities for guided math practice.

Inconsistent completion of math interventions may limit student progress toward standards mastery.

Students working independently may struggle to persist through multi-step math tasks without frequent teacher support and feedback.

Measurable Outcome: The charter will seek to increase SBAC math scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

Area of Focus: ELA Achievement

Root Causes:

Students enroll with significant gaps in foundational reading, writing, and comprehension skills, which impacts their ability to meet grade-level ELA standards.

Students with limited engagement in reading outside of school may demonstrate slower progress in vocabulary development, fluency, and comprehension skills.

Inconsistent completion of literacy intervention programs and independent practice activities may limit student growth in reading comprehension and academic vocabulary.

Students with Disabilities and English Learners may require additional targeted literacy interventions, scaffolds, and differentiated instruction to access rigorous ELA content

Independent study students may struggle with self-paced reading and writing assignments without consistent teacher feedback, accountability, and progress monitoring.

Measurable Outcome: The charter will seek to increase SBAC ELA scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

The following four areas of focus will be the charter priorities in the upcoming school year:

1. College and Career Preparedness: Building College & Career Indicator teacher awareness (increasing focus on a-g, SSB, dual enrollment, CTE pathways)
2. 4th/5th year Grad Rate: Increasing teacher understanding 4th/5th year cohorts to support graduation within state-required timeline
3. Chronic Absenteeism: Reducing chronic absenteeism, particularly for Students with Disabilities, by strengthening student engagement, family communication, and early attendance intervention systems.
4. Math and ELA Achievement: Increasing math and ELA achievement schoolwide, with targeted support for Students with Disabilities and English Learners, who continue to perform below standard despite overall growth.

Data Utilized to conduct our Comprehensive Needs Assessment:

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

California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA, and Math)

California Dept. of Education College and Career Data

CAASPP data (ELA and Math)

Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop Out Rates)

EL Reclassification Data

a-g course enrollment & completion rates

Stakeholder Surveys

Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)

iLit Data

Student and Family Participation Rates in Events Data

Math and ELA Intervention:

Student intervention will be determined based on RenSTAR mathematics and ELA test results. Teachers and counselors will analyze achievement data for students identified as needing intervention or urgent intervention to develop appropriate support plans. In the 2025-2026 school year, the LEA piloted the program IXL in math and reading, while also continuing to implement ExactPath in the Online Program. Math scaled scores increased 13.6 and the average GLE increased from 8.4 to 9.1. ELA scaled scores increased 24.2 and the average GLE increased from 9.8 to 10.4.

For the 2026-27 school year, the LEA will implement Math and ELA intervention programs including full implementation of IXL, ExactPath, iLit, and Freckle. To enhance intervention efforts, students may be scheduled for math and/or ELA enrichment sessions where they will receive targeted support from a Math Intervention Specialist (MIS) or English tutor. These sessions, conducted one-on-one or in small groups, will guide students through their individualized program, while allowing for direct instruction and individualized assistance. Instructors will pinpoint areas where students need improvement and generate customized learning sequences to help them progress. Math Intervention Specialists and tutors will receive training to effectively lead these sessions and will regularly collaborate to refine best practices. Additionally, math, ELA, and ELD teachers will be trained to integrate IXL into their classroom instruction, using the platform to address gaps in student understanding. Through a combination of structured interventions and the use of IXL, our goal is to improve student performance and equip them with the skills needed to succeed in grade-level mathematics.

MATH SCALED SCORE PERFORMANCE

SCALED SCORE INCREASE

68.8%

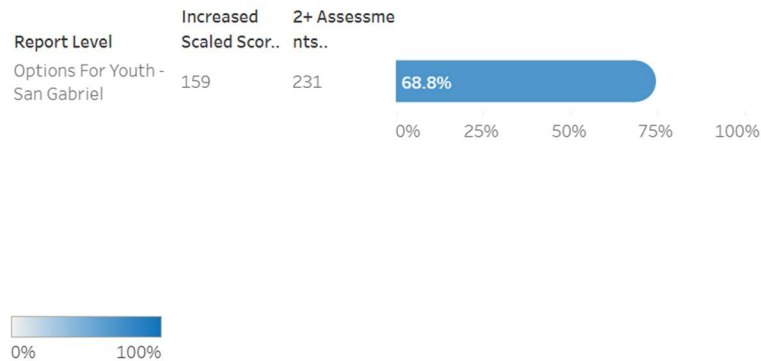
AVG. SCALED SCORE

842.3

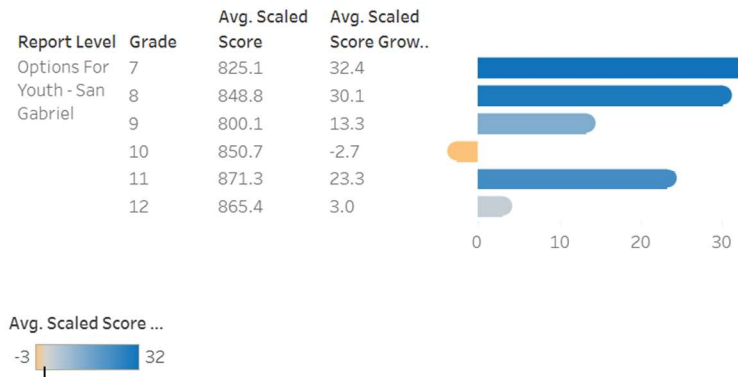
AVG. SCALED SCORE GROWTH

13.6

2025-2026 Math Scaled Score Increase by Charter



2025-2026 Average Math Scaled Score & Growth by Charter and Grade



READING SCALED SCORE PERFORMANCE

SCALED SCORE INCREASE

70.8%

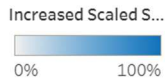
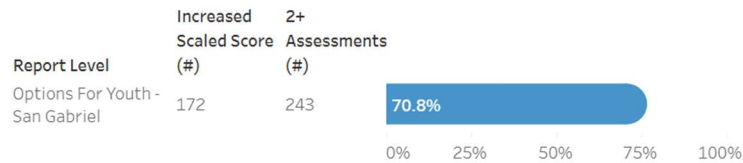
AVG. SCALED SCORE

928.6

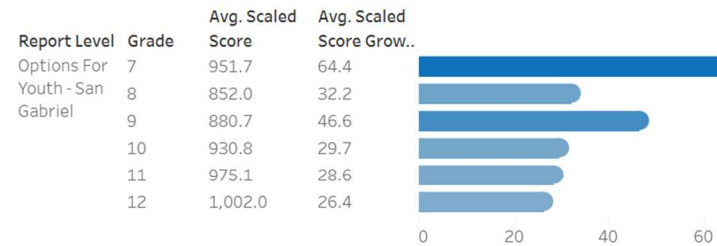
AVG. SCALED SCORE GROWTH

34.2

2024-2025 Reading Scale Score Increase by Charter



2024-2025 Average Reading Scaled Score & Growth by Charter and Grade



Educational Partner Involvement Process

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- Our PAC has engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

Parent Advisory Committee Educational Partner Engagement:

PAC 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

PAC Meeting Dates: 10/02/2025, 12/11/2025, 03/05/2026, 04/30/2026

Options for Youth - San Gabriel (OFY-SG) is committed to ensuring the inclusion of all Educational Partners in the Local Control and Accountability Plan (LCAP) process. The school implemented the Fall School Climate Survey and the Spring LCAP survey, which was administered to students, parents, and staff. Furthermore, they convened regularly with the School Leadership team to deliberate on LCAP goal development and ensure alignment with the diverse needs of all students. EL Specialists, Special Education Specialists, and additional teachers actively participated in LCAP meetings, contributing to the development of metrics and action items tailored to Students with Disabilities (SWD) and English Learners (EL) and Long-Term English Learners (LTEL). LCAP Surveys are administered biannually to gather feedback from staff, parents, and students, informing the refinement of OFY-SG's educational program and shaping LCAP goals for the upcoming school year.

OFY-San Gabriel has proactively engaged Educational Partners through Achievement Chats to solicit direct feedback for crafting a comprehensive instructional plan. Teachers have also provided input through center meetings, reflecting on conversations held via phone and Google Meet with parents. Some parents have reached out via phone calls, email, and social media to offer feedback and pose questions. We promote ongoing feedback through live interactions such as Google Meet, phone calls (for those without internet access), texts, and social media to enhance communication with all Educational Partners continuously. Teachers maintain weekly contact with families to foster an open line of communication, facilitating live feedback, inquiries, and contributions to the overarching plan.

OFY-San Gabriel communicated with families and students via emails, newsletters, and text messages, distributing our educational partner surveys in Fall 2025 and Spring 2026. To ensure accessibility to a wider range of families, surveys for students and parents/guardians were available in both English and Spanish. These feedback surveys remain our primary means of gathering information and maintaining connections with our students and families. Throughout the school year, we emphasize the significance of surveys, providing advance notice of survey releases and encouraging increased participation to enhance feedback quality.

Throughout the academic year, our dedicated staff actively engage in Professional Learning Communities (PLCs). These collaborative forums serve as platforms where important topics are spotlighted, and collective brainstorming takes place. Following these enriching discussions, we conduct surveys to gather valuable feedback from our teachers. This feedback serves as a compass, guiding our future Professional Development initiatives and shaping the content of subsequent PLCs.

Our PLCs convene a minimum of three times annually, delving into topics related to staff growth and support. We place a strong emphasis on enhancing the student experience, exploring ways to expand and improve it. Additionally, our instructional staff benefit from individualized connections—at least twice a year—where we identify areas for their professional growth. Collaborating with our skilled instructional coaches, we chart a course for progress through observations and post-observation meetings. Reflection is woven into the fabric of our year, providing numerous opportunities for growth. As we prepare for upcoming school years, our staff feels well-prepared and continues to evolve as educators, each tailored to their specific areas of development. Beyond PLCs, we gather additional insights from center meetings and

in-services held semesterly. Furthermore, we proudly share highlights from our plan with the Parent Advisory Committee (PAC) and our educational partners through digital communication channels.

CNA Educational Partner meeting was held in the 2025-26 school year to discuss the 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, Post-Secondary Counselors, Special Education Teachers, English Learner Specialist and instructional support staff.

Staff representatives from the OFY-San Gabriel 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 February 6, 2026 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 Parent Advisory Committee for feedback.

Resource Inequities Review conducted on 2/20/2026

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

Actionable Resource Inequities Identified

- Achievement gaps in Math and ELA for Students with Disabilities and English Learners
- Inconsistent progress monitoring and early intervention systems
- Higher chronic absenteeism rates among Students with Disabilities
- Inconsistent subgroup student participation in:
 - a-g coursework
 - dual enrollment opportunities
 - CTE pathways
- Inconsistent staff use of cohort, attendance, and graduation data to identify at-risk students early
- Gaps in support for students who enroll significantly credit deficient
- Inequities in college and career readiness awareness and planning

Priority Inequities to Address

- Closing Math and ELA achievement gaps for Students with Disabilities and English Learners
- Reducing chronic absenteeism, particularly among Students with Disabilities
- Increasing equitable access to college and career readiness opportunities
- Improving a-g completion and dual enrollment participation for SWD and EL subgroups
- Strengthening early identification systems for students at risk of delayed graduation

- Increasing consistent intervention implementation

Planned Actions to Address Inequities

- Review systems for targeted academic interventions in Math and ELA
- Increase differentiated and scaffolded instruction for EL and SWD students
- Strengthen attendance intervention and monitoring systems
- Utilize assessment, attendance, and cohort data for early intervention
- Increase family communication and engagement focused on academic proficiency
- Expand staff training on:
 - a-g requirements
 - CCI pathways
 - graduation cohort tracking
 - dual enrollment opportunities
- Develop individualized graduation and intervention plans for credit-deficient students
- Expand social-emotional learning and student engagement opportunities

Non-Actionable Resource Inequities

- Students enrolling significantly credit deficient from prior schools
- Prior academic disruptions and inconsistent educational access
- Housing instability
- Transportation barriers
- Family responsibilities and work obligations
- Limited access to community mental health resources
- External socioeconomic factors impacting attendance and engagement

Monitoring and Evaluating Effectiveness

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

OFY-SG employs a structured, data-driven approach to monitor and evaluate the implementation and impact of its CSI Plan, ensuring interventions are effective and student outcomes improve.

Data Collection and Analysis

OFY-SG collects and analyzes data from multiple sources to measure progress on CSI goals:

- State and External Data: California School Dashboard outcomes.
- Internal Assessment Data: RenSTAR benchmark testing, formative assessments, and individual student tracking.
- Targeted Metrics: Graduation rates, college and career readiness indicators, chronic absenteeism, and math/ELA performance.

Key processes include:

- Quarterly Monitoring Cycles: Evaluate the effectiveness of CSI strategies and interventions.
- Annual Implementation Review: Analyze the impact of CSI actions on student achievement and refine plans accordingly.

- Collaborative Data Analysis: Educational partners, including staff and leadership, review trends to guide adjustments.

Educational Partner Collaboration

OFY-SG ensures ongoing engagement with educational partners to inform decision-making and continuous improvement:

- Staff Data Reflection: Quarterly sessions for teachers and leadership to review student outcomes and refine interventions.
- Parent Advisory Committee (PAC): Active participation in CSI monitoring, providing feedback during quarterly meetings.
- Educational Partner Engagement Events: Opportunities at least once per semester to review and discuss CSI progress.
- Counselor and Leadership Coordination: Monthly meetings to identify students in need of targeted support and ensure timely interventions.
- CNA: Conducted annually with educational partner input to identify growth areas and adjust strategies.

Student Progress Monitoring and Interventions

OFY-SG prioritizes evidence-based interventions to address learning loss, improve achievement, and support graduation:

Focus Areas:

- Maintain or exceed a 68% graduation rate.
- Reduce chronic absenteeism.
- Improve math proficiency through targeted interventions.

RenSTAR Assessments: Administered three times per year to measure growth, identify skill gaps, and provide individualized interventions.

9-12 Grade Cohort Tracker System: Monitors student progress toward graduation beginning in 9th grade and flag students needing additional support.

Reporting and Capacity Building

OFY-SG emphasizes transparency and builds capacity for continuous improvement:

- Quarterly Data Reports: Shared with educational partners to support collaborative decision-making.
- School Board Oversight: Regular updates on CSI progress, outcomes, and adjustments.
- Staff Support: Access to monthly intervention trackers and professional development focused on improving CSI metrics and student outcomes.
- Parent Engagement: Participation in achievement chats and engagement events to strengthen home-school collaboration and support student success.

Through these structured monitoring, evaluation, and collaboration processes, OFY-San Gabriel continuously refines its CSI plan to ensure that all students receive targeted academic support, social-emotional guidance, and opportunities to achieve postsecondary success.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	<p>Staff were provided with multiple opportunities to contribute to the development of the LCAP through in-service meetings, bi-weekly center meetings, weekly leadership meetings, department meetings, staff surveys, and LCAP focus group sessions. During these engagements, leadership reviewed LCAP goals, actions, and metrics, creating structured opportunities for staff to share input, raise concerns, and identify areas for improvement for the upcoming plan.</p> <p>The LEA also held in-service training and Professional Learning Community (PLC) sessions on 08/08/2025 and 10/31/2025, which supported collaborative dialogue and capacity building among staff.</p> <p>Additionally, a group of staff participated in the Comprehensive Needs Assessment on 02/06/2026. During this process, participants analyzed data from the past three school years to identify key focus areas, establish priorities, examine potential root causes, and determine measurable outcomes to better address student needs.</p>
Parents	<p>Parents and guardians were encouraged to participate in a variety of school events, surveys, and conferences throughout the year. Families were invited to attend Back-to-School Night on October 21, 2025, where they were also provided information on opportunities to engage in leadership groups such as the Parent Advisory Committee and DELAC. Additionally, families were invited to the Spring Kick-Off event on February 26, 2026.</p> <p>To recognize student achievement, the school hosted semester-based Lion Awards Nights, inviting families to celebrate student accomplishments on December 18, 2025, with a second event on May 21, 2026.</p> <p>The LEA also gathered parent and guardian input through surveys, including the Fall School Climate Survey (10/06/2025–11/07/2025) and the Spring LCAP Survey (02/02/2026–03/20/2026). Furthermore, parent-teacher conferences were held each semester (12/08/2025–12/17/2025 and 5/26/2026–6/05/2026), providing structured opportunities for collaboration and discussion of student progress.</p> <p>Collectively, these engagement opportunities supported meaningful parent involvement, strengthened school-home partnerships, and promoted a collaborative approach to supporting student success.</p>

Students	<p>Students were provided opportunities to share feedback through the Fall School Climate Survey (10/06/2025–11/07/2025) and the Spring LCAP Survey (02/02/2026–03/20/2026). All students were given the opportunity to complete these surveys during their scheduled school appointments, ensuring broad participation.</p> <p>Additionally, two students participated in Parent Advisory Committee (PAC) meetings held on October 2, 2025; December 11, 2025; March 5, 2026, and April 30, 2026. During these meetings, school leadership presented updates on LCAP metrics, actions, and expenditures, and invited feedback to inform areas of improvement. Student participation in these meetings provided valuable input and supported inclusive stakeholder engagement in the LCAP development process.</p>
Governing Board	<p>The Governing Board meets regularly to review and discuss charter updates and organizational goals, monitor school progress, and oversee financial matters, including grant planning and expenditures. The Board also reviews progress related to the LCAP, SPSA, and CSI, and provides input on the overall direction and priorities of the school. OFY–San Gabriel held Governing Board meetings on the following dates: September 18, 2025; November 20, 2025; January 26, 2026; March 26, 2026; May 21, 2026; and June 25, 2026.</p>
Parent Advisory Committee	<p>The Parent Advisory Committee (PAC) met on October 2, 2025; December 11, 2025; March 5, 2026; and April 30, 2026.</p> <p>During the April 30th meeting, school leadership provided updates on LCAP metrics, actions, and expenditures, and solicited feedback on areas identified for growth and improvement. These discussions increased awareness of available programs and initiatives, including extracurricular activities, educational outings, and athletic opportunities. No revisions for metrics or actions were made to the LCAP based on PAC feedback.</p> <p>Enhanced communication efforts, utilizing multiple modalities, contributed to increased engagement among students and families. Feedback from PAC members consistently emphasized a desire for expanded Career Technical Education (CTE) offerings, increased access to college preparatory pathways, and additional extracurricular workshops.</p> <p>In response, the LEA will continue to expand access to CTE courses and college readiness opportunities, while increasing the availability of extracurricular programming to further support student engagement and overall success.</p>

Authorizer/SELPA	<p>OFY–San Gabriel presented the 2025–26 LCAP to SELPA on April 13, 2026. No revisions were suggested during the SELPA presentation.</p> <p>Additionally, during the annual oversight visit conducted on March 30, 2026, the school participated in a comprehensive review by its authorizer. Observations included a range of instructional settings, such as small group instruction, English Learner (EL) intervention, and Independent Study appointments.</p> <p>Feedback from the visit highlighted a strong focus on instruction, high academic expectations for all students, and the availability of comprehensive student support services.</p>
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Insert or delete rows, as necessary.

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

The development of the 2024-27 LCAP was directly informed by input from educational partners—parents, students, and staff—collected through surveys, focus groups, advisory committee meetings, and school climate feedback. This input guided the charter in identifying key student needs, prioritizing academic support, and fostering school connectedness, ensuring that LCAP goals, actions, and resources reflect stakeholder priorities.

Goal 1: Targeted Support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students

Feedback from staff and the Parent Advisory Committee (PAC) highlighted the need for enhanced support for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Socioeconomically Disadvantaged students. In response:

- Action Developed: A specialized English Language Development (ELD) course for LTELs was created, focusing on writing, academic vocabulary, oral language, and study strategies.
- Instructional Strategies: College Board and evidence-based methods are incorporated to strengthen learning and engagement.
- Impact: This ensures equitable access to rigorous instruction and improves academic outcomes for targeted student groups.

Goal 2: Expanding Course Offerings and Postsecondary Preparation

Educational partner input, including the LCAP survey, indicated the need for a more engaging curriculum and stronger postsecondary pathways, particularly for Hispanic and Socioeconomically Disadvantaged students identified as lowest-performing on the California Dashboard. In response:

- Actions Expanded: Increased access to college credit courses and Career Technical Education (CTE) programs.
- Focus: Provide meaningful career pathways, promote student engagement, and expand equitable opportunities for postsecondary and workforce readiness.
- Result: More students can explore college and career options aligned with their goals.

Goal 3: Strengthening School Connectedness and Educational Partner Engagement

Feedback showed low parent engagement and participation, with a 12.9% response rate on the Fall 2025 School Climate Survey. In response:

- New Initiatives: Parent Engagement events and Achievement Chats were introduced to improve communication, foster belonging, and encourage active collaboration between families and the school.

- Goal: Build a supportive environment where students, parents, and staff feel valued and engaged in the educational process.

Collaborative and Responsive LCAP Development

Through this structured engagement, every goal and action in the adopted LCAP reflects the needs and priorities of educational partners. Budget allocations, strategies, and interventions were prioritized based on feedback while ensuring alignment with the charter’s vision and available resources.

By continuously incorporating stakeholder input, Options for Youth San Gabriel remains committed to student-centered improvements—focusing on academic achievement, social-emotional growth, and postsecondary success—while maintaining an ongoing cycle of evaluation and refinement to respond to emerging needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	By the end of the 2027 academic year, English Language Learners (ELL), Long Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP) will demonstrate academic growth, progress toward post-secondary goals and an increased graduation rate through targeted, individualized instruction tailored to their unique needs and learning styles by providing quality curriculum and instruction.	Focus

State Priorities addressed by this goal.

- Priority 2: Implementation of Academic Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Our recent CNA highlighted achievement gaps among English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students.

The latest California Dashboard data shows a 0.9% decrease in English Learners' progress toward proficiency, sustained support and focused interventions are needed to maintain and accelerate this growth.

Mathematics performance continues to be an area of concern. SBAC results indicate that 52.04% of students did not meet standards, and RenSTAR data shows 64% of students performing below grade level, underscoring the need for targeted instructional strategies.

To address these disparities, the LEA is prioritizing evidence-based interventions, targeted instructional methods, and specialized resources in both ELA and mathematics. This goal is critical to ensuring equitable access to high-quality education, increasing reclassification rates for English Learners, and supporting all students in achieving postsecondary readiness by the end of the 2027 academic year.

Through ongoing consultation with educational partners, including the PAC, this goal has been identified as a top priority to close achievement gaps and foster long-term academic growth for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Reclassification rates	Internal data Spring 2024: 75% Reclassification Rate	Internal data Spring 2025: 62.5% Reclassification Rate	Internal data Spring 2026: 100% (8/8) Reclassification Rate	Annually the charter aims to maintain or increase the EL-eligible student reclassification rate at 75% or higher.	25%↑
Metric# 2	SpEd Graduation rates	Fall 2023 CA Dashboard: 47.6%	Fall 2024 CA Dashboard: 25%	Fall 2025 CA Dashboard: 52.6%	SpEd students will increase their graduation rate by 3% on the 2027 CA Dashboard.	5%↑
Metric# 3	Math Grade Equivalency	RenSTAR Spring 2024: 0.9 GLE	RenSTAR Spring 2025: 1.6 GLE	RenSTAR Spring 2026: 1.32 GLE	The average GLE in Math for the all student level will increase by 1.0 annually. This aligns with our objective to advance from an orange rating to a yellow rating in our Math CAASPP performance indicator by the release of the 2027 CA Dashboard.	0.42↑

Metric #4	LTEL Reading Grade Equivalency	Internal Data All students: 0.95 LTEL: 1.01	Internal Data All students: 1.6 LTEL: 2.0	Internal Data All students: 1.1 LTEL: 1.8	The all student level and LTEL students will have an average GLE increase of 1.0 in reading annually. This aligns with our objective to increase and/or maintain our yellow rating in our ELA CAASPP performance indicator by the release of the 2027 CA Dashboard.	All students: 0.15↑ LTEL: 0.79↑
Metric #5	ELPI	Fall 2024 CA Dashboard: 52% making progress towards English language proficiency.	2024 CA Dashboard: 57.1% making progress towards English language proficiency.	2025 CA Dashboard: 56.3% making progress towards English language proficiency.	Maintain our ELPI level of high, at least 55% of English Language Learners making progress on their ELPAC Level by the release of the 2027 CA Dashboard.	4.3%↑

Metric #6	Local Indicator – Priority 2: Implementation of State Standards	<p>Fall 2023 CA Dashboard: Priority 2: Implementation of State Standards Ratings</p> <ol style="list-style-type: none"> 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and 	<p>Fall 2024 CA Dashboard: Priority 2: Implementation of State Standards Ratings</p> <ol style="list-style-type: none"> 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and 	<p>Fall 2025 CA Dashboard: Priority 2: Implementation of State Standards Ratings</p> <ol style="list-style-type: none"> 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 5 – Full Implementation and 5 – Full Implementation and 	<p>Annually maintain Local indicator - Priority 2 through the self-reflection and review process:</p> <ol style="list-style-type: none"> 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and 	Implementation of Standards: 4 → 5
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		Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards	
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Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The majority of the planned actions and services outlined in Goal 1 were implemented as intended, as identified within the LCAP.

Successes: The LEA demonstrated overall success in the implementation of allocations within Goal 1, despite encountering minor challenges. Targeted intervention supports and specialized instruction for Students with Disabilities were effectively implemented, resulting in enhanced alignment with students’ IEPs and increased access to individualized academic supports.

The LEA also successfully implemented English Learner (EL) individualized support and instruction through the administration and analysis of EL-specific assessments, including ELPAC and reclassification data. These efforts contributed to maintaining progress toward the LEA’s reclassification rate targets by 2027.

Additionally, the LEA demonstrated successful implementation of the iLit program, supported by ongoing professional development provided to English Learner Specialists to strengthen instructional practices and program fidelity. Furthermore, the LEA introduced Math IXL as a supplemental intervention to support mathematics achievement. This platform enabled the provision of targeted, standards-aligned practice and data-driven insights, allowing staff to more effectively identify skill gaps and implement differentiated instruction aligned to individual student learning needs.

Through the LREBG-funded Learning Gap Closure Acceleration action, the LEA expanded intervention and learning recovery opportunities for students identified as academically at risk. These supports included targeted intervention, credit recovery opportunities, expanded

learning opportunities such as night school, and individualized academic support in ELA and mathematics. The LEA also continued to provide structured college and career exploration opportunities to promote postsecondary readiness and increase student engagement in long-term academic planning. These efforts were principally directed toward English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students who were disproportionately impacted by learning disruptions.

Challenges: The LEA continues to face challenges implementing College Board and AVID strategies to develop LTEL students' study skills and independent learning strategies. Many LTEL students require additional support to adapt to the academic rigor and self-directed learning expectations associated with these approaches. This has impacted the consistency of implementation of postsecondary readiness strategies and extended learning opportunities for some students.

Limited staff training, time constraints, and variability in student engagement, motivation, and organizational skills continue to affect consistent implementation. Addressing this ongoing challenge will require sustained professional development, targeted student support, and instructional adjustments to ensure all LTEL students can effectively access and benefit from these strategies.

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 charter has no material differences between budgeted and actual expenditures to report. Funding allocated for the LREBG-funded Learning Gap Closure Acceleration action was implemented as planned to support targeted academic intervention, expanded learning opportunities, credit recovery, and postsecondary readiness activities for identified student groups. The LEA will continue to monitor expenditures to ensure ongoing alignment between planned allocations, implementation, and student needs.

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

A majority of the actions outlined within Goal 1 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of student progress. Current California Dashboard data indicates a 0.9% decrease in English Learner Progress Indicator (ELPI) growth; however, this reflects overall stability in ELPI performance rather than significant decline, and will continue to be closely monitored to ensure sustained progress.

Goal 1 Actions 2, 3, and 4 are showing effectiveness in supporting the LEA's targeted English Learner reclassification goal of 75% annually, with the charter currently meeting this target at 75% for the 2025–2026 school year. These outcomes suggest that targeted EL supports, instructional strategies, and monitoring systems are contributing to improved language acquisition and reclassification outcomes.

Additionally, Goal 1 Action 1, which focuses on support for Students with Disabilities, is demonstrating progress toward the LEA's three-year outcome goals through increased access to individualized instruction and aligned supports.

The LREBG-funded Learning Gap Closure Acceleration action continues to play a supporting role in these outcomes by providing expanded academic intervention, credit recovery opportunities, and targeted instructional support for students identified as needing additional assistance, including English Learners and Students with Disabilities. These supports are contributing to overall academic access and helping strengthen progress toward both language acquisition and core academic goals.

Continued focus on consistency of implementation and targeted intervention will be necessary to maintain and accelerate growth across all student groups.

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

The LEA will continue implementing the majority of the metrics and actions outlined within Goal 1, as current data indicates these strategies are effective in supporting progress toward the 2026–27 desired outcomes. Based on implementation review and program alignment, the LEA will remove Action #4 (AVID Development) and Action #7 (LTEL Professional Development).

The LEA has not implemented a full AVID program; however, AVID-aligned instructional strategies will continue to be embedded within ongoing professional development for teachers, with a strengthened focus on MTSS practices and instructional support. Additionally, LTEL professional development will continue to be provided but will be consolidated within Action #5 to streamline implementation and improve clarity and consistency in tracking professional learning activities.

In addition, the LEA will relocate the LREBG-funded Learning Gap Closure Acceleration action from Goal 3 to Goal 1 (now represented as Goal 1, Action 6) to better align funding and services with identified student needs. This adjustment ensures LREBG resources are more directly targeted toward student groups demonstrating the greatest academic gaps, particularly Students with Disabilities and English Learners, who continue to show lower levels of growth relative to other student populations, including Low Income and Hispanic students.

This reallocation is intended to strengthen coherence across the LCAP and improve the alignment between funding, intervention strategies, and student outcome goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Students with Disabilities (SWD) Intervention Support and Instruction	Special Education (SPED) teachers and paraprofessionals will have abundant opportunities to attend workshops, take part in planning days, and receive coaching to enhance their ability to provide students with high-quality, differentiated instruction and intervention support that aligns with Common Core standards. This effort will be specifically targeted towards supporting Students with Disabilities. Furthermore, OFY SG will organize post-secondary transition events for all Students with Disabilities in collaboration with educational partners, ensuring active student engagement and the achievement of post-secondary transition goals. Additionally, caseload managers will conduct thorough reviews of Individualized Education Programs (IEPs) upon enrollment to assess the necessity for re-evaluation, adjustments to services, and readiness for state testing.	\$300,000	No
Action #2	EL Individualized Support and Instruction	The EL Specialist's goal is to furnish Individual Learning Plans (ILPs) for English Learner (EL) students, offering tailored support that aligns with the English Language Arts/English Language Development (ELA/ELD) Framework via the Bilingual Scholars Program. This program empowers EL Specialists to conduct EL-specific assessments (such as ELPAC and Reclassification data analysis), track the progress of EL and Reclassified Fluent English Proficient (RFEP) students, oversee the completion of supplementary curriculum to address learning disparities, and employ instructional tactics to provide integrated and designated ELD support.	\$70,000	Yes
Action #3	Implementation of Research Based Interventions	The Charter school will introduce evidence-based intervention programs aimed at aiding students in addressing learning gaps identified through assessments of their math and reading scores.	\$250,000	Yes
Action #4	All Staff Professional Development:	The Charter is committed to providing continuous professional development opportunities for all teachers and administrators. These opportunities will include workshops, coaching sessions, and collaborative planning time focused on selected intervention programs tailored to accommodate diverse learners.	\$70,000	Yes

Action #5	EL and LTEL Professional Development	<p>In addition to general professional development, specialized sessions will be offered to enhance the skills and awareness of our EL Specialists. These sessions aim to improve reclassification rates and progress on the English Language Proficiency Assessments for California (ELPAC).</p> <p>Separate professional development offerings will be provided specifically for Long-Term English Learners (LTELs). These sessions will target intervention programs and strategies tailored to support the unique needs of LTELs, fostering their academic growth and success.</p>	\$65,000	Yes
Action #6	Learning Gap Closure Acceleration (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on accelerating academic achievement and promoting postsecondary readiness through targeted, evidence-based academic interventions and expanded learning opportunities.</p> <p>The LEA will implement high-impact academic supports in ELA and mathematics, including targeted intervention, credit recovery, and expanded learning opportunities such as night school. These supports are aligned to student data and designed to address unfinished learning, improve course completion, and increase progress toward on-time graduation. Research-based instructional strategies and differentiated supports will ensure students receive individualized instruction aligned to their identified needs.</p> <p>In addition, the LEA will promote postsecondary readiness by providing structured opportunities for students to explore college and career pathways. This may include college tours, career exploration activities, and individualized guidance to support goal setting and planning beyond high school. These experiences are intended to increase student awareness, engagement, and preparedness for success after graduation.</p> <p>These services are principally directed toward English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, who have been disproportionately impacted by learning disruptions and require additional academic and transitional supports.</p> <p>Metric to measure effectiveness: LCAP Goal 1 – Metrics 1, 3-6</p>	\$400,000	No

Goal #	Description	Type of Goal
Goal #2	The charter will enhance student success and readiness for post-secondary endeavors by increasing overall graduation rates to move out of CSI identification, as well as improving performance on the College and Career Indicator by exposing students to college credit and CTE courses to all of our students. We will emphasize attention on Hispanic and Socioeconomically Disadvantaged students as they were identified on the California Dashboard as falling in the lowest performance level.	Focus

State Priorities addressed by this goal.

- Priority 2: Implementation of Academic Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 7: Access to a Broad Course of Study
- Priority 8: Student Outcomes

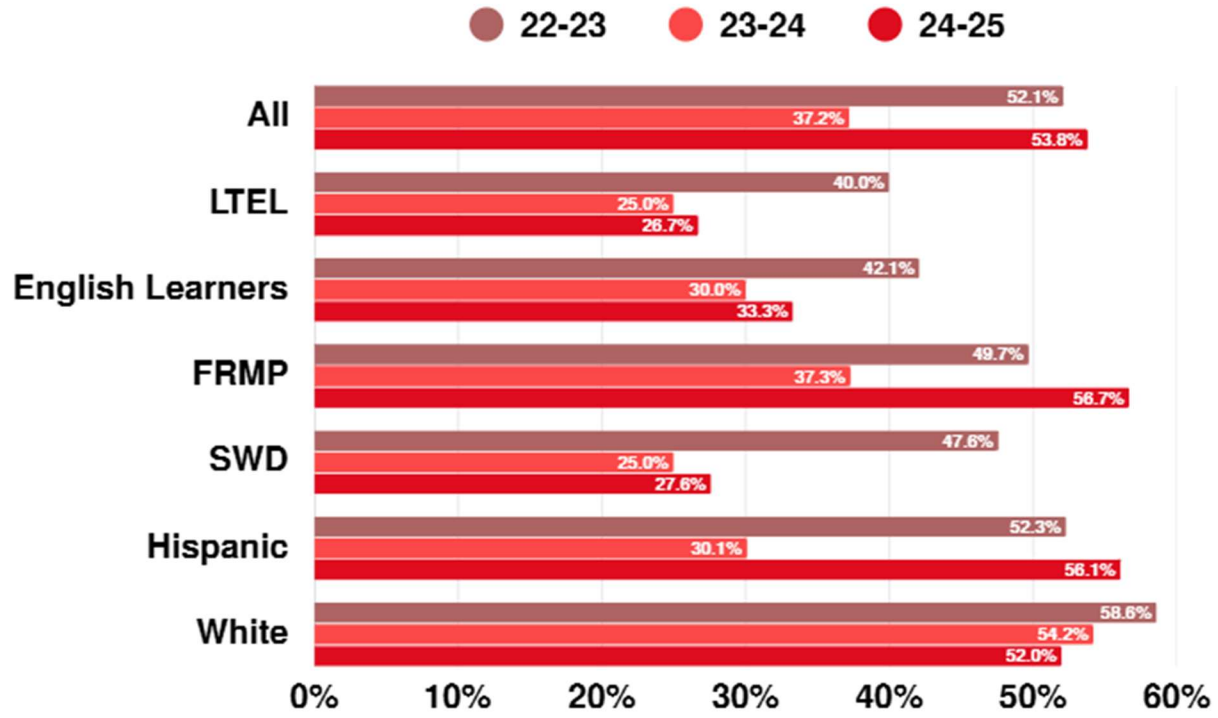
An explanation of why the LEA has developed this goal.

Guided by insights from our CNA, our school has identified key priorities for improvement, including academic achievement, graduation rates, college and career, and closing opportunity gaps.

Analysis of the latest California Dashboard data and internal assessments highlights the need for targeted support, particularly for English Learners and socioeconomically disadvantaged students, to ensure consistent academic progress. Input from teachers, administrators, parents, and community members points to root challenges such as gaps in foundational skills upon enrollment, low engagement in intervention courses, and limited experiential learning opportunities that support postsecondary pathways.

To address these challenges, we will enhance intervention programs, align curriculum with student needs, and expand hands-on learning experiences that boost engagement, motivation, and career readiness. Improving graduation rates remains a top priority, as higher rates directly contribute to students' preparedness for college and the workforce. By setting clear, measurable goals aligned with state and local mandates, we are committed to equipping all students with the skills, knowledge, and experiences necessary for long-term success.

OFY SG 4-5 Year Graduation Rate



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	UC/CSU (A-G) Completion The charter will strive to increase the percentage of students in the combined four- and five-year graduation cohort who meet UC/CSU entrance requirements (A–G completion), thereby expanding postsecondary opportunities and college readiness for graduates.	Fall 2023 CA Dashboard: All Students: 16.6% Hispanic: 15.9% Socioeconomically Disadvantaged: 14.0%	Fall 2024 CA Dashboard: All Students: 15.5% Hispanic: 13.7% Socioeconomically Disadvantaged: 14.7%	Fall 2025 CA Dashboard: All Students: 27.9% Hispanic: 22.7% Socioeconomically Disadvantaged: 27.8%	By 2026–27, maintain or increase the overall percentage of students meeting UC/CSU A–G requirements at 20% or higher, with continued focus on improving outcomes for student groups performing lowest on the College/Career Indicator (CCI) on the California School Dashboard.	All Students: 11.3%↑ Hispanic: 6.8%↑ Socioeconomically Disadvantaged: 13.8%↑
Metric #2	College Credit Courses Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	Fall 2023 CA Dashboard: All Students: 33.3% Hispanic: 20% Socioeconomically Disadvantaged: 40%	Fall 2024 CA Dashboard: All Students: 38.5% Hispanic: 37.5% Socioeconomically Disadvantaged: 12.5%	Fall 2025 CA Dashboard: All Students: 21.4%% Hispanic: 33.3% % Socioeconomically Disadvantaged: 27.3 %	The charter aims to have 5% of all students in the 4-5 year graduating cohort complete dual enrollment college classes through 2026-27, as well as students with the lowest CCI performance on the CA dashboard.	All Students: 1.4%↑ Hispanic: 13.3%↑ Socioeconomically Disadvantaged: 12.7%↓

Metric# 3	CTE pathway completion Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	Fall 2023 CA Dashboard: All: 8.3% (1) Hispanic: 0% Socioeconomically disadvantaged: 0%	Fall 2024 CA Dashboard: All: 0% Hispanic: 0% Socioeconomically disadvantaged: 0%	Fall 2025 CA Dashboard: All: 0% Hispanic: 0% Socioeconomically disadvantaged: 0%	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the CA Dashboard as well as students with the lowest CCI performance on the CA dashboard.	All: 8.3↓ Hispanic: no change Socioeconomically disadvantaged: no change
Metric #4	Core Course Credit Completion	Internal Data Spring 2024: All students: ELA - 5.8 Math - 4 Science - 4.9 Social Studies - 3.9	Internal Data Spring 2025: All students: ELA - 7.4 Math - 6.6 Science - 6.8 Social Studies - 8.4	Internal Data Spring 2025: All students: ELA - 8.3 Math - 7.7 Science - 6.4 Social Studies - 6.9	The charter strives for all students to complete at least 5.3 units per core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.	ELA - 2.5↑ Math - 3.7↑ Science - 1.5↑ Social Studies - 3↑

Metric #5	DASS one-year grad rates	Internal Data Fall 2023: 58% Fall 2023 CA Dashboard: N/A	Internal Data Fall 2024: 49.1% Fall 2024 CA Dashboard: 90.6%	Internal Data Fall 2026: 71.7% Fall 2025 CA Dashboard: 83.6%	By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5 year graduation rate status on the California Dashboard, thereby improving our overall performance metric.	Internal Data Fall: 13.7%↑ CA Dashboard: 7%↓
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Goal Analysis for 2025-26

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

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

All planned actions and services outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes:

The LEA successfully implemented allocations within Goal 2, with continued progress in post-secondary readiness through the Senior Cohort program, R.I.S.E. (Resilient Individuals Striving for Excellence). This program supported students in career exploration, college awareness, and the development of essential soft skills aligned to post-secondary success.

The LEA strengthened partnerships with the local community college to expand student awareness and participation in college credit-bearing coursework. Additional post-secondary readiness supports, including college tours, application workshops, and FAFSA completion support, provided students and families with increased access to information and resources needed to navigate post-secondary pathways.

The LEA also successfully completed its first cohort of students in Year 2 of the Cosmetology Career and Technical Education (CTE) pathway, representing a key milestone in expanding hands-on, industry-aligned career preparation opportunities.

Challenges:

The LEA continues to experience challenges in expanding CTE program participation. Limited course availability, scheduling constraints, and inconsistent student awareness of CTE offerings have impacted engagement in pathways aligned to student interests and post-secondary goals. In addition, access to fully developed, hands-on industry experiences remains an ongoing barrier. The LEA remains committed to strengthening CTE offerings and improving student participation in career pathways to better support post-secondary readiness and workforce alignment.

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 identified an increase in student interest in Career Technical Education (CTE) pathways during the implementation period. As a result, the LEA reallocated a portion of funds originally designated under Goal 2, Action 2 (Dual Enrollment) that were not fully utilized, and redirected these resources to support Goal 2, Action 3 (CTE program expansion and supports).

This adjustment allowed the LEA to better align available funding with demonstrated student interest and program demand, while maintaining support for post-secondary readiness opportunities. The overall goal of expanding access to college and career pathways remained unchanged, and expenditures continued to support implementation of Goal 2 actions as intended.

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

The actions outlined within Goal 2 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of student progress. Actions related to college readiness and post-secondary preparedness (Goal 2, Actions 1, 2, and 4) are showing positive outcomes, as evidenced by an increase in A–G completion of 12.4% for all students. Additionally, subgroup performance has improved, with Hispanic students increasing A–G completion by 9% and Socioeconomically Disadvantaged students increasing by 13.1%.

The LEA has also observed growth in student participation in college credit-bearing courses through established MOUs with local colleges supporting dual enrollment opportunities. These increases reflect expanded access to post-secondary coursework and improved awareness of college pathways.

Furthermore, Goal 2 Action 5, focused on Foster and Homeless Youth supports, continues to demonstrate effectiveness. Postsecondary counselors are conducting bi-semester meetings with Foster and Homeless Youth to provide ongoing academic planning, monitoring, and individualized support to promote post-secondary readiness.

Based on current course completion trends and ongoing implementation of post-secondary supports, the LEA anticipates continued progress toward Core Course Completion targets as students complete the current academic cycle.

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

The LEA will continue implementing all actions outlined within Goal 2, as current data and monitoring indicate these strategies are effective in supporting progress toward the 2026–27 desired outcomes related to college and career readiness, credit attainment, and postsecondary planning .

As a result of the annual reflection process, the LEA revised Goal 2, Metric 1 to improve alignment between the metric and the desired outcome. The previous metric relied on data from the College and Career Indicator (CCI) Levels Report and measured students identified as “Prepared” through A–G completion. The revised metric utilizes data from the California Dashboard UC/CSU Eligibility Report and measures the percentage of graduates who meet UC/CSU eligibility requirements. This change provides a more direct and comprehensive measure of A–G completion and college readiness.

The LEA also revised Goal 2, Metric 2 by changing the student group from “all students” to “12th grade graduates” to better align the metric with the population being measured and reported. This revision improves the accuracy, clarity, and consistency of the metric.

No changes are being made to Goal 2 actions, target outcomes, or remaining metrics. Based on implementation results and outcome data, the LEA has determined that the current actions remain appropriate and effective. The LEA will continue monitoring progress and refining implementation practices as needed to support continuous improvement and sustained student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-secondary Advancement Programs	Students will have the chance to participate in a variety of activities aimed at post-secondary exploration, including attending college and career fairs, going on college and career-focused trips, taking part in workshops and Career and Technical Education (CTE) programs, career pathway cohorts, working towards achieving the Biliteracy Seal, and sitting for Advanced Placement (AP) courses/exams. Additionally, they will have access to guidance from a post-secondary student success team to assist them in navigating the path towards graduation. This initiative is designed to improve academic outcomes, specifically focusing on graduation rates and college and career readiness indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	\$140,000	Yes
Action #2	College credit course enrollment	Students will have access to dual enrollment opportunities, enabling them to enroll in college courses alongside their high school curriculum. This initiative not only grants students college credits but also significantly contributes to boosting graduation rates. Additionally, it provides students with valuable exposure to post-secondary environments, helping them acclimate to the rigors of college life prior to graduation. By integrating dual enrollment programs, we aim to propel students toward the "Prepared" status on the College and Career Dashboard, indicating their readiness for success in both academic and professional endeavors beyond high school. This initiative is designed to improve academic outcomes, specifically focusing on graduation rates and college and career readiness indicators as highlighted on the CA Dashboard, with a particular emphasis on our socioeconomically disadvantaged and Hispanic students.	\$80,000	Yes

Action #3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	<p>This initiative aims to bolster Career Technical Education (CTE) to significantly improve graduation rates and enhance the college and career readiness of our students, with a special focus on the socioeconomically disadvantaged and Hispanic populations. To achieve this, we will invest in:</p> <ul style="list-style-type: none"> • Supplies and Course Development: Investing in state-of-the-art materials and developing courses that meet evolving industry demands. • Transportation: Providing reliable transportation to enable student participation in off-campus CTE opportunities. • Post-Secondary Salaries: Supporting competitive salaries for CTE educators to attract and retain qualified professionals. <p>This action is designed to directly address key performance indicators on the California Dashboard, ensuring targeted support and resource allocation to enhance educational outcomes for our most vulnerable groups.</p>	\$85,000	Yes
Action #4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	<p>This initiative is designed to broadly support students' transition to post-secondary education and careers through a series of engaging events. These events aim to inspire, inform, and celebrate students as they navigate the various milestones toward graduation and beyond. Activities include college and career fairs, informational workshops, and celebratory events, each tailored to equip students with the knowledge, resources, and confidence needed for their next steps. This program emphasizes readiness and community support, helping students achieve their post-secondary aspirations effectively</p>	\$70,000	Yes

Action #5	Homeless & Foster Youth Services	This initiative aims to enhance the educational and personal development of Homeless and Foster Youth through consistent and comprehensive support. Post-Secondary Counselors will conduct bi-semester meetings with these students to review their academic progress, explore workforce opportunities, and refine their post-secondary plans. The charter will also be focusing on tracking Homeless and Foster Youth student engagement and growth in socially and emotionally supportive courses and activities. Integral components include focused conferences for tailored guidance, ongoing staff development to better serve these populations, and the dedicated involvement of Post-Secondary Counselors to ensure consistent support and advocacy for each student’s needs. This approach ensures that Homeless and Foster Youth receive the focused attention and resources necessary to thrive academically and personally.	\$30,000	Yes
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Goal #	Description	Type of Goal
Goal #3	The charter aims to advance Priorities 3 and 6 by fostering a secure and supportive learning environment. This will involve enhancing School Connectedness Educational Partner Engagement opportunities and promoting a sense of safety and belonging among all Educational Partners, with special attention to Foster Youth, Homeless, LTEL, EL, SWD, and FRMP students. Additionally, Priority 1 will be addressed to uphold the quality of maintenance, operations, facilities, and teacher assignments. Progress will be monitored annually to assess the need for adjustments or prioritization of this goal.	Maintenance of Progress

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 3: Parent and Family Engagement
- Priority 5: Student Engagement
- Priority 6: Local Climate Survey

An explanation of why the LEA has developed this goal.

Through ongoing engagement with educational partners—including the PAC, Open House events, Back-to-School Night, and Achievement Chats—our school has identified a need to strengthen school connectedness and engagement. Feedback from students, parents, and staff consistently underscores the importance of fostering strong home-school relationships.

Research and survey data confirm that higher levels of school engagement are linked to improved academic outcomes, attendance, and retention. In response, our initiatives focus on increasing student empowerment and promoting meaningful participation from all educational

partners. A notable area of concern identified through surveys is online safety, with students expressing a need for guidance on safe engagement in digital spaces. This aligns with our broader goal of enhancing school climate and safety, ensuring clear rules, protection from harm, and supportive environments both in-person and online.

By strengthening connections among students, families, and the school community, we aim to create a safer, more supportive environment that fosters academic success, social-emotional growth, and reduces chronic absenteeism and dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Suspension Rates	Fall 2023 CA Dashboard: 0% suspended	Fall 2024 CA Dashboard: 0% suspended	Fall 2025 CA Dashboard: 0% suspended	The charter will strive to maintain annual suspension rates at or below 1.5%.	No change
Metric# 2	School Climate Survey	Spring 2024 School Climate Survey: Online Safety Response Medians Student Group: 3.5 Median Score Parent Group: 4.0 Median Score Staff Group: 4.0 Median Score Spring 2024 School Climate Survey: Parent Response rate: 16.21%	Spring 2025 School Climate Survey: Online Safety/Peer Pressure Response Medians Staff Score: 3.36 Median Score Student Score: 3.86 Median Score Parent Score: 4.5 Median Score Spring 2025 School Climate Survey: Parent Response rate: 23.4%	Spring 2026 School Climate Survey: Online Safety/Peer Pressure Response Medians Staff Score: 3.52 Median Score Student Score: 3.92 Median Score Parent Score: 4.14 Median Score Spring 2026 School Climate Survey: Parent Response rate: 12.9%	The Online Safety rating on the School Climate Survey will maintain or increase to 4.0 or higher for all survey groups by the end of the Spring 2027 survey. The Parent Participation reaching 20% or more response rate by the end of 2027.	Online Safety/Peer Pressure Response Staff Score: 0.08↓ Student Score: 0.42↑ Parent Score: 0.14↑ Climate Survey: Parent Response rate: 3.31%↓
Metric# 3	Chronic Absenteeism	California Dashboard 2023: 32.9%	California Dashboard 2024: 35%	California Dashboard 2025: 27.1%	Decrease middle school chronic absenteeism rates by 10% across all student groups. Aiming for a Yellow color designation on the 2027 CA Dashboard	5.8%↓

Metric #4	Basic Services	<p>Fall 2023 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 29.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 <p>At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is</p>	<p>Fall 2024 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 40.7% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 <p>At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in</p>	<p>Fall 2025 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 30.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 <p>At OFY San Gabriel, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the</p>	<p>Annually: Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): maintained at or above 35% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% <p>Number of Uniform Complaints: 0</p>	<p>Clear (% of teaching FTE): 0.8%↑</p>
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		permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2022-2023 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	California under the Education Code reference mentioned above for alternative settings. Using this report In the 2023-2024 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	Education Code reference mentioned above for alternative settings. Using this report In the 2024-2025 school year, all OFY San Gabriel teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.		
Metric #5	Dropout Rates	Spring 2024 Internal Data: 0% Middle School 2.7% High School	Spring 2025 Internal Data: 0% Middle School .4% High School	Spring 2026 Internal Data: 4.2% Middle School 1.1% High School	Maintain middle school and high school dropout rates below 5% annually.	4.2%↑ Middle School 1.6%↓ High School

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All actions and services identified under Goal 3 of the LCAP were implemented with fidelity and in alignment with the intended plan.

Successes: As a result of effective implementation of Goal 3 actions, the LEA has made measurable progress in strengthening parent involvement and overall educational partner engagement across the school community. This progress has been supported by providing multiple opportunities throughout the year for families, students, and staff to engage in two-way communication and provide meaningful feedback through a variety of platforms and engagement events.

All students have access to a broad range of social-emotional development programs, activities, and supports delivered through both in-person and virtual formats. These opportunities are designed to promote student connection, collaboration, and well-being. Offerings include

experiential learning excursions, field trips, social-emotional learning curriculum, sports programs, student council participation, and student-led events. Increased participation has been observed in school-wide events and activities, particularly those focused on social-emotional learning, contributing to improved student engagement, connectedness, and overall well-being.

Additionally, the school safety initiative (Goal 3, Action 3) was fully implemented through comprehensive safety protocols, clearly defined emergency response procedures, and proactive prevention strategies. These systems have supported the maintenance of a safe and structured learning environment for students and staff.

Challenges: No significant implementation challenges were identified for Goal 3 during this reporting period.

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 did not fully expend all funding allocated to Goal 3, Action 2 (Social Emotional Development Opportunities) during the reporting period. As a result, available unspent funds were reallocated to support implementation of Goal 1, Actions 3 and 4, specifically to strengthen research-based interventions and targeted curriculum and instructional supports for Long-Term English Learner (LTEL) students.

This reallocation allowed the LEA to align available resources with identified student needs while continuing to support academic intervention and language development priorities. All expenditures remain consistent with LCAP implementation goals and were used to enhance services for high-need student groups.

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

The actions outlined within Goal 3 are demonstrating effectiveness based on the LEA's current data and ongoing monitoring of progress. Actions related to educational partner engagement and social-emotional development (Goal 3, Actions 1–3) are showing positive outcomes, as evidenced by sustained low suspension rates (0%) and a low dropout rate of 1.1%.

The school safety initiative is also showing progress based on student and parent survey data related to perceptions of online safety and peer pressure. Student survey scores increased by 0.6 points toward the maximum score of 5, while parent survey scores decreased slightly by 0.36 points. Despite this decrease, both groups continue to report generally positive perceptions of safety, with parent scores exceeding the target benchmark of 4.0 and student scores nearing that benchmark.

Overall, the LEA continues to monitor these indicators closely and will maintain a focus on strengthening student connectedness, safety, and social-emotional supports. Continued implementation is expected to support sustained progress toward desired outcomes by the end of the 2027 LCAP cycle.

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

The LEA will continue implementing all actions and metrics outlined within Goal 3, as they have demonstrated effectiveness in supporting progress toward the 2026–27 desired outcomes. No changes are planned to the goal, metrics, or actions.

The only adjustment is the relocation of the LREBG-funded action from Goal 3 to Goal 1 to better align services with student needs and intended outcomes. This change reflects improved alignment of existing funded activities and does not alter the allowable use or intended purpose of LREBG funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Involvement and Educational Partner Engagement	The charter will offer diverse engagement opportunities for Educational Partners multiple times annually across various platforms to address feedback and input regarding areas such as instruction, support services, school atmosphere, and operational matters, among others.	\$150,000	Yes
Action #2	Social Emotional Development Opportunities	All students will have access to a variety of social and emotional development programs, activities, and resources (both in physical and virtual settings) to facilitate diverse avenues for connecting and cooperating with their peers, educators, Special Education personnel, and the wider community. Students will have options to participate in experiential learning excursions and camps, field trips, social-emotional learning curricula, sports, student council involvement, and student-led events. Will particularly benefit RFMP students by providing tailored support to address their unique emotional and psychological needs, fostering a conducive environment for their holistic development and academic success.	\$300,000	Yes
Action #3	School Safety	To enhance school safety and security measures by appointing a dedicated School Safety Coordinator, who will oversee the development and implementation of comprehensive safety protocols, emergency response plans, and proactive initiatives to ensure a secure learning environment for all students, staff, and visitors.	\$63,232	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,373,232	\$130,748

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
26.7%	0.00% - No Carryover	\$0.00 - No Carryover	26.7%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action #3</p>	<p>A CNA and Resource Inequity Review conducted in January 2026 identified critical challenges impacting English Learners (EL), Long-Term English Learners (LTEL), low-income (LI) students, and Foster Youth. These findings, corroborated by the 2025 California School Dashboard, internal student performance data, and input from educational partners, highlight specific academic, linguistic, and socio-emotional barriers that require targeted interventions. While actions will be implemented schoolwide to ensure equity and consistency, they are principally directed toward these student groups to provide focused support that addresses persistent achievement gaps, access barriers, and disproportional outcomes.</p> <p>Key Needs Identified in 2025-26 Low-Income Students (LI): Face systemic barriers including limited access to resources, inconsistent attendance, and economic instability. Targeted interventions include literacy and math supports, behavioral programs, and wraparound services to provide personalized instruction and equitable learning opportunities.</p> <p>English Learners (EL) & Long-Term English Learners (LTEL): Require focused language and academic support to access grade-level content. Actions include SIOP-based instruction, designated and integrated ELD, and data-driven interventions to accelerate language acquisition and support reclassification.</p> <p>Foster Youth: Experience educational disruption, trauma, and inconsistent academic supports. Supports include targeted interventions, trauma-informed practices, and consistent monitoring to stabilize engagement and promote academic and socio-emotional growth.</p>	<p>This action is principally directed toward the needs of unduplicated student groups—including English Learners (EL), Long-Term English Learners (LTEL), low-income students (LI/FRMP), Homeless Youth (HY), and Foster Youth (FY)—as identified through the CNA, California School Dashboard data, local performance measures, and educational partner feedback. These actions are implemented LEA-wide to ensure equitable access to support, consistency in implementation, and coordinated monitoring systems across programs and sites.</p> <p>Because a significant portion of the LEA’s student population is classified as unduplicated, implementing these interventions LEA-wide ensures that students experiencing systemic academic, linguistic, and socio-emotional barriers receive consistent and coordinated support regardless of school location or program setting.</p> <p>Goal 1, Action 3 – Implementation of Research Based Interventions How It Addresses Needs: This action provides targeted academic and social-emotional supports to unduplicated student groups, including EL, LTEL, low-income (LI/FRMP), foster youth (FY), and homeless youth (HY). Supports include tutoring, structured intervention periods, counseling, and extended learning opportunities, designed to address barriers such as language proficiency gaps, interrupted learning, economic instability, and trauma. By delivering differentiated instruction, culturally responsive strategies, and socio-emotional resources, this action ensures that unduplicated students receive the personalized interventions necessary to engage meaningfully, achieve grade-level content mastery, and</p>	<p>Metric 3: Math Grade Equivalency Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a yellow rating by the 2027 CA Dashboard release.</p>
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2025-26 Data Trends

Student Achievement:

English Learners (EL)

- Math GLE Average: 1.0
- ELA GLE Average: 1.6

Long-Term English Learners (LTEL)

- Math GLE Average: 0.6
- ELA GLE Average: 1.9

Low-Income (LI) Students

- Math GLE Average: 1.3
- ELA GLE Average: 1.6

Foster Youth

- Math GLE Average: 0.3
- ELA GLE Average: 0.0

Attendance & Engagement

English Learners (EL)

- 6–12 Chronic Absenteeism: 18.2%
- 7–8 Chronic Absenteeism: 11.1%

Long-Term English Learners (LTEL)

- 6–12 Chronic Absenteeism: 29.3%
- 7–8 Chronic Absenteeism: 12.5%

Low-Income (LI) Students

- 6–12 Chronic Absenteeism: 31.8%
- 7–8 Chronic Absenteeism: 35.3%

Foster Youth

- 6–12 Chronic Absenteeism: 57.1%
- 7–8 Chronic Absenteeism: 0.0%

Educational Partner Feedback

- 57.5% of students reported feeling they have adequate access to academic interventions.
- 80.77% of families indicated they receive enough communication and support for student success.

These findings underscore the need for targeted actions to ensure unduplicated students have

improve overall academic and social-emotional outcomes.

Why LEA-wide:

Implementing this action LEA-wide guarantees equitable access to high-quality supports for all students, ensuring that students experiencing systemic barriers receive consistent, coordinated interventions. A systemwide approach promotes instructional consistency, coordinated monitoring of progress, and early identification of students needing additional support, while avoiding fragmentation of services. By providing these interventions for all students, the LEA ensures that unduplicated students are supported regardless of school placement or program model, strengthening both equity and sustainability of services.

Implementing this action LEA-wide supports the LEA’s commitment to equity by providing coordinated academic, social-emotional, and engagement supports while ensuring that unduplicated students receive consistent, high-quality services designed to remove systemic barriers and improve educational outcomes.

access to instruction, resources, and support necessary for academic success and personal growth.		
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<p>Goal 1 Action #4</p>	<p>A CNA conducted in January 2026, alongside the 2025 California School Dashboard and educational partner feedback, identified gaps in staff capacity that affect the academic and social-emotional outcomes of English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and socioeconomically disadvantaged students (FRMP). These student groups face systemic barriers—including academic gaps, attendance challenges, and social-emotional stressors—that require targeted interventions and specialized instructional support. While professional development initiatives are implemented schoolwide for consistency and equity, they are principally directed toward these unduplicated student groups to ensure educators are equipped to meet their unique needs.</p> <p>Key Needs Identified in 2025-26</p> <p>English Learners (EL) & LTEL:</p> <ul style="list-style-type: none"> • Gaps in language proficiency, academic vocabulary, and access to grade-level content. • Need for structured, evidence-based professional development in integrated and designated ELD, Sheltered Instruction Observation Protocol (SIOP), and culturally responsive teaching. • Goal: Accelerate language acquisition, support reclassification, and close achievement gaps. <p>Foster Youth (FY) & Low-Income Students (FRMP):</p> <ul style="list-style-type: none"> • Challenges include unstable living conditions, chronic absenteeism, and exposure to trauma or socioeconomic stressors. • Educators require professional development in trauma-informed practices, restorative 	<p>Through the CNA, internal data, and feedback from educational partners, the LEA identified the need to strengthen educator capacity to support unduplicated student groups, including English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and homeless/foster youth. These student groups face unique academic and social-emotional challenges, including language barriers, economic hardship, and instability that require differentiated instructional strategies and consistent, targeted support.</p> <p>Goal 1, Action 4 - All Staff Professional Development</p> <p>How It Addresses Needs: This action provides targeted professional development to all staff, addressing the specific needs of unduplicated student groups:</p> <ul style="list-style-type: none"> • Equity-Focused Instruction: Training emphasizes culturally responsive teaching, differentiated instruction, and trauma-informed practices to address barriers related to language, socioeconomic status, and academic engagement. • Supporting EL and LTEL Students: Staff receive instruction on designated and integrated ELD, bilingual strategies, and language scaffolding to strengthen language acquisition, academic engagement, and reclassification progress. • Consistent Support Across Classrooms: By including teachers, administrators, and support personnel, professional development ensures uniform, high-quality practices across all classrooms and learning environments. • Social-Emotional and Trauma-Informed Strategies: Educators learn restorative practices and SEL strategies to support 	<p>Metric 6: Local Indicator – Priority 2: Implementation of State Standards</p> <p>Annually maintain Local indicator - Priority 2 through the self-reflection and review process:</p> <ol style="list-style-type: none"> 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 5 – Full Implementation and Sustainability ratings for all academic standards 3. Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 5 – Full Implementation and Sustainability ratings for all academic standards <p>Metric 3: Math Grade Equivalency</p> <p>Increase the average GLE in Math by 1.0 annually to improve CAASPP performance, aiming for a</p>
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approaches, social-emotional learning (SEL), and equity-focused instructional strategies.

- Goal: Provide stable, responsive supports that promote engagement, school connectedness, and academic success.

Overall Staff Readiness:

- Fall 2025 LCAP survey indicates that while 61.5% of staff feel current PD aligns with instructional needs, targeted training for unduplicated student groups is insufficient.
- Only 30.8% report access to PD focused on social-emotional learning.
- Emphasis on practical, classroom-connected PD is needed to improve instructional outcomes for high-need students.

2025-26 Data Trends

Professional Development Relevance

- 88.28% of staff are satisfied with current PD offerings.
- 11.54% feel neutral about the PD meeting their instructional needs.
- 30.8% report access to PD focused on social-emotional learning.

Student Achievement:

English Learners (EL)

- Math GLE Average: 1.0
- ELA GLE Average: 1.6

Long-Term English Learners (LTEL)

- Math GLE Average: 0.6
- ELA GLE Average: 1.9

Foster Youth

- Math GLE Average: 0.3
- ELA GLE Average: 0.0

Educational Partner Feedback / Family Engagement

foster youth, homeless students, and students facing economic hardship, fostering a safe and inclusive school climate.

- Data-Driven Improvement: Teacher feedback and student outcome data guide the continuous refinement of professional learning cycles to remain responsive to evolving needs.

Why LEA-Wide:

Implementing this professional development LEA-wide ensures equitable access and instructional consistency for all unduplicated students across every site. This systemwide approach:

- Promotes collaboration, shared accountability, and strategic resource allocation.
- Reduces disparities in instructional effectiveness and student support.
- Builds a sustainable, inclusive learning culture where evidence-based strategies are consistently applied, maximizing impact for ELs, LTELs, FRMP students, and foster/homeless youth.

By providing professional development LEA-wide, the LEA ensures that educators are fully equipped to implement differentiated, culturally responsive, and trauma-informed strategies. This investment fosters equitable access to high-quality instruction, strengthens student engagement, and improves academic and social-emotional outcomes for unduplicated student groups, creating a more inclusive and supportive learning environment for all learners.

yellow rating by the 2027 CA Dashboard release.

- 92.31% of parents reported that the school provides timely and effective communication “always” or “often.”
- 7.69% of parents reported that they only received communication from the school “sometimes.”

Indicates a need to strengthen home-school communication and family partnerships.

These findings reinforce the urgent need for targeted professional development under LCAP Goal 1, Action 5 to enhance teacher effectiveness in addressing the unique challenges of unduplicated student groups, ensuring equitable access to high-quality instruction and support services.

<p>Goal 2 Action #1 Action #2 Action #3 Action #4</p>	<p>A CNA and the 2025 California School Dashboard outcomes highlight significant gaps in graduation rates and College/Career Readiness for low-income students (LI), foster youth (FY), and English Learners (ELs). These unduplicated student groups face systemic barriers that limit access to post-secondary education and career pathways. While interventions will be implemented schoolwide for equity and consistency, they are principally directed toward these high-need populations to ensure targeted support close opportunity and achievement gaps.</p> <p>Key Needs Identified in 2025-26 Low-Income Students (LI) & Foster Youth (FY):</p> <ul style="list-style-type: none"> Barriers include limited access to financial aid guidance, academic counseling, mentorship, and family support. Students require structured, individualized support to navigate post-secondary pathways, including CTE, AP, and dual enrollment programs. Goal: Increase access to college/career resources, enhance engagement, and improve graduation and post-secondary outcomes. <p>English Learners (ELs):</p> <ul style="list-style-type: none"> Language proficiency gaps limit eligibility for rigorous coursework and participation in post-secondary pathways. Cultural and informational barriers reduce awareness and access to AP courses, CTE programs, and dual enrollment opportunities. Goal: Provide targeted, language-accessible interventions and mentorship to accelerate post-secondary readiness. 	<p>Through the CNA, internal data, and feedback from educational partners, the LEA identified unique needs for English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and foster youth. These student groups face systemic barriers to college and career readiness, including limited access to post-secondary guidance, financial constraints, language proficiency gaps, and exposure to advanced coursework. To address these challenges, the LEA is implementing schoolwide postsecondary advancement programs, college credit courses, and enhanced Career Technical Education (CTE) opportunities that are principally directed toward unduplicated student groups.</p> <p>Goal 2, Action 1 – Postsecondary Advancement Programs How It Addresses Needs:</p> <ul style="list-style-type: none"> Targeted Academic and Career Guidance: Provides unduplicated students with structured support for postsecondary planning, including individualized academic counseling, mentorship, and college application guidance. Equity-Focused Intervention: Focuses on EL, LTEL, FRMP, and foster youth to ensure they can navigate financial aid, scholarships, and postsecondary pathways that might otherwise be inaccessible. Bridging Opportunity Gaps: Early exposure to postsecondary requirements and resources helps reduce disparities in graduation rates and college readiness indicators. <p>Why Schoolwide: Offering these programs schoolwide ensures consistent access to postsecondary planning</p>	<p>Metric 1: UC/CSU (A–G) Completion Maintain or increase the overall percentage of students in the combined four- and five-year graduation cohort meeting UC/CSU entrance requirements (A–G completion) to 20% or higher by 2026–27, with a focus on improving outcomes for student groups with the lowest CCI performance on the CA School Dashboard.</p> <p>Metric 2: College Credit Courses Increase the percentage of students completing dual enrollment college courses to 5% by 2026-27, including students with the lowest CCI performance on the CA Dashboard</p> <p>Metric 3: CTE Pathway Completion Ensure 10 students complete a Career Technical Education (CTE) pathway by 2027, as measured by the California Dashboard, with a focus on students with the lowest CCI performance on the CA Dashboard</p> <p>Metric 4: Core Course Credit Completion Ensure that all students complete at least 5.3 units per</p>
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2025-26 Data Trends

College/Career Readiness Performance

English Learners (EL):

- 15.0% Approaching Prepared (CCI)
- 75.0% Not Prepared (CCI)
- 14.3% A–G Completion

Low-Income Students (LI):

- 18.9% Approaching Prepared (CCI)
- 78.6% Not Prepared (CCI)
- 13.3% A–G Completion

Foster Youth (FY):

- N/A Approaching Prepared (CCI)
- N/A Not Prepared (CCI)
- N/A % A–G Completion

Graduation Rates

- EL: 33.3%
- LI: 56.6%
- FY: N/A

Educational Partner Feedback

- 96.16% of parents expressed positive satisfaction with the academic support their child receives to be prepared for college and career.
- 77.5% of students expressed positive satisfaction with the academic support they receive to be prepared for college and career.

These findings emphasize the urgent need for targeted interventions to improve college and career readiness for unduplicated student groups. By expanding equitable access to CTE pathways, financial aid support, mentorship, and culturally responsive programming, we can ensure that all students—regardless of socioeconomic status or language background—are empowered to pursue their post-secondary aspirations.

resources, so every student, regardless of school or background, receives equitable guidance and support in preparing for college and career pathways.

Goal 2, Action 2 – College Credit Course Enrollment

How It Addresses Needs:

- **Broad Access:** Provides all students with opportunities to earn college credit while in high school, promoting advanced learning and postsecondary preparation.
- **Targeted Support for Unduplicated Students:** EL, LTEL, FRMP, and foster youth benefit from structured scaffolding, academic support, and mentorship to succeed in rigorous coursework.
- **Pathway to College Readiness:** Early credit accumulation builds confidence, accelerates academic progress, and reduces barriers to higher education.

Why Schoolwide:

Implementing college credit courses schoolwide ensures equitable access to advanced coursework, promoting a consistent high-expectation culture and supporting students historically underrepresented in postsecondary opportunities.

Goal 2, Action 3 – CTE Program Enhancement for Improved Graduation and Readiness Outcomes

How It Addresses Needs:

- **Career Exploration and Skill Development:** Expands CTE offerings to provide unduplicated students with practical, hands-on learning experiences that connect to workforce opportunities.

core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year

Metric 5: DASS Graduation Rate (One-Year)

Achieve a one-year graduation rate of at least 70% by 2026-27.

- **Mentorship and Internship Opportunities:** Offers structured pathways for EL, LTEL, FRMP, and foster youth to explore careers, develop professional skills, and build postsecondary readiness.
- **Alternative Pathways to Success:** Supports students who may struggle in traditional academic settings by emphasizing competency-based and real-world skill development.

Why Schoolwide:

Providing enhanced CTE programs schoolwide ensures all students have access to high-quality career and technical education, fostering equitable opportunities for skill-building, exploration, and future employment pathways.

Goal 2, Action 4 – Enhancing Student Readiness with Comprehensive Post-Secondary Events

How It Addresses Needs:

- **Workshops and Information Sessions:** Offers college fairs, financial aid nights, FAFSA support, and dual-enrollment orientations, prioritizing unduplicated student groups who may lack familial support in navigating postsecondary options.
- **Guided Postsecondary Planning:** Provides opportunities for EL, LTEL, FRMP, and foster youth to connect with advisors, peers, and mentors, reducing systemic barriers and increasing awareness of college and career pathways.
- **Data-Informed Targeting:** Uses CNA, Dashboard, and local data to identify students most in need of guidance and structured postsecondary support.

Why Schoolwide:

		<p>Implementing these events schoolwide guarantees equitable exposure to critical postsecondary planning resources for all students, creating a coordinated and inclusive approach to preparing students for college and career success.</p> <p>By implementing these Goal 2 actions schoolwide, the LEA ensures that unduplicated student groups receive targeted, equitable support to access postsecondary opportunities. Schoolwide delivery allows for consistent instruction, structured career pathways, and high-quality guidance, helping ELs, LTELs, FRMP students, and foster youth overcome systemic barriers and achieve college and career readiness. These initiatives align with the LEA's commitment to equity, student engagement, and postsecondary success for all learners.</p>	
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<p>Goal 3 Action #1 Action #2 Action #3</p>	<p>A CNA and the 2025 California School Dashboard outcomes identified notable gaps in social-emotional development for low-income students (LI), foster youth (FY), and English Learners (ELs). These unduplicated student groups face systemic barriers that limit their access to SEL programs, supportive relationships, and safe, engaging learning environments. While interventions will be implemented schoolwide to maintain equity and consistency, they are principally directed toward these high-need populations to ensure targeted supports close gaps in social-emotional growth and engagement.</p> <p>Key Needs Identified in 2025-26 Low-Income Students (LI) & Foster Youth (FY):</p> <ul style="list-style-type: none"> • Socioeconomic challenges and/or unstable home environments hinder the development of emotional regulation, resilience, and healthy relationships. • Foster youth experience additional disruption due to frequent placement changes, impacting consistent adult relationships and access to SEL supports. • Goal: Provide targeted, individualized SEL interventions, counseling, and extracurricular supports to foster stability and engagement. <p>English Learners (ELs):</p> <ul style="list-style-type: none"> • Language and cultural barriers limit full participation in SEL programs, affecting comprehension, engagement, and a sense of belonging. • Goal: Implement culturally and linguistically responsive SEL programming that allows ELs to develop emotional intelligence and connect meaningfully with peers and adults. <p>2025-26 Data Trends</p>	<p>Through the CNA, internal data, and feedback from educational partners, the LEA identified unique needs for English Learners (ELs), Long-Term English Learners (LTELs), students eligible for Free and Reduced-Price Meals (FRMP), and foster youth. These student groups face systemic barriers that affect both their academic success and social-emotional well-being, including limited family engagement, lack of access to supportive programs, and challenges related to school safety and connectedness. To address these needs, the LEA is implementing schoolwide initiatives focused on parent engagement, social-emotional development, and maintaining a safe and inclusive school environment.</p> <p>Goal 3, Action 1 – Parent Involvement and Educational Partner Engagement How It Addresses Needs:</p> <ul style="list-style-type: none"> • Targeted Support for Unduplicated Students: Provides FRMP, foster youth, EL, and LTEL families with tailored resources such as multilingual workshops, trauma-informed parenting sessions, and mentorship programs to strengthen student outcomes. • Building Strong Home-School Partnerships: Encourages regular communication, active participation in school events, and collaboration between families and educators to increase student engagement and academic achievement. • Equity-Focused Resource Access: Ensures families facing socioeconomic, language, or stability barriers receive guidance and support to help students navigate academic and social-emotional challenges. <p>Why Schoolwide:</p>	<p>Metric 1: Suspension Rates Maintain annual suspension rates at or below 1.5%</p> <p>Metric 2: School Climate Survey Achieve an Online Safety rating of 4.0 or higher for all survey groups by the end of the Spring 2027 survey. Parent participation should reach 20% or more by the end of 2027.</p> <p>Metric 3: Chronic Absenteeism Decrease middle school chronic absenteeism rates by 10% across all student groups, aiming for a Yellow color designation on the 2027 CA Dashboard</p> <p>Metric 5: Dropout Rates Maintain middle school and high school dropout rates below 5% annually</p>
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Social-Emotional Development Participation

- EL: 9.6% SEL participation
- LI: 25.9% SEL participation
- FY: 16.7% SEL participation

Student Well-Being Indicators

- 3.92 / 5 – Students feel connected and a sense of belonging
- 3.92 / 5 – Students feel social media pressure to fit in
- 3.79 / 5 – Students report peers are friendly
- 85.83% feel the school supports their mental health and well-being

Educational Partner Feedback

- 4.44 / 5 – Parents feel part of the school community
- 69.23% of parents feel the school supports students’ mental health and overall well-being
- 76.92% of parents feel your child feels safe and supported at school (physically and emotionally)?
- 4.72 / 5 – Parents feel their child’s teacher has meaningful connection with their child

These findings highlight the need for focused interventions to enhance social-emotional development among unduplicated student groups. By increasing access to culturally relevant programs, providing additional language support, and ensuring equal opportunities in extracurricular activities, we can create an environment where all students are empowered to grow emotionally and academically.

Implementing parent engagement initiatives schoolwide ensures all families have access to consistent opportunities for collaboration and support. This promotes a unified, equitable approach to family involvement and strengthens a culture of shared responsibility for student success.

Goal 3, Action 2 – Social-Emotional Development Opportunities

How It Addresses Needs:

- **Culturally Responsive SEL Programming:** Provides ELs with meaningful engagement in social-emotional learning through inclusive, linguistically accessible curricula.
- **Targeted Support for Vulnerable Students:** Foster youth and low-income students receive structured support groups, counseling, and after-school SEL programs to build resilience, peer connections, and emotional well-being.
- **Holistic Development:** Integrates SEL strategies into everyday instruction and extracurricular activities to support both academic and socio-emotional growth.

Why Schoolwide:

Offering SEL programs schoolwide ensures equitable access to social-emotional learning for all students, promoting consistent practices and supports across all classrooms and sites. This approach strengthens school culture, enhances student engagement, and reduces disparities in emotional well-being.

Goal 3, Action 3 – School Safety

How It Addresses Needs:

- **Creating Safe and Inclusive Environments:** Implements policies, staff training, and student programs designed to ensure all

		<p>students, particularly unduplicated groups, feel safe and supported at school.</p> <ul style="list-style-type: none"> • Proactive Prevention and Intervention: Includes monitoring systems, restorative practices, and structured behavioral supports to address safety concerns, reduce incidents, and improve student attendance and engagement. • Support for Academic and Social-Emotional Success: A safe learning environment allows students to focus on learning, develop relationships, and participate fully in school activities without fear or disruption. <p>Why Schoolwide: Providing school safety measures schoolwide ensures systemwide consistency, equitable protection, and predictable support structures for every student. LEA-wide implementation prevents fragmentation of safety initiatives and allows early identification of students needing additional social-emotional or behavioral support.</p> <p>By implementing these Goal 3 actions schoolwide, the LEA ensures that all students—especially those from unduplicated groups—receive equitable access to parent engagement, social-emotional development, and safe learning environments. Schoolwide delivery promotes consistency, collaboration, and systemic improvement, aligning with the LEA’s commitment to holistic student success, well-being, and an inclusive school culture.</p>	
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Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action #2 Action #5</p>	<p>Through the January 2026 CNA, internal student performance data, California School Dashboard metrics, and educational partner feedback, the LEA identified the unique needs of English Learners (ELs) that require targeted interventions and differentiated support to improve language acquisition, academic performance, and overall engagement in school.</p> <p>Unique Needs Identified in 2025-26 for EL Students</p> <p>Language Development and Academic Access: English Learners continue to face systemic barriers related to language proficiency that limit their ability to fully access grade-level curriculum, participate in academic discourse, and demonstrate mastery on assessments. Targeted language development supports and scaffolded instruction are necessary to ensure equitable access to core content.</p> <p>Course Engagement and Academic Progress: EL students often require additional instructional scaffolds, structured vocabulary development, and integrated English Language Development (ELD) strategies to successfully complete core courses and maintain progress toward graduation and college and career readiness.</p> <p>Social-Emotional and Cultural Adjustment: Language barriers and cultural differences can impact students' sense of belonging and engagement within the school community. Intentional culturally responsive practices and supportive relationships with staff are necessary to address the academic and socio-emotional needs of EL students.</p> <p>2025-26 Data Trends</p>	<p>Through the January 2026 CNA, internal student performance data, and feedback from educational partners, the LEA identified data-verified, unique needs for EL and LTEL students that require exclusively provided, tailored support. These students face persistent language acquisition gaps, limited access to grade-level content, and barriers to reclassification that general education services cannot fully address. The following actions are principally directed toward this student group to ensure equitable academic progress, language development, and personal growth.</p> <p>Goal 1, Action 2 – EL Individualized Support and Instruction</p> <p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> Individualized Learning Plans (ILPs): Each EL student receives a personalized ILP aligned to the ELA/ELD Framework through the Bilingual Scholars Program. Plans target language proficiency, literacy skills, and academic content gaps. Targeted Instructional Strategies: Integrated and designated ELD, scaffolded academic discourse, and culturally relevant curriculum support students in accessing grade-level content. Ongoing Progress Monitoring: EL-specific assessments, including ELPAC and reclassification data analysis, track growth and guide intervention adjustments. <p>Why It's Exclusively for EL & LTEL Students:</p> <ul style="list-style-type: none"> EL and LTEL students face unique language acquisition challenges not experienced by other students. General education instruction and interventions are insufficient to meet the 	<p>Metric 1 - Reclassification Rates</p> <p>Annually maintain or increase the EL-eligible student reclassification rate at 75% or higher</p> <p>Metric 4 - LTEL Reading Grade Equivalency</p> <p>Achieve an average increase of 1.0 GLE in reading annually for all students and LTELs, aiming for a yellow rating in the ELA CAASPP by the 2027 CA Dashboard release.</p> <p>Goal 1, Metric 5-ELPI</p> <p>Maintain at least 55% of English Language Learners make progress on their ELPAC level, maintaining a high ELPI, by the release of the 2027 CA Dashboard.</p> <p>Goal 2, Metric 5-DASS one-year graduation rates:</p> <p>By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.</p>
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<p>Language Proficiency and Academic Growth: EL students demonstrated 56.3%% progress toward English proficiency, indicating the need for continued differentiated language development supports.</p> <p>Course Completion: EL students completed an average of 10.2 English, 8.9 Math, 7.3 Science, and 8.7 Social Science, but continue to struggle on the SBAC and CAST, highlighting areas where additional academic intervention and monitoring are needed in addition to focus on reducing credit deficiency.</p> <p>Engagement and Stability Indicators: Attendance and participation data show that consistent monitoring and individualized supports remain critical to ensuring EL students maintain engagement and academic progress.</p> <p>These findings reinforce the need for actions principally directed and exclusively provided to English Learners, ensuring they receive the targeted interventions and differentiated supports necessary to overcome language barriers, increase access to instruction, and achieve improved academic outcomes.</p>	<p>linguistic and academic needs necessary for reclassification and proficiency.</p> <ul style="list-style-type: none"> • These individualized actions ensure students can overcome language barriers, accelerate English proficiency, and achieve academic growth that is not available to the broader student population. <p>Expected Impact:</p> <ul style="list-style-type: none"> • Supports sustained language development and reclassification readiness. • Increases equitable access to academic content and literacy interventions. • Promotes both academic achievement and social integration. <p>Goal 1, Action 5 – EL and LTEL Professional Development</p> <p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> • Specialized Training for EL Specialists: Professional development equips teachers with evidence-based strategies for integrated and designated ELD, differentiated instruction, and culturally responsive teaching. • Focus on Instructional Effectiveness: Training emphasizes scaffolding, vocabulary development, and classroom practices tailored to EL and LTEL students’ unique linguistic and academic needs. • Continuous Improvement Cycles: Teacher feedback and student performance data inform iterative refinement of professional learning offerings. <p>Why It’s Exclusively for EL & LTEL Students:</p> <ul style="list-style-type: none"> • EL students require highly specialized instructional strategies to address specific language gaps. • General professional development does not provide the depth or specificity needed to 	
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		<p>improve reclassification rates, English proficiency, and academic outcomes.</p> <ul style="list-style-type: none">• Ensures educators have targeted skills to overcome barriers uniquely faced by EL and LTEL students, fulfilling both legal and equity-based mandates for language support. <p>Expected Impact:</p> <ul style="list-style-type: none">• Strengthens teacher capacity to deliver effective, individualized instruction.• Improves student engagement, language proficiency, and access to grade-level content.• Supports equitable outcomes by directly addressing systemic disparities in academic performance for EL and LTEL students. <p>By implementing these limited actions, the LEA ensures that EL and LTEL students receive exclusive, data-driven, and targeted support necessary to overcome language acquisition challenges and achieve academic success. These actions are principally directed to meet their unique needs, promote equitable outcomes, and foster both academic progress and personal growth, aligning with state, federal, and local priorities for student equity and reclassification readiness.</p>	
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<p>Goal 2 Action #5</p>	<p>Through the January 2026 CNA, internal student performance data, California School Dashboard metrics, and educational partner feedback, the LEA identified the unique needs of Homeless Youth (HY) and Foster Youth (FY) that require targeted interventions and differentiated support to address barriers related to housing instability, academic engagement, and social-emotional well-being.</p> <p>Unique Needs Identified in 2025-26 for HY and FY</p> <p>Housing Instability and Academic Access: Homeless and Foster Youth often experience disruptions in housing and family stability that can impact consistent access to instruction, academic resources, and supportive learning environments. These systemic barriers frequently contribute to interrupted learning and difficulty maintaining academic progress.</p> <p>Attendance and Engagement Challenges: Internal data indicates that students experiencing homelessness or foster placement changes are more likely to experience chronic absenteeism and disengagement from school. Consistent attendance monitoring, individualized academic support, and targeted re-engagement strategies are necessary to ensure these students remain connected to their educational programs.</p> <p>Social-Emotional and Stability Needs: Frequent transitions, trauma exposure, and limited access to stable adult support systems can significantly impact the emotional well-being of Homeless and Foster Youth. These students require intentional social-emotional supports, access to counseling services, and connections to community resources to promote resilience and stability.</p>	<p>Through the CNA, internal data, and educational partner feedback, the LEA identified homeless and foster youth as having unique, data-verified academic and socio-emotional needs. These students face instability, trauma, and systemic barriers that directly impact academic performance and overall well-being. This action is principally directed and exclusively provided to homeless and foster youth to ensure they receive tailored support, individualized interventions, and specialized services designed to overcome these barriers and promote equitable academic and personal outcomes.</p> <p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> • Post-Secondary Counseling and Support: Regular meetings with counselors, at least semi-annually or as needed, provide guidance on educational and career pathways, help students access transportation assistance, and connect them with essential resources. • Targeted Counseling Services: Specialized counseling addresses trauma, stress management, and social-emotional challenges, fostering resilience and supporting academic engagement. • Academic Support Programs: Tailored academic interventions help homeless and foster youth stay on track with coursework, credit attainment, and grade-level expectations despite external challenges. • Mentoring Opportunities: Stable adult mentorship provides guidance, emotional support, and a sense of belonging, helping students navigate personal and educational challenges. • Community Partnerships: Collaboration with local agencies expands access to housing, healthcare, and wraparound services, 	<p>Metric 5-DASS one-year graduation rates: By maintaining our overall DASS one-year graduation rate at or above 68-70% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.</p> <p>Metric 4 - Core Course Credit Completion The charter aims for all students to complete a minimum of 5.3 units in each core subject (English, Math, Science, and Social Studies) by the end of the 2026-27 school year.</p>
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<p>Coordinated Support Systems: Educational partner feedback from staff, counselors, and community partners highlights the need for coordinated services such as trauma-informed practices, housing and community referrals, and structured support programs that address both academic and non-academic barriers affecting these students.</p> <p>2025-26 Data Trends Attendance Indicators: Internal data shows 66.7% chronic absenteeism among Homeless Youth and 100% among Foster Youth in grades 6–12, indicating the need for targeted attendance monitoring and intervention.</p> <p>Engagement and Support Needs: Ongoing data review and individualized case management are necessary to address attendance barriers, ensure access to educational resources, and support sustained engagement in school.</p> <p>These findings reinforce the need for actions principally directed and exclusively provided to Homeless and Foster Youth, ensuring they receive the targeted academic interventions, stability supports, and social-emotional services necessary to overcome systemic barriers and achieve improved educational outcomes.</p>	<p>addressing holistic needs beyond the classroom.</p> <p>Why It's Exclusively for Homeless and Foster Youth:</p> <ul style="list-style-type: none"> • Instability and Trauma: Frequent disruptions in living situations directly impact academic and social-emotional outcomes, requiring targeted interventions not needed by the general population. • Lack of Basic Necessities: Services address barriers such as housing, transportation, and food insecurity that general programs cannot fully resolve. • Social-Emotional Challenges: Specialized counseling and mentoring meet unique psychological and emotional needs. • High School Mobility: Increased school transfers necessitate individualized monitoring and academic continuity strategies. • Holistic Support Needs: Students require access to comprehensive wraparound services to overcome systemic inequities and ensure equitable outcomes. • Sense of Belonging: Tailored interventions foster inclusion and connection to the school community, mitigating isolation. <p>Expected Impact:</p> <ul style="list-style-type: none"> • Supports academic progress by addressing barriers to attendance, engagement, and credit attainment. • Enhances social-emotional development and resilience, improving overall well-being. • Ensures equitable outcomes by providing services not available to the broader student population but critical for homeless and foster youth. 	
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		<p>By implementing this action, the LEA ensures homeless and foster youth receive exclusive, targeted support and comprehensive services necessary to overcome instability, trauma, and systemic barriers. These interventions are principally directed to this group to provide academic, social-emotional, and practical supports that enable students to thrive, achieve equitable outcomes, and access post-secondary opportunities.</p>	
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Insert or delete rows, as necessary.

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

To address the unique and data-verified needs of unduplicated student groups, the LEA implements targeted, limited actions that are principally directed and exclusively provided to English Learners (EL), Long-Term English Learners (LTEL), and Homeless/Foster Youth. These actions focus on individualized instruction, specialized interventions, and professional development to overcome specific academic, linguistic, and socio-emotional barriers identified through the CNA, Dashboard metrics, and educational partner feedback.

Goal 1, Action 2 – EL Individualized Support and Instruction

Student Group: English Learners (EL) & Long-Term English Learners (LTEL)

Methodology: We dedicate 70% of the English Language Development Teacher’s time to providing individualized instruction and learning plans tailored to each EL and LTEL student. This includes small-group instruction, scaffolded ELD strategies, progress monitoring through ELPAC and course data, and goal-setting aligned with language proficiency and academic performance. All activities are structured to address the linguistic and academic barriers identified in the CNA and educational partner feedback.

Estimated Allocation: \$50,000 (staff) + \$20,000 (Service fees with contracted vendors)
 Planned Percentage of Improved Services: 5.09% of LCFF funds toward increased or improved services

Justification: This allocation directly addresses the unique needs of EL and LTEL students by providing targeted, scaffolded instruction that general education services cannot fully meet. By dedicating staff time to these interventions, we ensure consistent monitoring, individualized support, and academic scaffolding that enables students to progress toward reclassification and grade-level proficiency. These targeted services are exclusively provided to EL and LTEL students to overcome language acquisition gaps, promote equitable academic outcomes, and support overall personal growth.

Goal 1, Action 5 – EL and LTEL Professional Development

Student Group: English Learners (EL) & Long-Term English Learners (LTEL)

Methodology: We dedicate 70% of ELL Coaches' time for staff professional development, to training teachers in culturally responsive pedagogy, differentiated instruction, and scaffolded language strategies specifically for EL and LTEL students. This includes workshops, coaching sessions, and collaborative planning designed to improve instructional quality, reclassification readiness, and language development outcomes.

Estimated Allocation: \$30,000 (staff) + \$35,000 (Service fees with contracted vendors)

Planned Percentage of Improved Services: 4.73% of LCFF funds toward increased or improved services

Justification: This action is principally directed at EL and LTEL students because these groups face unique language acquisition and academic barriers that general professional development does not fully address. Equipping educators with specialized strategies ensures that instruction is tailored, equitable, and effective, improving engagement, language proficiency, and academic success for EL and LTEL students.

Goal 2, Action 5 – Homeless & Foster Youth Services

Student Group: Homeless and Foster Youth

Methodology: We dedicate 10% of the Post-Secondary Counselor's time to provide individualized counseling, academic interventions, mentoring, and connections to community resources for homeless and foster youth. Services include post-secondary guidance, wraparound support, trauma-informed counseling, and monitoring academic progress to address the barriers identified in the CNA.

Estimated Allocation: \$22,000 (staff) + \$8,000 (Service fees with contracted vendors)

Planned Percentage of Improved Services: 2.18% of LCFF funds toward increased or improved services

Justification: Homeless and foster youth face unique barriers such as instability, trauma, and lack of access to basic necessities. These challenges require targeted, exclusive interventions that general services cannot provide. This allocation ensures that students receive comprehensive, individualized support, promoting academic progress, socio-emotional resilience, and equitable access to post-secondary opportunities.

By dedicating staff time and resources exclusively to these student groups, the LEA ensures equitable outcomes, consistent monitoring, and targeted support not available to the broader student population. These limited actions promote academic progress, personal growth, and social-emotional well-being, providing students with the guidance and interventions necessary to succeed both in school and beyond.

Total Contribution from Limited Actions (Goal 1, Actions 2, 5, and Goal 2, Action 5): 12.02%

Additional Concentration Grant Funding

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

The LEA strategically allocates additional concentration grant add-on funding—available due to an unduplicated student group count above 55%—to increase staffing and resources for English Learners (EL), Long-Term English Learners (LTEL), Low-Income (FRMP) students, and Foster Youth. These funds are dedicated to expanding direct services at high-need schools to address academic, language, and socio-emotional barriers.

Goals and Actions Funded:

Funding directly supports LCAP Goal 1 and Goal 2 actions, including:

- Goal 1, Action 2: Extended instructional time and individualized support for EL and LTEL students.
- Goal 1, Action 4-5: All staff professional development and targeted EL/LTEL professional learning to enhance instructional quality.
- Goal 2, Action 5: Specialized support for Foster Youth and Homeless students, including academic interventions and attendance support.
- Goal 3, Action 2: Social-Emotional Development programs tailored to FRMP students.

Staffing Impact:

Funds are used to increase and retain staff positions providing direct services to unduplicated students, including:

- EL Specialists, Tutors, and Paraprofessionals: Deliver individualized language and academic interventions.
- Post-Secondary Counselors and Teachers: Provide extended instructional support, after-school and night school services, and guidance for Foster Youth and Homeless students.
- All Staff: Engage in professional development to ensure consistent, evidence-based instruction and interventions for EL, LTEL, and FRMP students.

Staffing allocations are determined based on:

- Enrollment and concentration of unduplicated students at each school.
- Academic performance gaps identified in the CNA and Dashboard metrics.
- Existing staffing ratios relative to students need to maximize targeted support.

Retention and Recruitment:

Approximately 15% of the concentration grant is dedicated to recruiting and retaining highly qualified staff who work directly with unduplicated students. Retention strategies include mentorship programs, professional growth opportunities, competitive compensation, and recognition initiatives to ensure continuity of high-quality services.

Impact and Justification:

By strategically investing in staff expansion, retention, and targeted professional development, the LEA ensures that unduplicated students receive equitable access to high-quality instruction, individualized interventions, and social-emotional supports. These efforts directly support academic progression, language acquisition, and overall student well-being, helping close achievement gaps for EL, LTEL, FRMP, and Foster Youth students while sustaining consistent services across all high-need schools.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,910,647.00	\$ 1,773,412.15

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	\$ 300,000	\$ 336,724
1	2	EL Individualized Support and Instruction	Yes	\$ 67,000	\$ 73,362
1	3	Implementation of Research Based Interventions	Yes	\$ 180,000	\$ 224,590
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	\$ 15,000	\$ 33,370
1	5	All Staff Professional Development	Yes	\$ 70,000	\$ 103,438
1	6	EL Professional Development	Yes	\$ 40,000	\$ 41,862
1	7	LTEL Professional Development	Yes	\$ 25,000	\$ 36,172
2	1	Postsecondary Advancement Programs	Yes	\$ 165,000	\$ 127,359
2	2	College credit course enrollment	Yes	\$ 135,000	\$ 72,673
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	\$ 95,000	\$ 104,923
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	\$ 77,000	\$ 84,882
2	5	Homeless & Foster Youth Services	Yes	\$ 40,000	\$ 32,273
3	1	Parent Involvement and Educational Partner Engagement	Yes	\$ 130,000	\$ 144,191
3	2	Social Emotional Development Opportunities	Yes	\$ 446,647	\$ 260,190
3	3	School Safety	Yes	\$ 65,000	\$ 72,763
3	4	Targeted Student Support and Learning Recovery (LREBG)	No	\$ 60,000	\$ 24,640

2025-26 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)
\$ 1,374,918	\$ 1,550,647	\$ 1,412,048	\$ 138,599	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	EL Individualized Support and Instruction	Yes	\$ 67,000	\$ 73,362	0.000%	0.000%
1	3	Implementation of Research Based Interventions	Yes	\$ 180,000	\$ 224,590	0.000%	0.000%
1	4	Targeted LTEL (AVID) Curriculum/Instruction	Yes	\$ 15,000	\$ 33,370	0.000%	0.000%
1	5	All Staff Professional Development	Yes	\$ 70,000	\$ 103,438	0.000%	0.000%
1	6	EL Professional Development	Yes	\$ 40,000	\$ 41,862	0.000%	0.000%
1	7	LTEL Professional Development	Yes	\$ 25,000	\$ 36,172	0.000%	0.000%
2	1	Postsecondary Advancement Programs	Yes	\$ 165,000	\$ 127,359	0.000%	0.000%
2	2	College credit course enrollment	Yes	\$ 135,000	\$ 72,673	0.000%	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	\$ 95,000	\$ 104,923	0.000%	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	\$ 77,000	\$ 84,882	0.000%	0.000%
2	5	Homeless & Foster Youth Services	Yes	\$ 40,000	\$ 32,273	0.000%	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	\$ 130,000	\$ 144,191	0.000%	0.000%
3	2	Social Emotional Development Opportunities	Yes	\$ 446,647	\$ 260,190	0.000%	0.000%
3	3	School Safety	Yes	\$ 65,000	\$ 72,763	0.000%	0.000%

2025-26 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)
\$ 5,098,803	\$ 1,374,918	0.000%	26.966%	\$ 1,412,048	0.000%	27.694%	\$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 5,142,519	\$ 1,373,232	26.703%	0.000%	26.703%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,673,232	\$ 400,000	\$ -	\$ -	\$ 2,073,232.00	\$ 842,000	\$ 1,231,232

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Students with Disabilities (SWD) Intervention Support and Instruction	SWD	No			All Schools	On-going	\$ 210,000	\$ 90,000	\$ 300,000				\$ 300,000	0.000%
1	2	EL Individualized Support and Instruction	EL	Yes	Limited	English Learners	All Schools	On-going	\$ 50,000	\$ 20,000	\$ 70,000				\$ 70,000	0.000%
1	3	Implementation of Research Based Interventions	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 150,000	\$ 100,000	\$ 250,000				\$ 250,000	0.000%
1	4	All Staff Professional Development	EL, LTEL	Yes	Limited	English Learners	All Schools	On-going	\$ 35,000	\$ 35,000	\$ 70,000				\$ 70,000	0.000%
1	5	EL and LTEL Professional Development	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 30,000	\$ 35,000	\$ 65,000				\$ 65,000	0.000%
1	6	Learning Gap Closure Acceleration (LREBG)	EL, LI, Foster	Yes	Limited	English Learners	All Schools	On-going		\$ 400,000		\$ 400,000			\$ 400,000	0.000%
2	1	Postsecondary Advancement Programs	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 98,000	\$ 42,000	\$ 140,000				\$ 140,000	0.000%
2	2	College credit course enrollment	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 36,000	\$ 44,000	\$ 80,000				\$ 80,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 22,000	\$ 63,000	\$ 85,000				\$ 85,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 8,000	\$ 62,000	\$ 70,000				\$ 70,000	0.000%
2	5	Homeless & Foster Youth Services	FY, HL	Yes	Limited	Foster Youth	All Schools	On-going	\$ 22,000	\$ 8,000	\$ 30,000				\$ 30,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 50,000	\$ 100,000	\$ 150,000				\$ 150,000	0.000%
3	2	Social Emotional Development Opportunities	EL, LI, Foster	Yes	LEA-wide	All	All Schools	On-going	\$ 75,000	\$ 225,000	\$ 300,000				\$ 300,000	0.000%
3	3	School Safety	All	Yes	LEA-wide	All	All Schools	On-going	\$ 56,000	\$ 7,232	\$ 63,232				\$ 63,232	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,142,519	\$ 1,373,232	26.703%	0.000%	26.703%	\$ 1,373,232	0.000%	26.703%	Total:	\$ 1,373,232
								LEA-wide Total:	\$ 1,203,232
								Limited Total:	\$ 170,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 70,000	0.000%
1	3	Implementation of Research Based Interventions	Yes	LEA-wide	All	All Schools	\$ 250,000	0.000%
1	4	All Staff Professional Development	Yes	Limited	English Learners	All Schools	\$ 70,000	0.000%
1	5	EL and LTEL Professional Development	Yes	LEA-wide	All	All Schools	\$ 65,000	0.000%
1	6	Learning Gap Closure Acceleration (LREBG)	Yes	Limited	English Learners	All Schools	\$ -	0.000%
2	1	Postsecondary Advancement Programs	Yes	LEA-wide	All	All Schools	\$ 140,000	0.000%
2	2	College credit course enrollment	Yes	LEA-wide	All	All Schools	\$ 80,000	0.000%
2	3	CTE Program Enhancement for Improved Graduation and Readiness Outcomes	Yes	LEA-wide	All	All Schools	\$ 85,000	0.000%
2	4	Enhancing Student Readiness with Comprehensive Post-Secondary Events	Yes	LEA-wide	All	All Schools	\$ 70,000	0.000%
2	5	Homeless & Foster Youth Services	Yes	Limited	Foster Youth	All Schools	\$ 30,000	0.000%
3	1	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	\$ 150,000	0.000%
3	2	Social Emotional Development Opportunities	Yes	LEA-wide	All	All Schools	\$ 300,000	0.000%
3	3	School Safety	Yes	LEA-wide	All	All Schools	\$ 63,232	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter:

Date Resource Inequity Review was conducted:

Guidance & Instructions

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

How to Use This Template

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

<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<p>The Charter identified several actionable resource inequities impacting student achievement and student outcomes during the Resource Inequity Review process. Data analysis revealed that Students with Disabilities and English Learners continue to experience achievement gaps in both Math and ELA when compared to other student groups. The review also identified inequities in access to targeted academic interventions, differentiated instructional supports, and consistent progress monitoring for students with significant foundational skill gaps. In addition, chronic absenteeism rates remain disproportionately high for Students with Disabilities, limiting consistent engagement in instruction and intervention services.</p> <p>The Charter also identified inequities related to college and career readiness opportunities, including inconsistent student participation in a-g coursework, dual enrollment, and CTE pathways. Educational partners noted inconsistencies in staff awareness and use of cohort, attendance, and graduation data to proactively identify and support students who are credit deficient or at risk of not graduating within their 4th or 5th cohort year. These inequities contribute to lower graduation rates, reduced college and career preparedness, and inconsistent student outcomes among targeted student groups.</p>
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<p>The Charter identified several priority inequities to address through its School Improvement Plans. Priority areas include closing achievement gaps in Math and ELA for Students with Disabilities and English Learners, who continue to perform below standard despite overall schoolwide growth. The Charter also identified chronic absenteeism, particularly among Students with Disabilities, as a priority inequity due to its impact on student engagement, academic progress, and graduation outcomes.</p> <p>Additional priorities include improving equitable access to college and career readiness</p>

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

	<p>opportunities, including a-g completion, dual enrollment, and College & Career Indicator pathways. The Charter will also prioritize strengthening the use of cohort, attendance, and academic progress data to ensure students who are credit deficient or at risk of delayed graduation are identified early and provided with timely interventions, academic supports, and progress monitoring.</p>
<p>3. How does the Charter plan on addressing these inequities?</p>	<p>The Charter plans to address these inequities through targeted academic interventions, increased progress monitoring, and expanded student support systems. The Charter will provide additional differentiated instruction, scaffolded learning opportunities, and intervention supports for Students with Disabilities and English Learners in both Math and ELA. Staff will continue utilizing assessment data, attendance data, and cohort tracking tools to identify students in need of support earlier and implement timely academic and attendance interventions. The Charter also plans to strengthen student accountability and engagement through regular achievement chats, family communication, and ongoing progress monitoring meetings with students and families.</p> <p>To address inequities related to college and career readiness, the Charter will increase staff awareness and training related to a-g requirements, College & Career Indicator pathways, dual enrollment opportunities, and graduation cohort expectations. The Charter will continue promoting equitable access to college and career opportunities while supporting students who are credit deficient through individualized graduation plans, intervention courses, and targeted counseling support. In addition, the Charter will strengthen attendance intervention systems and expand social-emotional learning and student engagement opportunities to reduce chronic absenteeism and improve overall student outcomes.</p>
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>The Resource Inequity Review identified several factors impacting student achievement that are not fully actionable at the school site level. Many students enroll significantly credit deficient after experiencing prior academic disruptions, inconsistent attendance histories, or gaps in educational access before enrolling in the Charter program. In addition, some students and families experience external challenges including housing instability, transportation barriers, family responsibilities, employment obligations, and limited access to community mental health resources, all of which may negatively impact attendance, engagement, and academic progress. While the Charter can provide interventions, counseling, referrals, and support systems, these broader socioeconomic and community-based factors remain outside the direct control of the school site.</p>

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options For Youth San Gabriel

School Year: **2025-2026**

How to Use This Template

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

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

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

EDUCATIONAL PARTNERS

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

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

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. **Staff**- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. **Parents and Students**- our DELAC and PAC have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. **Leadership Team** (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

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

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

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

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

- CAASPP data (ELA CAST and Math)
- Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop Out Rates)
- EL Reclassification Data
- a-g course enrollment & completion rates
- Stakeholder Surveys
- Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- iLit Data
- Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

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

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

College & Career Indicators and UC/CSU Eligibility:

- 15.9% of students identified as prepared on the CCI (↑ 4.8%)
- 17% of students identified as approaching prepared on CCI (↑ 6.7)
- Hispanic: 11.5% prepared (↓ 0.3%)
- Students with Disabilities: 0.0% prepared (↓ 5.6%)
- Socioeconomically Disadvantaged Prepared: 14.9% (↑ 6.0%)
- English Language Learners: 10.0% (↑ 10.0%)
- 27.9% Met UC/CSU Eligibility (↑ 12.4%)
- 22.7% Hispanic Met UC/CSU Eligibility (↑ 9%)
- 27.8% Socioeconomically Disadvantaged Met UC/CSU Eligibility (↑ 13.1)
- 14.3% ELL Met UC/CSU Eligibility (↑ 4.3)
- 21.1% Students with Disabilities Met UC/CSU Eligibility (↑ 16.1)

While overall improvement is evident particularly for Hispanic and Socioeconomically Disadvantaged subgroups, disparities remain among key subgroups including Students with Disabilities and English Learners and overall CCI preparedness remains lower than target.

Math Achievement

- Dashboard Color: Yellow (increase from Orange in 2023 and 2024)
- ↑37.1 points between 2023 and 2025
- 69.4 points below the standard in 2025

- Socioeconomically Disadvantaged: *Increased Significantly* (↑36.6 points from 2024 to 2025)
- Hispanic: *Increased Significantly*(↑43.4 points from 2024 to 2025)
- Students with Disabilities: -104.1 below the standard
- English Learners: -49.6 below the standard

Data indicates moderate growth in mathematics achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.

ELA Achievement

- Dashboard color: Yellow (Increase from Orange in 2024)
- ↑10.3 points between 2023 and 2025
- 3.6 points below the standard in 2025
- Socioeconomically Disadvantaged: *Increased Significantly* (↑22.7 points from 2024 to 2025)
- Hispanic: +26 above the standard (↑49.2 points from 2024-2025)
 - *Increased Significantly*
 - *Status level: medium*
 - *Dashboard Color: Green*
- Students with Disabilities: -97.5 below the standards
- English Learners: -23.4 below the standard

Data indicates major growth in ELA achievement, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities and English Language Learners.

Graduation Rates

- 53.8% graduated in 2025 (↑ 16.6% from 2024, ↑ 1.7% from 2023)
- Hispanic: 56.1% graduated in 2025 (↑ 25.9% from 2024)
- ELL: 33.3% graduated in 2025 (↑ 3.3% from 2024)
- Socioeconomically Disadvantaged: 56.7% graduated in 2025 (↑19.4% from 2024)
- Students with Disabilities: 52.6% graduated in 2025 (↑ 27.6 from 2024)
- DASS Grad Rates: 83.1% overall in 2025
- DASS Hispanic Grad Rate: 82.7% in 2025
- DASS Socioeconomically Disadvantaged Grad Rate: 84.2% in 2025

Data indicates major growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically English Language Learners.

Chronic Absenteeism

- 2025 Color: Orange (Down from Red in 2024)
- Overall Rate: 27.1% in 2025 (↓ 7.9 from 2024, ↓ 5.8% from 2023)

- Hispanic C.A: 19.1% in 2025 (↓19.5%)
- Socioeconomically Disadvantaged: 27.4% (↓10.9)
- English Learners: Not enough students for data
- Students with Disabilities: 38.9% (not enough data for change rate, but still significantly higher than all other subgroups)

Data indicates moderate growth in grad rate, particularly for Hispanic and Socioeconomically Disadvantaged students. Disparities remain among key subgroups, specifically Students with Disabilities.

Drop Out Rates, Suspension Rates, and School Climate

- 0.0% Suspension and Expulsion rate over last three school years
- 2024-2025 dropout rate: .3% for high school, 0.0% for middle school
- 2026 School Climate Report indicates overall satisfaction with students, staff, and parents overall indicating strong levels of satisfaction

PRIORITIZED NEEDS

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

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

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

- **College and Career Preparedness:** Building College & Career Indicator teacher awareness (increasing focus on a-g, SSB, dual enrollment, CTE pathways)
- **4th/5th year Grad Rate:** Increasing teacher understanding 4th/5th year cohorts to support graduation within state-required timeline
- **Chronic Absenteeism:** Reducing chronic absenteeism, particularly for Students with Disabilities, by strengthening student engagement, family communication, and early attendance intervention systems.
- **Math and ELA Achievement:** Increasing math and ELA achievement schoolwide, with targeted support for Students with Disabilities and English Learners, who continue to perform below standard despite overall growth.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

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

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

Area of Focus: College & Career Indicators and UC/CSU (a-g)

Root Causes:

- a-g participation decreases in higher grade levels because some students enroll needing to retake courses in which they previously earned a D, increasing their overall credit requirements. This additional workload may discourage students from committing to a-g completion.
- Increases in a-g participation percentages may be influenced by overall declines in student enrollment.
- a-g participation/completion vs % prepared on CCI: this could be because some students complete a-g coursework but do not complete an additional measure required to be considered “Prepared” under the College & Career Indicator (CCI).
- Lower a-g completion rates may reflect student interest in attending technical schools or community colleges rather than four-year universities, leading students to view a-g completion as unnecessary for their postsecondary goals.
 - Teachers may not encourage students to complete a-g pathway if students aren’t four-year bound
- Students taking college level courses do not earn credit until they complete the course(s) and units are indicated on an official transcript; until completion, there is no record of work in progress.
- Students and staff may prioritize accelerated credit completion over additional a-g requirements when students enroll significantly credit deficient.

Measurable Outcome: *The charter will continue tracking UC/CSU eligibility for grades 9-12, with a focus on increasing the number of 9th and 10th grade students who remain eligible to graduate UC/CSU eligible by repeating D’s earned at previous schools.*

Area of Focus: Graduation Rates**Root Causes:**

- Students enroll credit deficient (often in their 3rd or 4th cohort year) and may not be able to catch up and graduate by the end of their 5th cohort year.
- Teachers are focused on students graduating in their 5th or 6th cohort year instead of 4th/5th cohort year.
- Inconsistent use of data to proactively identify students by their cohort year results in delayed interventions and progress towards graduation.
- Limited student accountability contributed to gaps in student progress, which is addressed by conducting biannual Achievement Chats with students and families to develop action plans and monitor progress.

Measurable Outcome: *The charter will seek to maintain or increase the DASS graduation rate of 80% or higher. The charter will seek to increase its 4th/5th year graduation rate 3-5% in the 2026 November Dashboard release.*

Area of Focus: Chronic Absenteeism**Root Causes:**

- Students enroll with prior histories of poor attendance and disengagement, making consistent attendance habits difficult to re-establish without early intervention and support.
- Some students experience external barriers such as transportation issues, family responsibilities, housing instability, or work obligations that negatively impact regular attendance.

- Students who are significantly credit deficient may become discouraged about their ability to graduate on time, resulting in decreased motivation to attend consistently.
- Students with Disabilities and students experiencing social-emotional or mental health challenges may require additional individualized supports and engagement strategies to maintain regular attendance.
- Inconsistent monitoring of attendance data and delayed intervention responses may prevent staff from identifying and addressing attendance concerns before students become chronically absent.

Measurable Outcome: The charter will seek to decrease chronic absenteeism by increasing social emotional learning opportunities for middle school students. The charter will seek to decrease the Chronic Absenteeism rate 5% on the November 2025 Dashboard release.

Area of Focus: Math Achievement

Root Causes:

- Students enter the program with significant skill gaps in foundational math concepts, which impacts their ability to access grade-level standards.
- Students with Disabilities and English Learners may need more targeted, scaffolded instruction and additional opportunities for guided math practice.
- Inconsistent completion of math interventions may limit student progress toward standards mastery.
- Students working independently may struggle to persist through multi-step math tasks without frequent teacher support and feedback.

Measurable Outcome: The charter will seek to increase SBAC math scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.

Area of Focus: ELA Achievement

Root Causes:

- Students enroll with significant gaps in foundational reading, writing, and comprehension skills, which impacts their ability to meet grade-level ELA standards.
- Students with limited engagement in reading outside of school may demonstrate slower progress in vocabulary development, fluency, and comprehension skills.
- Inconsistent completion of literacy intervention programs and independent practice activities may limit student growth in reading comprehension and academic vocabulary.
- Students with Disabilities and English Learners may require additional targeted literacy interventions, scaffolds, and differentiated instruction to access rigorous ELA content
- Independent study students may struggle with self-paced reading and writing assignments without consistent teacher feedback, accountability, and progress monitoring.

Measurable Outcome: *The charter will seek to increase SBAC ELA scores for English Learners and Students with Disabilities with a goal that each subgroup will increase their scaled scores at least 20 points on the 2026 Dashboard release.*

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

During the course of the charter’s Comprehensive Needs Assessment, several key trends emerged across schoolwide and subgroup data. Overall student outcomes demonstrated measurable growth in multiple priority areas, including graduation rates, ELA achievement, math achievement, and chronic absenteeism. Hispanic students and Socioeconomically Disadvantaged students showed particularly strong improvement across academic indicators, graduation rates, and college and career readiness measures. The charter also maintained strong school climate outcomes, including zero suspension and expulsion rates over the past three years, low dropout rates, and positive feedback from students, staff, and families regarding overall school satisfaction and support.

Despite these areas of growth, significant performance disparities continue to exist for Students with Disabilities and English Learners across multiple indicators, including math achievement, ELA achievement, graduation rates, and chronic absenteeism. Data trends indicate that many students enroll significantly credit deficient and with foundational academic skill gaps, which impacts their ability to graduate within the 4th or 5th cohort year and meet college and career readiness benchmarks. Educational partners identified the need for increased targeted interventions, consistent progress monitoring, stronger attendance systems, and differentiated instructional supports to improve outcomes for these student groups. As a result, the charter will prioritize college and career preparedness, graduation rates, chronic absenteeism, and academic achievement in math and ELA during the 2026–2027 school year.

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

