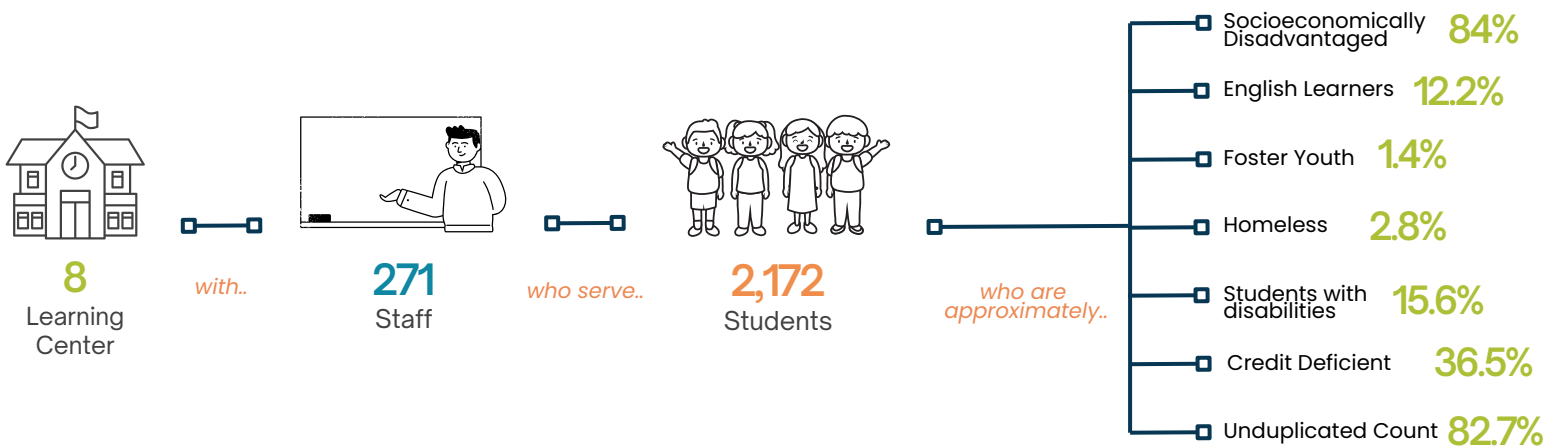


Local Control & Accountability Plan

Charter Demographic & Budgeting

Our Mission

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.



Projected General Fund Revenue

2025-2026 School Year

Total LCFF Funds	\$ 43,239,052
LCFF Supplemental and Concentration Funds	\$ 11,319,597
All Other State Funds	\$ 3,586,310
All Other Local Funds	\$ 10,200
All Federal Funds	\$ 114,208
Total Projected Revenue	\$ 46,949,770

Total Budgeted Expenditures

2025-2026 School Year

Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 12,190,833
Actual Expenditures for High Needs Students in LCAP	\$ 11,366,432

As of March 2025, expenditures reflect only the first three quarters of the year. The LEA budgeted \$X for high needs students and has spent \$X so far. Remaining funds account for upcoming activities, services, and salaries scheduled for later in the year. Although spending is currently below projections, all planned support for high needs students remains on track. The delay is due to timing, not reduction in services. We expect to fully utilize the budget and meet our goals by the end of the academic year.



Local Control & Accountability Plan

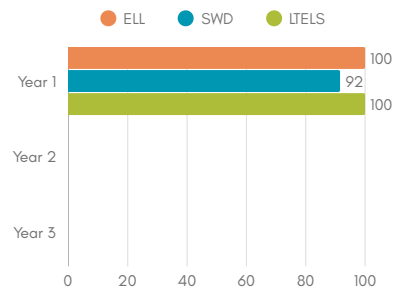
Charter Demographic & Budgeting

Goal One

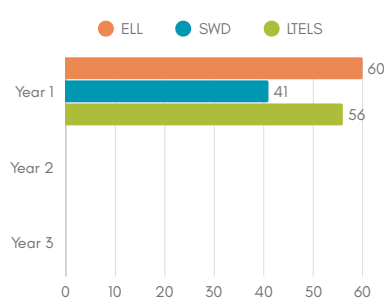
The charter will promote academic achievement and equity for every student, we will deploy evidence-based interventions and customized instruction, emphasizing teaching methods aligned with standards. This approach will elevate student performance, fostering growth on ELA and Math indicators, with special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

Metrics

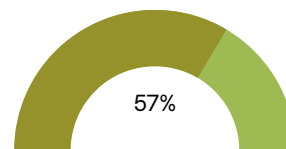
Reduce the percentage of ELL and SWD students testing at "Standard Not Met" on Math SBAC by 5%



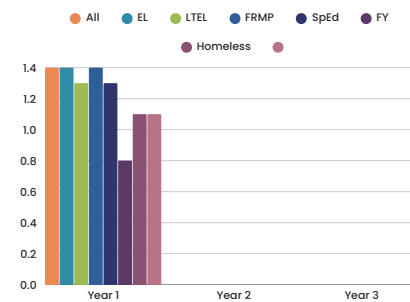
Reduce the percentage of ELL and SWD students testing at "Standard Not Met" on ELA SBAC by 5%



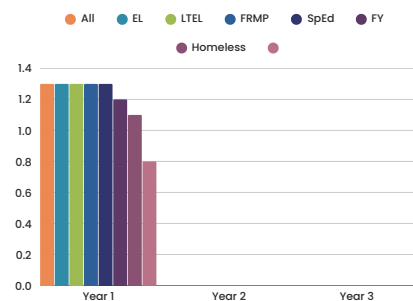
ELPI progress maintained at the green or blue levels on the CA Dashboard



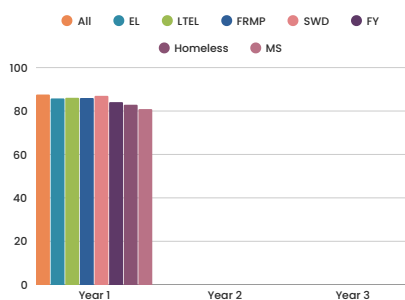
Average Math GLE score growth of 1.0 for all student groups



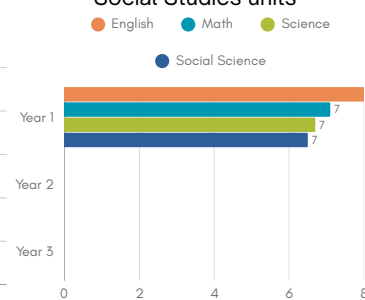
Average ELA GLE score growth of 1.0 for all student groups



Maintain a progression rate of 85% across all students



All students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units



Maintain Local Priority 2

- Professional Development Rate - 5
- Instructional Development Rate - 5
- Policy & Program Support Rate - 4
- Implementation of Standards Rate - 5
- Engagement of School Leadership Rate - 4

Budgeted Actions

Targeted ELD Intervention	Implement targeted English Language Development (ELD) intervention programs to support English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.	\$ 701,000
EL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for English Learners. Provide training on language acquisition theories, culturally responsive teaching practices, and strategies for differentiating instruction for ELL students.	\$ 248,500
LTEL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for Long-Term English Learners. Provide training on language acquisition theories, culturally responsive teaching practices, and strategies for differentiating instruction for Long-Term EL students.	\$ 248,500
Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Allocate resources for recruiting and maintaining skilled individuals to assist with post-secondary planning and English Language Development efforts. Guarantee attractive compensation packages to draw and maintain professionals, and explore the possibility of introducing additional roles such as specialized support for English Learners, such as ELD Intervention Specialists or tutors.	\$ 318,000



Local Control & Accountability Plan

Charter Demographic & Budgeting

Goal One

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

Budgeted Actions

Targeted LTEL Intervention	Implement targeted English Language Development (ELD) intervention programs to support long-term English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.	\$ 701,000
ELA & Math Intervention Services	Specialized intervention services, personnel, or programs, including EBI's, to support students struggling in ELA and Math to provide targeted assistance to improve their academic performance.	\$ 360,000
Professional Development	Investing in professional development programs, workshops, professional learning communities for teachers to enhance their skills in delivering effective instructional strategies across all subjects, incorporating differentiated instruction, and utilizing research-based strategies to address student needs.	\$ 520,600
Broad Course of Study	Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs.	\$ 3,423,600
Educational Technology Resources	Procuring educational technology resources such as laptops, tablets, interactive whiteboards, educational software licenses, and online learning platforms to enhance classroom instruction and student engagement.	\$155,000
Benchmark Assessments	Implementing benchmark assessments, such as Renaissance Star, to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.	\$ 45,000
Academic Intervention Specialist (Title I)	The role of the Title I Academic Intervention Specialists is to provide targeted support and interventions for students falling below academic standards while tailoring strategies to meet individual needs.	\$ 135,500
Tutoring Services (Title I)	To close the achievement gap and increase academic success, the LEA will implement tutoring services to provide additional support for students struggling to meet state academic standards.	\$ 35,000
Literary Workshops & Resources (Title I)	To support students struggling with English literacy, the LEA will implement workshops and strategies to enhance literacy skills, along with providing resources and tools to promote reading	\$ 20,000
Leadership Development - Admin Credential Tuition Reimbursement (Title II)	Enhance leadership development by offering tuition reimbursement for administrators pursuing credentials, fostering effective leadership in addressing academic challenges within the school environment.	\$ 40,000



Local Control & Accountability Plan

Charter Demographic & Budgeting

Goal One

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

Budgeted Actions

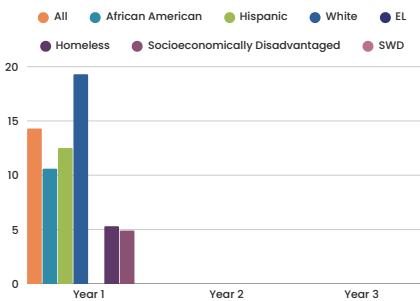
Targeted Student Support and Learning Recovery (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and closing the achievement gap of our students through additional instructional time and intervention support.</p> <p>Findings from the comprehensive needs assessment in SBAC results in both math and ELA, as well as educational partner feedback, demonstrate a need for additional academic support, including targeted intervention. In math, the max score of the scale score decreased by 207 points for 8th graders; 11th graders slightly increased by 25 points with notable room for growth. In ELA, there was a decrease in the minimum scale score of 76 points for 8th graders and a decrease in the maximum scale score of 52 points for 11th graders. While 72.2% of students and 80.2% parents believe the intervention opportunities provided at the school are great, there is still room for growth to engage more students in intervention opportunities.</p> <p>Research shows that high-quality tutoring, provided by consistent well trained tutors or educators once or twice a week in 30- to 60-minute sessions with small groups of 2 to 4 students at the school site, is effective in closing the achievement gap.</p> <p>Metrics to measure effectiveness: LCAP Goal 1 - Metrics 1, 2, 4, 5, 6, 7 & 8</p>	\$ 220,000
Targeted Instructional Planning (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on setting academic goals and closing the achievement gap of students with identified needs through a researched-based program, Goalbook.</p> <p>Findings from the comprehensive needs assessment, as well as educational partner feedback, demonstrate a need for academic planning to better support students with identified needs. Based on SBAC math results, EL students scored 197.1 points below standard and SWDs scored 185.4 points below standard compared to all students who scored 143.2 points below standard. For ELA SBAC results, EL students scored 78.8 points below standard and SWDs scored 65.4 points below standard compared to all students who scored 24 points below standard. These data pieces demonstrate a need to focus on setting academic goals for these identified students.</p> <p>The charter will continue use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs and English Learners.</p> <p>Metrics to measure effectiveness: LCAP Goal 1 - Metrics 1, 2 3, 4, 5, 6, & 7</p>	\$ 17,850
Targeted Math and ELA Intervention (Title 1)	<p>The charter will include the implementation of evidence-based intervention programs aimed at supporting the academic growth of all students.</p>	\$ 20,000
SWD's Professional Development	<p>Enhance professional development for staff working with students with disabilities (SWDs). Implement tailored training programs focusing on personalized instruction, technology integration, and fostering a student-centered environment.</p> <p>Provide specialized resources to empower staff in addressing the diverse needs of SWDs, ensuring impactful and inclusive education delivery</p>	\$ 348,000

Goal Two

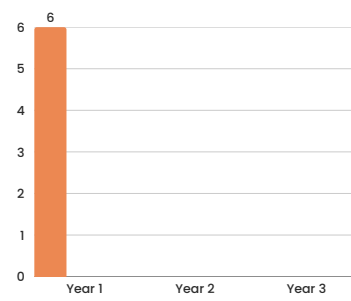
The charter aims to improve graduation rates and CCI scores for all students, including diverse backgrounds outlined in the Fall 2023 California Dashboard (Black/African American, EL, Hispanic, Homeless, SED, SWDs, and White students). Our goal is to achieve a one-year DASS graduation rate $\geq 78\%$, expand access to college credit courses and CTE programs, and increase A-G completion. This aims to provide diverse postsecondary opportunities, foster experiential learning, and elevate overall graduation rates.

Metrics

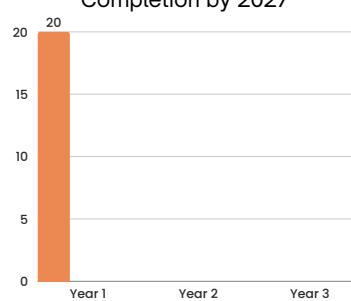
Increase the percentage of students meeting A-G requirements by 3%



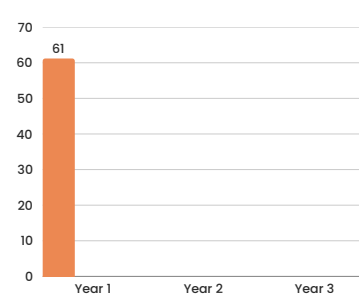
2% of all students complete at least 2 dual enrollment college classes.



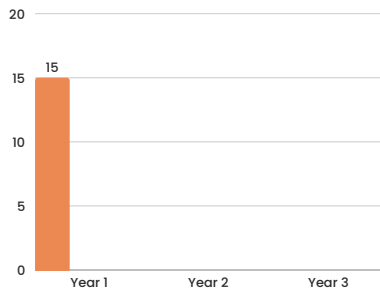
10 students will complete a CTE pathway by 2027 + 10% CTE Completion by 2027



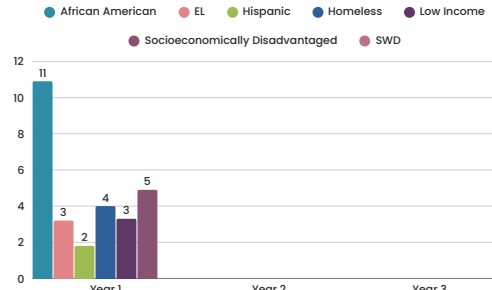
Maintain DASS 1-Year Graduation at or above 68%



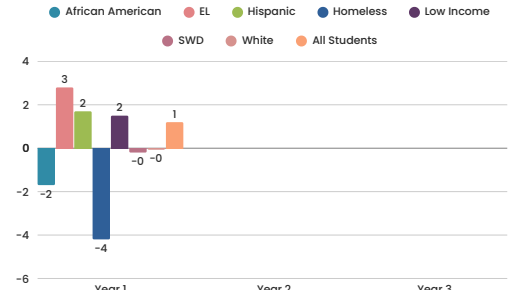
10% of graduating students eligible for the Seal of Bilingualism will attain this recognition



Each Student Group will increase its graduation rate on the Grad Rate Indicator by at least 5%



Each student group listed in our baseline data will increase its preparedness on the College/Career Indicator by at least 5%



Budgeted Actions

Post-Secondary Planning	Implement post-secondary planning programs and workshops to guide students in exploring their career interests, college options, and vocational pathways. Provide resources and support for students to develop post-secondary plans tailored to their individual goals.	\$ 1,112,600
Post-Secondary Opportunities	Expand opportunities for students to participate in post-secondary programs such as dual enrollment, Advanced Placement (AP) courses, career technical education (CTE) pathways, and internships. Provide the necessary supplies and resources to support students' engagement in these programs. Ensure equitable access to these opportunities for all students.	\$ 1,045,165
Post-Secondary Field Trips/Opportunities	Organize and fund post-secondary field trips and opportunities to expose students to various career paths and college experiences.	\$ 408,550
Post-Secondary Activities/Events	Organize events and activities that engage students with post-secondary opportunities, such as college fairs, workshops, and guest speakers.	\$ 595,000
Staff Development	Conduct semester training for all staff to educate them on A-G requirements, building awareness among the team to facilitate A-G conversations with students and parents/guardians.	\$ 260,145
Pathful Connect (Title I)	Utilize Pathful Connect to enhance student engagement, track progress, and tailor learning experiences for students below academic standards.	\$ 9,000



Local Control & Accountability Plan

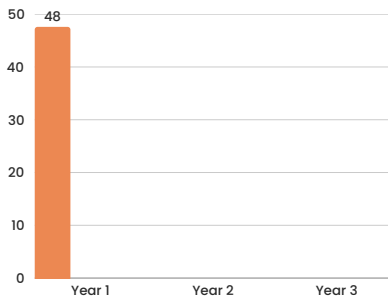
Charter Demographic & Budgeting

Goal Three

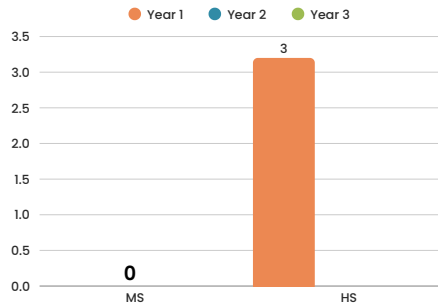
Enhance School Climate and Foster a Safe, Inclusive, and Connected Learning Environment for Student Success through targeted improvements and enhanced community engagement.

Metrics

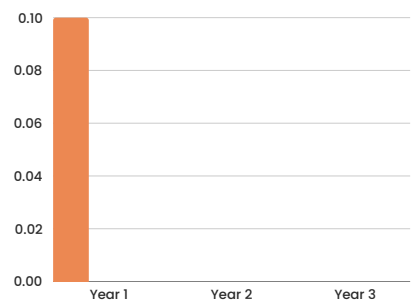
Chronic Absenteeism will be reduced by at least 10%



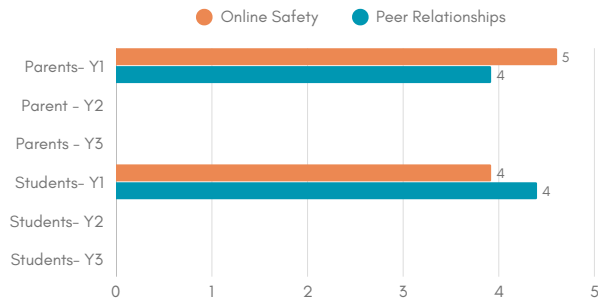
HS Drop Out Rate at or below 5% + MS Drop Out Rate at or below 2%



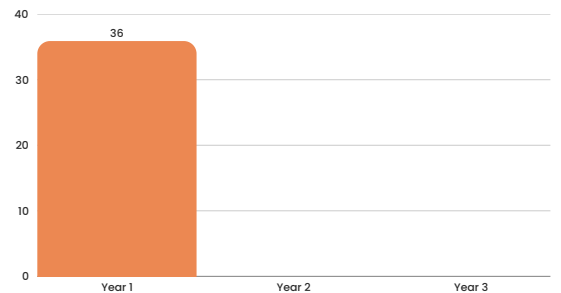
Maintain suspension rates at or below 1.5%



Online Safety rating maintained at a 4.0 for parents + student rating will increase to 3.75 and Peer Relationship rating will increase to 4.0 for both groups



Teaching Assignment Monitoring Outcomes: Clear (% of teaching FTE): maintained at or above 36.5%



Budgeted Actions

School Climate Survey (Title I)	Administer regular school climate surveys to gather data on safety, inclusivity, academic support, and resources. Analyze survey results to inform decision-making and identify areas for improvement.	\$ 2,100
Sports, Student Council, and Student Experiences	Allocate resources to enhance sports programs, student council activities, and experiential learning experiences to promote a positive and engaging school culture.	\$ 875,000
Visitor Management System	Invest in a visitor management system to enhance school security and ensure a safe learning environment.	\$ 9,500
Security Patrol System	Invest in additional security measures, such as a security patrol system, to further ensure the safety and well-being of students and staff.	\$ 720,000
Parent and Family Engagement (Title I)	Conduct regular workshops for parents and guardians to enhance their understanding of the school's safety measures, inclusivity initiatives, and available academic resources	\$ 10,000
Homeless and Foster Youth: Care Closet Program (Title I)	Establish and maintain a Care Closet to provide essential supplies, uniforms, and resources for students, including both foster youth and homeless students, fostering an environment conducive to learning.	\$ 15,000



Local Control & Accountability Plan

Charter Demographic & Budgeting

Goal Three

Enhance School Climate and Foster a Safe, Inclusive, and Connected Learning Environment for Student Success through targeted improvements and enhanced community engagement.

Budgeted Actions

Student Initiatives - Arts Program (Title I)	Expand the Arts Program to offer creative outlets for students, promoting engagement and providing an alternative approach to learning for those struggling academically	\$ 15,000
Student Initiatives - Academic Wellness Supports and Resources (Title I)	Invest in wellness support tools and resources to address the non-academic needs of students, promoting overall well-being, which in turn will lead to increased academic performance.	\$ 80,000
Mental Health and Trauma PD (Title II)	Conduct mental health and trauma-focused professional development for staff to better understand and address the social-emotional needs of disadvantaged students struggling academically.	\$ 20,000
PD for Leadership & Instructional Staff (Title II)	Provide professional development opportunities for leadership and instructional staff to enhance their capacity in addressing the academic needs of students falling below standards.	\$ 50,000
Targeted Social and Emotional Well-Being (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing the social and emotional well-being needs of our students through social emotional course offerings, school personnel, and resources.</p> <p>Findings from the comprehensive needs assessment addressing chronic absenteeism and educational partner feedback suggest a need for mental health resources for students to be successful in their academics. 47.6% of our 8th grade population was chronically absent in the 23/24 school year displaying a need for improvement. An area of opportunity identified in the School Climate survey is perceptions of peer pressure, especially related to social media. This action addresses the need to provide social emotional support through coursework, wellness counselors, and resources.</p> <p>The charter will continue to use EmpowerU as a Tier 2 support to address the needs of students' social emotional experiences. EmpowerU offers online lessons with support from a coach to increase self confidence, motivation, and mental wellbeing of students. Students learn to manage their thoughts, emotions, and behaviors.</p> <p>In addition, the charter will continue to offer access to wellness counselors to support the mental health needs of our students. Counseling services play a vital role in helping students develop emotional regulation, build resilience, and overcome feelings of isolation. Research also indicates that mental health support contributes to improved emotional wellbeing, a reduction in bullying, and enhanced academic performance.</p> <p>Metrics to measure effectiveness: LCAP Goal 3 - Metrics 1, 3 & 4</p>	\$ 220,000

LCFF Budget Overview for Parents

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

CDS Code: 19-75309-0136648

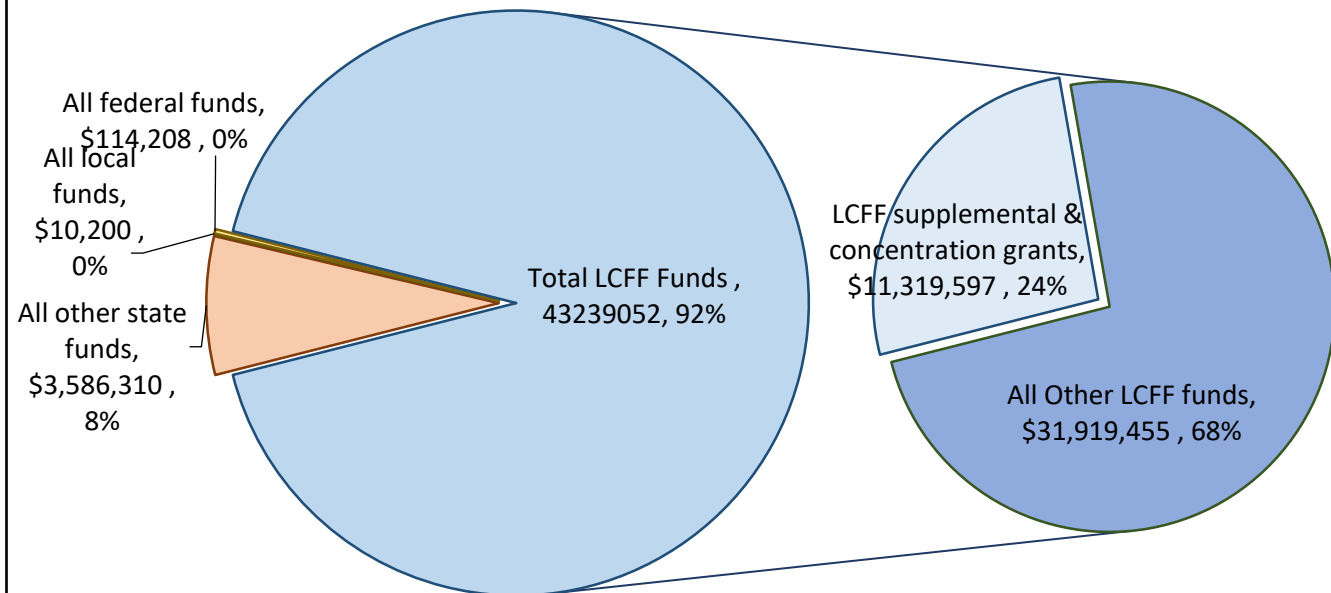
School Year: 2025-2026

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

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

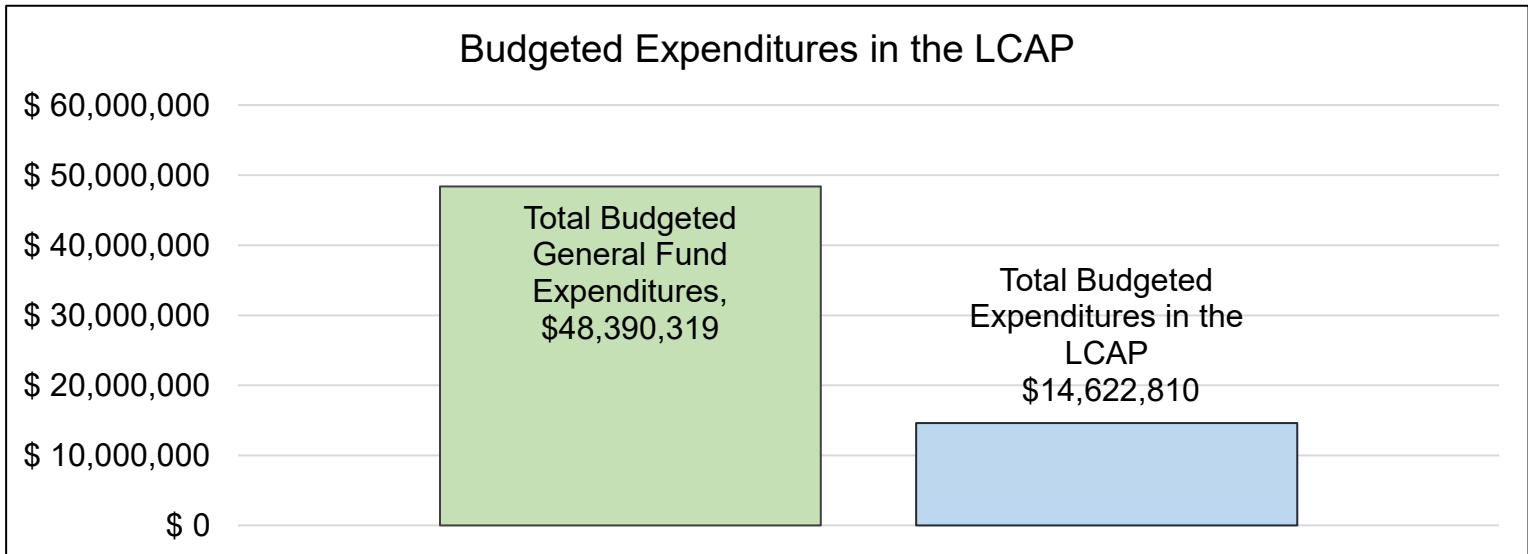


This chart shows the total general purpose revenue Options For Youth Acton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth Acton is \$46,949,770.00, of which \$43,239,052.00 is Local Control Funding Formula (LCFF), \$3,586,310.00 is other state funds, \$10,200.00 is local funds, and \$114,208.00 is federal funds. Of the \$43,239,052.00 in LCFF Funds, \$11,319,597.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options For Youth Acton plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options For Youth Acton plans to spend \$48,390,319.00 for the 2025-2026 school year. Of that amount, \$14,622,810.00 is tied to actions/services in the LCAP and \$33,767,509.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

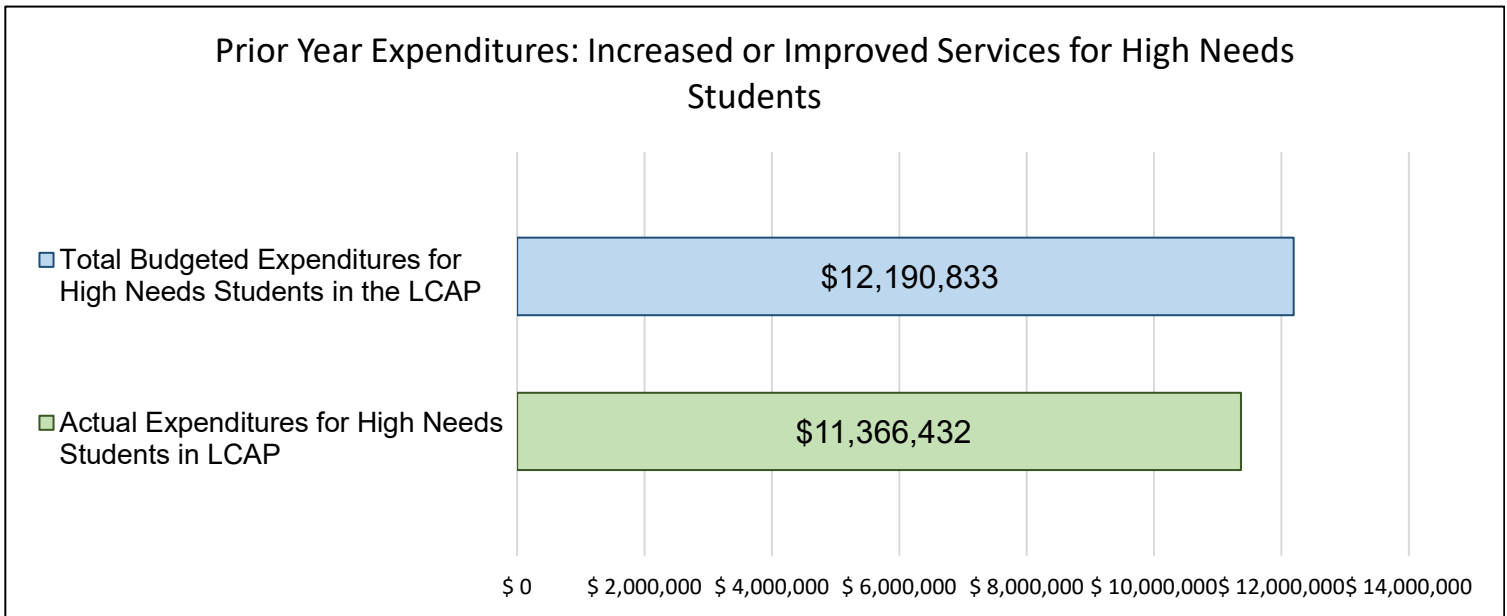
In 2025–26, some of the school’s General Fund spending falls outside the LCAP. These expenses help keep the school running and include things like salaries for office and support staff, supplies, rent for facilities, business-related fees (like licenses and taxes), management services, and costs charged by the district for administrative support.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Options For Youth Acton is projecting it will receive \$11,319,597.00 based on the enrollment of foster youth, English learner, and low-income students. Options For Youth Acton must describe how it intends to increase or improve services for high needs students in the LCAP. Options For Youth Acton plans to spend \$11,737,660.00 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 2024-2025



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

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2024-2025, Options For Youth Acton's LCAP budgeted \$12,190,833.00 for planned actions to increase or improve services for high needs students. Options For Youth Acton actually spent \$11,366,432.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of \$824,401.00 had the following impact on Options For Youth Acton's ability to increase or improve services for high needs students:

The difference between the total actual expenditures and the budgeted expenditures for actions and services to increase or improve services for high-needs students in 24/25 is primarily due to several factors. First, estimated expenditures were higher than necessary in some areas, as certain planned actions and services ultimately cost less or usage decreased compared to what was anticipated. For example, curriculum expenses were lower than budgeted because more students completed coursework through small group instruction and the online platform, which fall under Goal 1, Action 8 – Broad Course of Study. Additionally, the actual expenditure report only reflects spending through the March financial close, leaving out three months of activity still to occur in the school year. This timing gap particularly affects Goal 2 actions, including Action 1 – Post-Secondary Planning, Action 2 – Post-Secondary Opportunities, and Action 4 – Post-Secondary Activities/Events, as many associated costs such as graduation, senior events, and AP exams occur during the final months of the school year. Lastly, some planned expenditures were offset by alternate funding sources. For instance, the cost of replacement Chromebooks, originally budgeted under Goal 1, Action 9 – Educational Technology Resources, was instead covered by a grant. Collectively, these factors contributed to the variance between budgeted and actual expenditures, but they did not negatively impact the implementation or effectiveness of the planned services, all of which were carried out as intended.

Local Control and Accountability Plan

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


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

Plan Summary 2025-26

General Information

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

OFY Acton 2025-26




Local Control & Accountability Plan

Charter Demographic & Budgeting


Our Mission

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8
Learning Center

with..



271
Staff

who serve..



2,172
Students

who are approximately..

- Socioeconomically Disadvantaged **84%**
- English Learners **12.2%**
- Foster Youth **1.4%**
- Homeless **2.8%**
- Students with disabilities **15.6%**
- Credit Deficient **36.5%**
- Unduplicated Count **82.7%**

Educational Philosophy

At Options For Youth - Acton (OFY Acton), we believe that every student deserves a second chance and a learning experience that fits their unique needs. No matter their past challenges, we know that all students can succeed with the right support, encouragement, and opportunities. Our goal is to help students graduate high school while preparing them for college, careers, and life beyond the classroom.

We create a safe, flexible, and supportive environment where students can learn at their own pace and receive personalized guidance. A big part of what makes OFY Acton special is our focus on social-emotional learning (SEL) teaching students important life skills like goal-setting, problem-solving, and resilience. With this approach, students gain confidence in themselves and feel ready to take on whatever comes next.

Our schools are designed to serve all students, including those who may have struggled in traditional school settings. We work closely with community partners to give students real-world experiences and career opportunities. At OFY Acton, we know that education isn't one-size-fits-all, and we are dedicated to helping each student find their path to success.

Educational Program

OFY Acton has eight school sites with an Online Program component. The eight school sites are located in the cities of Fontana, Rancho Cucamonga, Upland, Chino, Hesperia, and Oxnard. The school serves approximately 2,100 students in grades 8-12, with enrollment fluctuating throughout the school year. During the 2024-2025 school year, our student demographics consisted of 12.2% EL students, 11.9% LTEL students, 84% FRMP students, 15.6% Students with Disabilities, 1.4% Foster Youth, and 2.8% Homeless students. OFY Acton attracts students for various reasons, including the opportunity to catch up on credits, to accelerate their progress, participate in a smaller learning environment, or an alternative modality than traditional school. A little over a third of our students are credit deficient and in need of academic support to help them catch up and graduate.

Exclusive Workforce Partnership

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

- Hands-on job training
- Internships
- Career certifications
- Work experience

Our partners include:

- California Association of Health and Education Linked Professions of San Bernardino County, Inc. (CAHelp)
- Equus Workforce Solutions
- First Institute Training & Management (FITM)
- Goodwill Institute of Ventura and Santa Barbara Counties (GIVSB)
- Hawkeye Properties and Workforce Innovation Inc.

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

Options for Youth Acton will continue with Title I funds and will be implementing a School wide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all

students, particularly for students who are not meeting academic standards. Options for Youth Acton has integrated its School Plan for Student Achievement (SPSA) into its LCAP further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment (CNA) and meet the needs of our students below grade level.

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

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

We are using these funds to support these key areas:

- Supporting students' mental health by providing access to wellness resources and staff, helping them build resilience, manage stress, and stay engaged in learning.
- Provide targeted academic intervention programs for students performing below standards, the district aims to close achievement gaps and accelerate learning

These investments are aligned with the goals and actions outlined in our LCAP for student groups most impacted by the pandemic—including students with disabilities, English learners, and socioeconomically disadvantaged youth. By using these funds strategically, we are ensuring that our students have the academic, emotional, and social support they need to thrive.

Reflections: Annual Performance

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

The following information remains unchanged for the 2024-27 LCAP cycle: Based on the 2021-2024 LCAP cycle, OFY-Acton has continued to show growth and improvement in many areas. OFY-Acton has continuously increased its ELPI scores, reaching 64.7% on the 2022-2023 dashboard, a 21.4% increase from the 2021-2022 school year. The LEA has also continued to increase reading scores for EL students, with internal benchmark data showing increases in Lexile growth for EL students. Baseline data showed that 15.57% of students were reading at or above the grade-level Lexile band. Currently, in the 2023-2024 school year, 33.5% of EL students are reading at or above the grade-level Lexile band, above our desired outcome of 20%.

OFY-Acton has continued to increase student progression numbers, ensuring our students are working towards graduating high school. Baseline data for progression showed a student progression rate of 71.05%. As of the end of the 2023-2024 school year, OFY-Acton has a student progression rate of 85%, reflecting the hard work and dedication of both students and staff to ensure student success.

Middle school chronic absenteeism has decreased from 91%, as reported in the 2020-2021 LCAP cycle, to 57.7%, as indicated in the fall 2023 school dashboard, showing a 33.3% decrease.

Though OFY-Acton has shown growth in many areas, the Fall 2023 California Dashboard showed that OFY-Acton attained a red or very low rating in the performance indicators of Graduation Rates, English Language Arts, and College/Career, as illustrated in the accompanying infographic.

After reviewing the CA 2023 dashboard, several factors have been identified, including the need for more support for students in ELA and reading, along with a need to provide more post-secondary opportunities to all students. With this in mind, OFY-Acton has developed its 2024-2027 LCAP to address these needs. The LEA has implemented several actions to close the achievement gap for our students. Some actions include hiring new positions such as ELD Intervention Specialists to support our EL students in their language acquisition and ELA growth. We will continue to provide professional development to support both EL and LTEL students, along with specific intervention strategies for both student populations.

To increase CCI scores, OFY-Acton has introduced actions to enhance post-secondary opportunities, giving students more chances to complete AP courses, CTE (Career Technical Education) programs, and internship pathways. The LEA has also implemented actions in the 2024-2027 LCAP to increase and improve our 4-5-year graduation rate. These actions will work to increase student awareness of planning guides and post-secondary goals, thus improving our graduation rates.

To address these areas, the charter has established specific focus goals and corresponding actions aimed at improving student outcomes in alignment with the aforementioned indicators. These initiatives will be effective until the conclusion of the 2024-2027 LCAP cycle.

Goal 1 Action 1: Targeted ELD Intervention

Goal 1 Action 2: EL Professional Development

Goal 1 Action 3: LTEL Professional Development

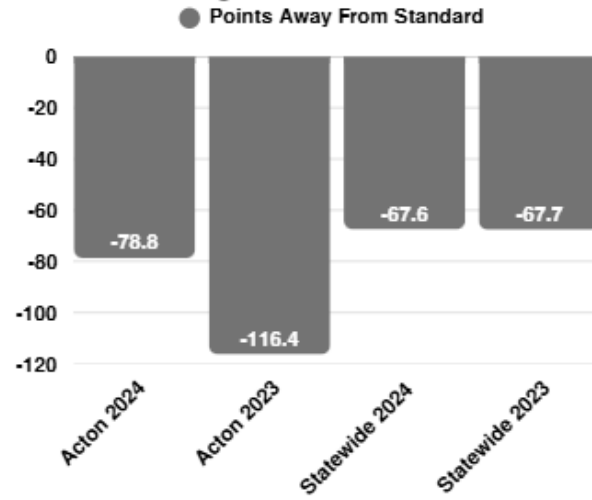
Goal 1 Action 4: Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives

Goal 2 Action 1: Post-secondary Planning

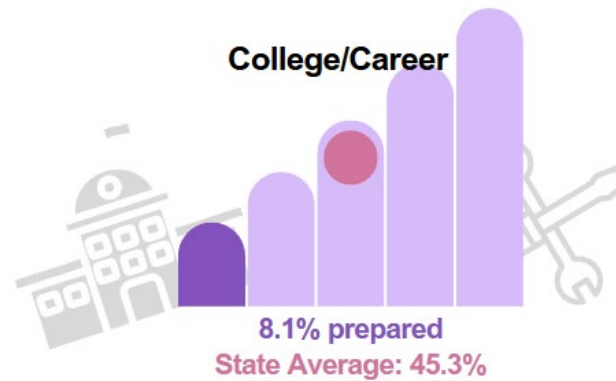
Goal 2 Action 2: Post-Secondary Opportunities

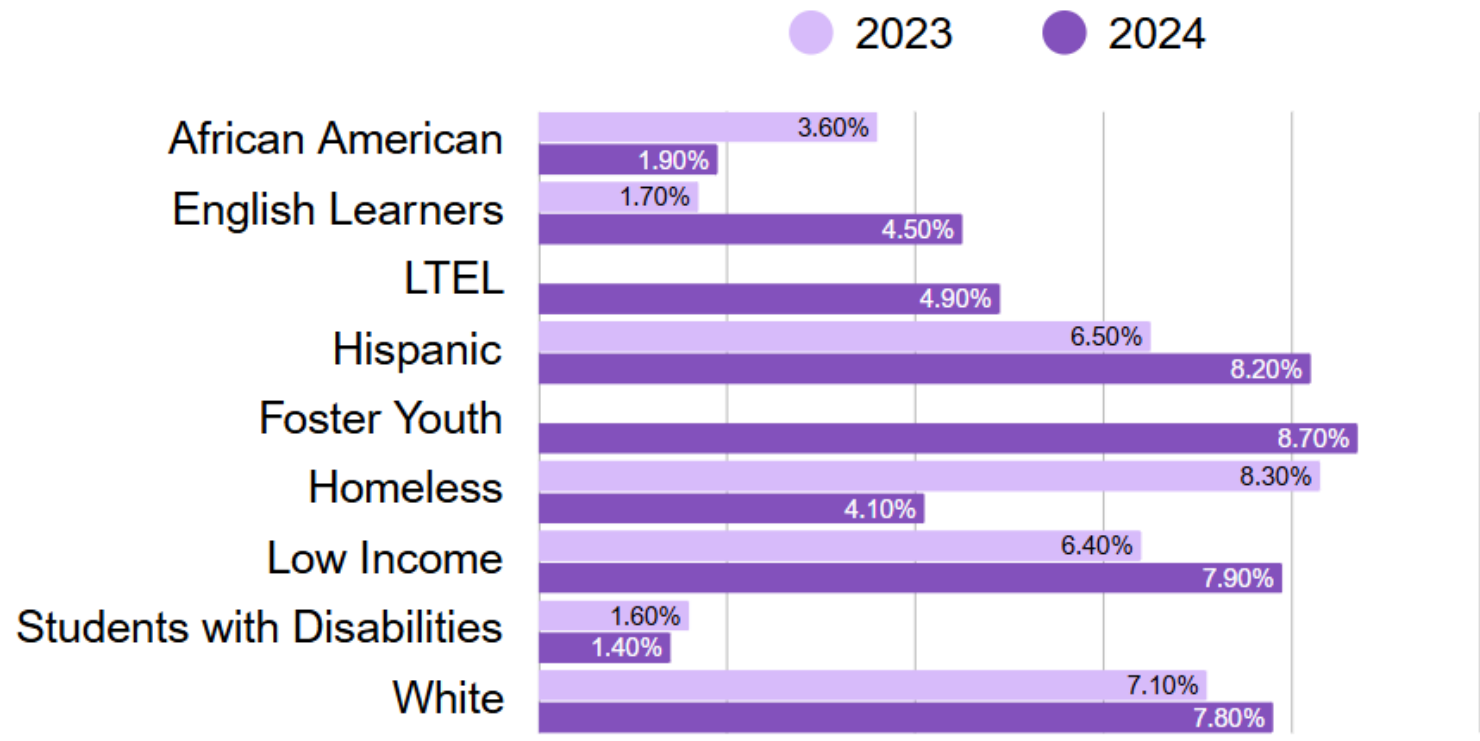
ELA Performance Indicator:

Smarter Balanced Summative Assessment ELA English Learners



College and Career Indicator:

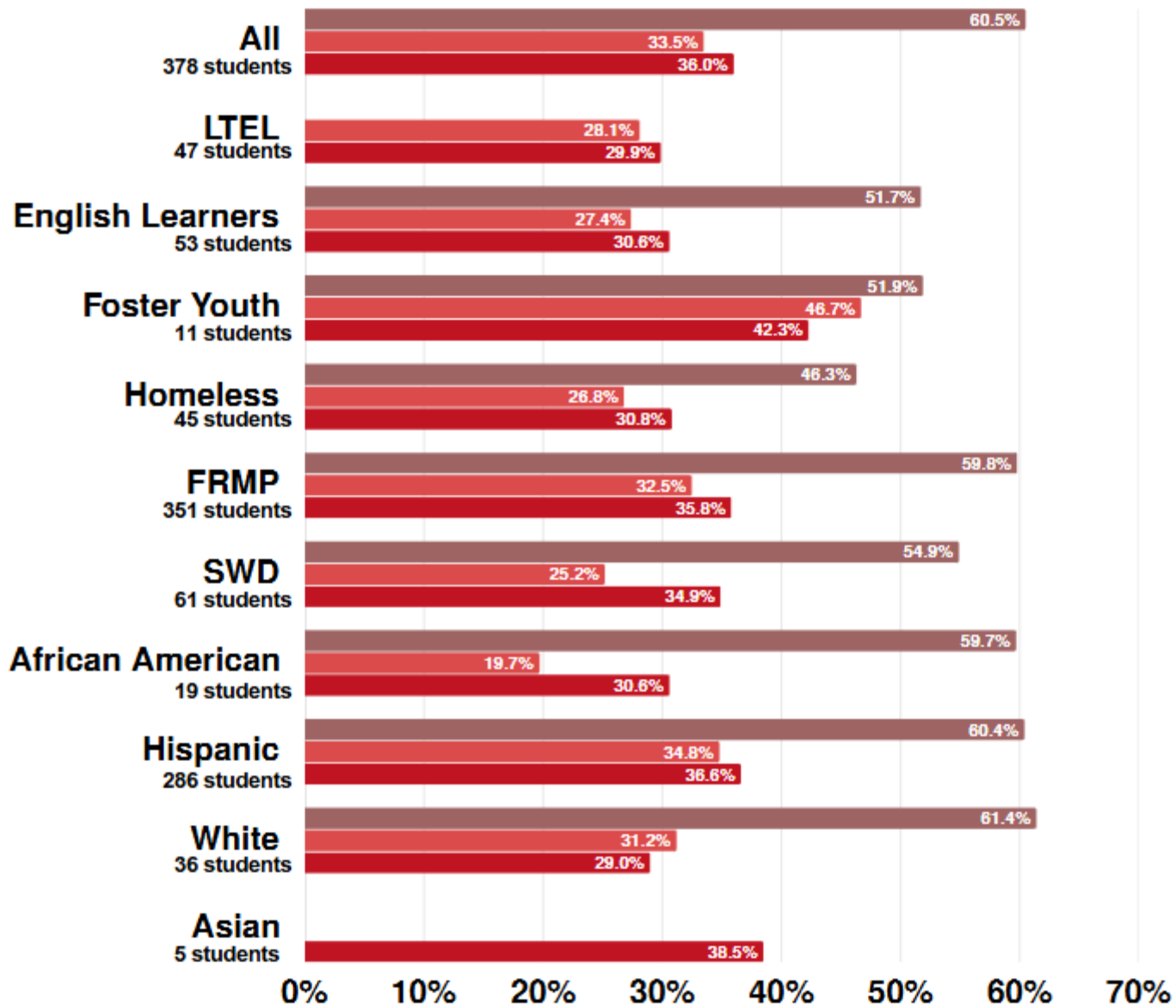




Graduation Rates (4-5 Year:

OFY Acton 4-5 Year Graduation Rate

● 21-22 ● 22-23 ● 23-24



*student counts are based on number of graduates for 23-24

2024-25 Progress Update:

College & Career Readiness

Over the first year of the LCAP cycle, College & Career Readiness has shown some progress across student groups, though overall readiness remains very low.

- All Students: Maintained at 8.1% prepared, showing a 1.2% increase from the previous year.
- English Learners: Increased readiness by 2.7%, reaching 4.5% prepared.
- Long-Term English Learners: Increased by 3.1%, reaching 4.9% prepared.
- Socioeconomically Disadvantaged Students: Improved by 1.5%, reaching 7.9% prepared.
- Hispanic Students: Increased by 1.7%, now at 8.2% prepared.
- Students with Disabilities & African American Students: Maintained or slightly declined, showing a need for additional support.
- Homeless & Foster Youth: Declined significantly, requiring targeted interventions.

Graduation Rates

Graduation rates have improved overall, with several student groups showing significant growth:

- All Students: Increased by 2.5%, now at 36.0%.
- Students with Disabilities: Saw a significant increase of 9.7%, now at 34.9%.
- African American Students: Jumped 11%, reaching 30.6%, indicating targeted support efforts are working.
- Homeless Students: Increased by 4.0%, now at 30.8%.
- English Learners: Improved by 3.2%, now at 30.6%.

Challenges:

- White Students saw a slight decline (-2.2%) to 29.0%.
- Foster Youth dropped -4.4% to 42.3%, indicating a need for stronger intervention and re-engagement efforts.
- Next Steps: Continue credit recovery programs, individualized graduation plans, and mentoring to support at-risk students.

English Language Arts (ELA) Performance

ELA performance has improved for most student groups, moving many students closer to meeting grade-level standards:

- All Students: Increased by 7 points, improving from -31 to -24 points from standard.
- English Learners: Significantly improved by 37.6 points, now at -78.8 points from standard.
- Long-Term English Learners: Gained 36.4 points, now at -81.8 points from standard.
- Socioeconomically Disadvantaged Students: Improved by 5.3 points, now at -30.8 points from standard.
- Hispanic Students: Increased by 6.3 points, now at -30.8 points from standard.

Challenges:

- White Students saw a significant decline (-15.2 points), dropping from 28.6 to 13.5 points above standard.
- Students with Disabilities: Improved by 12.1 points but still need additional support.
- Next Steps: Expand literacy interventions, tutoring, and small-group instruction to continue closing learning gaps.

Overall Reflections & Future Focus

Key Wins:

- Graduation rates increased overall, with notable improvements for African American students and students with disabilities.
- ELA scores improved significantly, particularly for English Learners and Socioeconomically Disadvantaged Students.
- Career & College Readiness increased in several student groups.

Areas for Improvement:

- Graduation rates for White students and Foster Youth declined.
- College & Career readiness remains low overall, despite some growth.
- Homeless students saw a drop in College & Career readiness.
- ELA scores for White students declined significantly, requiring further investigation.

Next Steps for 2025-26:

- Expand targeted intervention programs for at-risk student groups.
- Enhance career pathway programs, including internships, job training, and dual enrollment opportunities.
- Strengthen literacy support programs to continue improving ELA scores.
- Improve graduation support strategies, particularly for Foster Youth and White students.

By prioritizing intervention, post-secondary opportunities, and literacy, OFY-Acton is committed to closing opportunity gaps, improving student outcomes, and ensuring that every student graduates well-prepared for post-secondary success.

Learning Recovery Emergency Block Grant (LREBG)

OFY-Acton has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1, Action 15 and Goal 3, Action 11. See action descriptions for an explanation of the rationale for choosing the selected actions.

These strategic actions ensure that LREBG funding is maximized to address the school's most pressing challenges, supporting students in achieving academic success and improving overall school performance.

Reflections: Technical Assistance

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

OFY Acton met eligible to receive Differentiated Assistance (DA) based on 2024 CA Dashboard results in the following six students groups and two indicators:

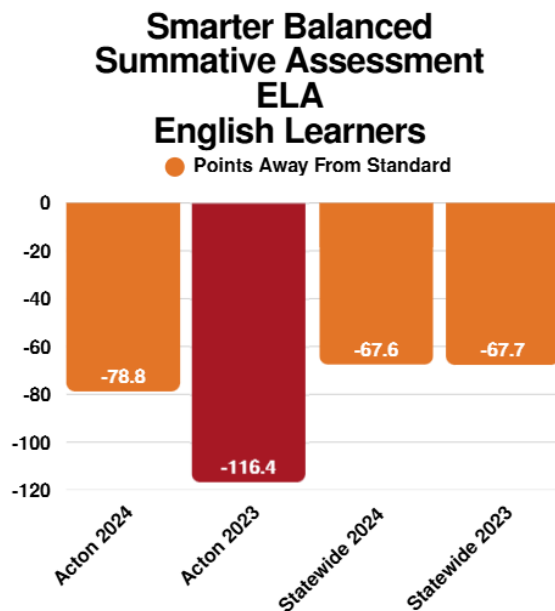
- Graduation Rate: Black/African American, Hispanic, Homeless, FRMP, SWD, and White
- College/Career: Black/African American, Hispanic, Homeless, FRMP, SWD, and White

Based on the 2024 CA Dashboard, OFY Acton no longer was eligible for DA for EL students in the following indicators: ELA Performance Indicator, Math Performance Indicator, Graduation Rate, and College/Career Indicator, but the school will continue the work we have put into place to support EL students with these four indicators.

The Los Angeles County Office of Education continued to offer assistance to the school through in-person and virtual workshops to support the school in focusing on differentiated assistance support and improvement. On February 18, 2025, OFY Acton Leadership attended the 2022-2025 Charter School Differentiated Assistance Symposium offered by the LACOE. During the meeting, there were a number of different sessions to help with redefining and developing the work underway to better support students who are underperforming. There were sessions that covered topics such as inclusive schools, CA Dashboard, root cause analysis, connection between DA and LCAP, UDL, MTSS, equity and more. In addition, LACOE has offered several virtual opportunities to receive support such as coaching, Foundations of Improvement Science, Family and Community Engagement, ESSA CSI, and more.

The following has been developed and implemented the 24/25 school year to address the areas of improvement based on the support provided by LACOE and the school's data trends in the following areas:

ELA Performance Indicator:



Implementation reflection to help improve student progress for the ELA Performance Indicator during the 24/25 school year:

OFY-Acton planned to focus on data-driven instruction, targeted interventions, and collaborative planning among teachers while increasing student engagement through relevant curriculum and strengthening family and community involvement. During the 24/25 school year, teachers participated in professional development such as SIOF and PLCs focusing on ELD strategies to embed in every day instruction. The ELD instructional staff implemented scaffolding during class sessions, personalized ELA Language goals for students, and exposed students to ELA grade level content by differentiating instruction based on students' needs.

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

Goal 1 Action 1: Targeted ELD Intervention

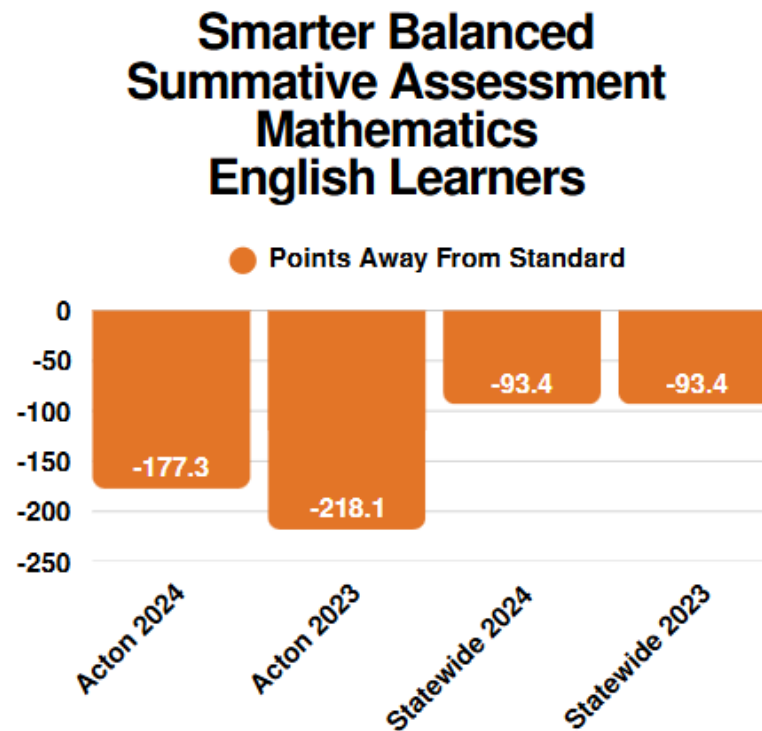
Goal 1 Action 2: EL Professional Development

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

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

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

Math Performance Indicator:



Implementation reflection to help improve student progress for the Math Performance Indicator during the 24/25 school year:

During the 24/25 school year, OFY-Acton created a Community of Practice that focused on the performance of EL students throughout the school year. The CoP dug into data from the 2023 Math SBAC performance results and identified possible root causes and developed focus areas to help improve the math performance of EL students throughout the school year. During the school year, the ELD instructional staff ensured that all EL students were enrolled in a math class for the entire school year, implemented Freckle intervention for all EL students who were performing below grade level, and provided targeted math tutoring for EL students, as needed, based on academic performance and assessment data.

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

Goal 1 Action 1: Targeted ELD Intervention

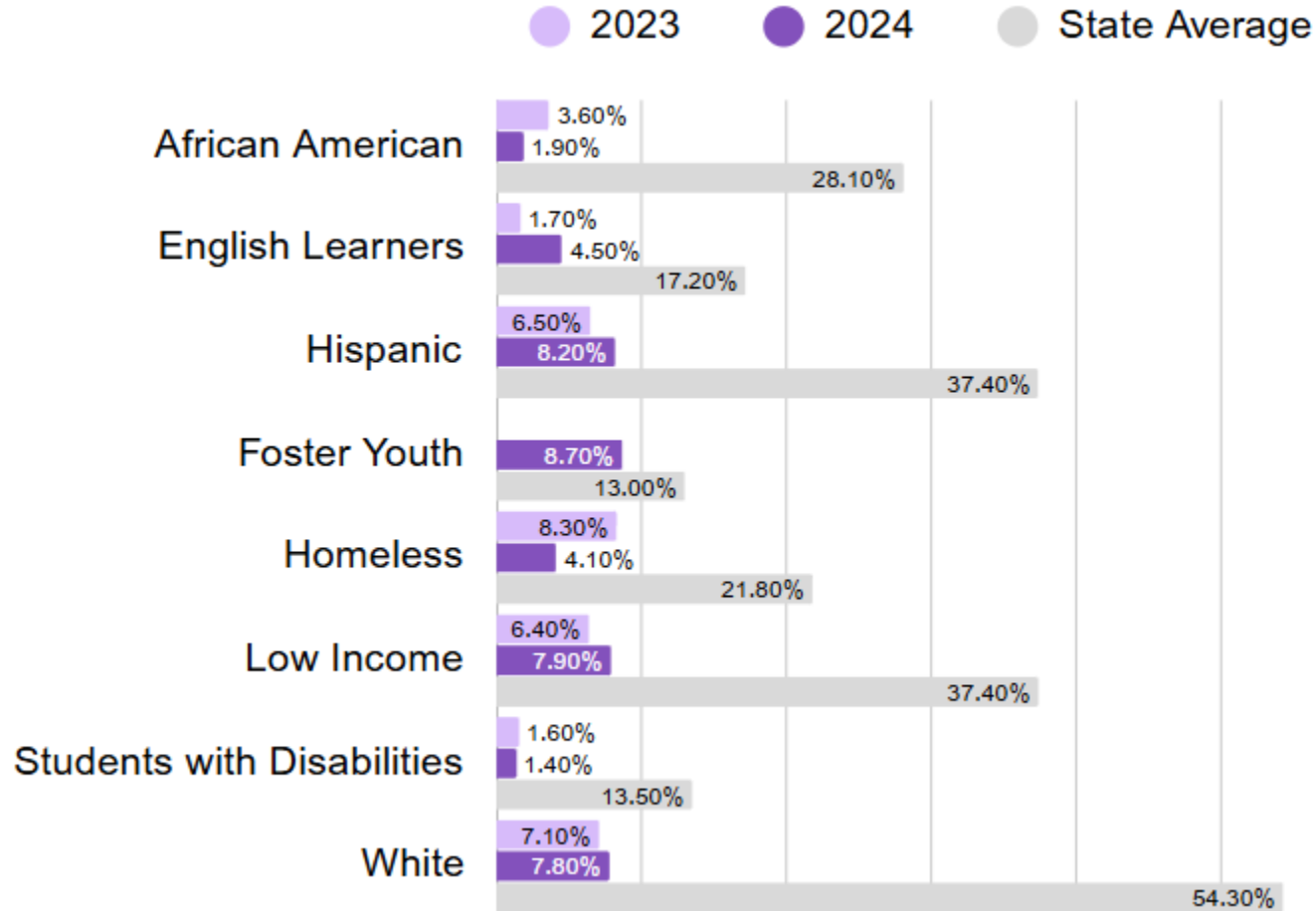
Goal 1 Action 2: EL Professional Development

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

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

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

College and Career Indicator:



Implementation reflection to help improve student progress for the College and Career Indicator during the 24/25 school

year: During the 24/25 school year, OFY-Acton had focused on the different college and career measures and analyzed how the school was communicating these opportunities to students of specific subgroups and their families. The team reviewed data from AP exams, Seal of Biliteracy, CTE offerings and completion, dual enrollment, and A-G participation and completion rates to determine areas of focus and how to make these measures more available to all students while focusing on the identified subgroups. To start, the team decided to inform staff of these opportunities to students and share how they can benefit students and have an impact on their post-secondary goals. This created more awareness among the school and increased student participation in a number of the CCI measures. In addition, the team recognized

the need to inform parents and families of these opportunities for their child and will continue to focus on getting more parent involvement in their child's post-secondary goals in the upcoming school year. OFY-Acton wants families to have a better understanding of how the school can support their child in pursuing their goals and encourage them to be a partner with the school in supporting their child's goal.

Based on the 2024 CA Dashboard, EL students were removed from the identified student subgroups that qualified for Differentiated Assistance. This may be attributed to the work the ELD instructional staff has done to support their students in achievement of proficiency in both English and their first language. This school year, there was a greater number of reclassified students who earned the Seal of Biliteracy which recognizes their bilingual proficiency and academic achievement. The team will continue to support students in reclassification and encourage them to pursue the Seal of Biliteracy and make positive progress in the College and Career Indicator.

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

Goal 2 Action 1 - Post-secondary planning

Goal 2 Action 2 - Post-Secondary Opportunities

Goal 2 Action 3 - Post Secondary Field Trips/Opportunities

Goal 2 Action 4 - Post Secondary Activities/Events

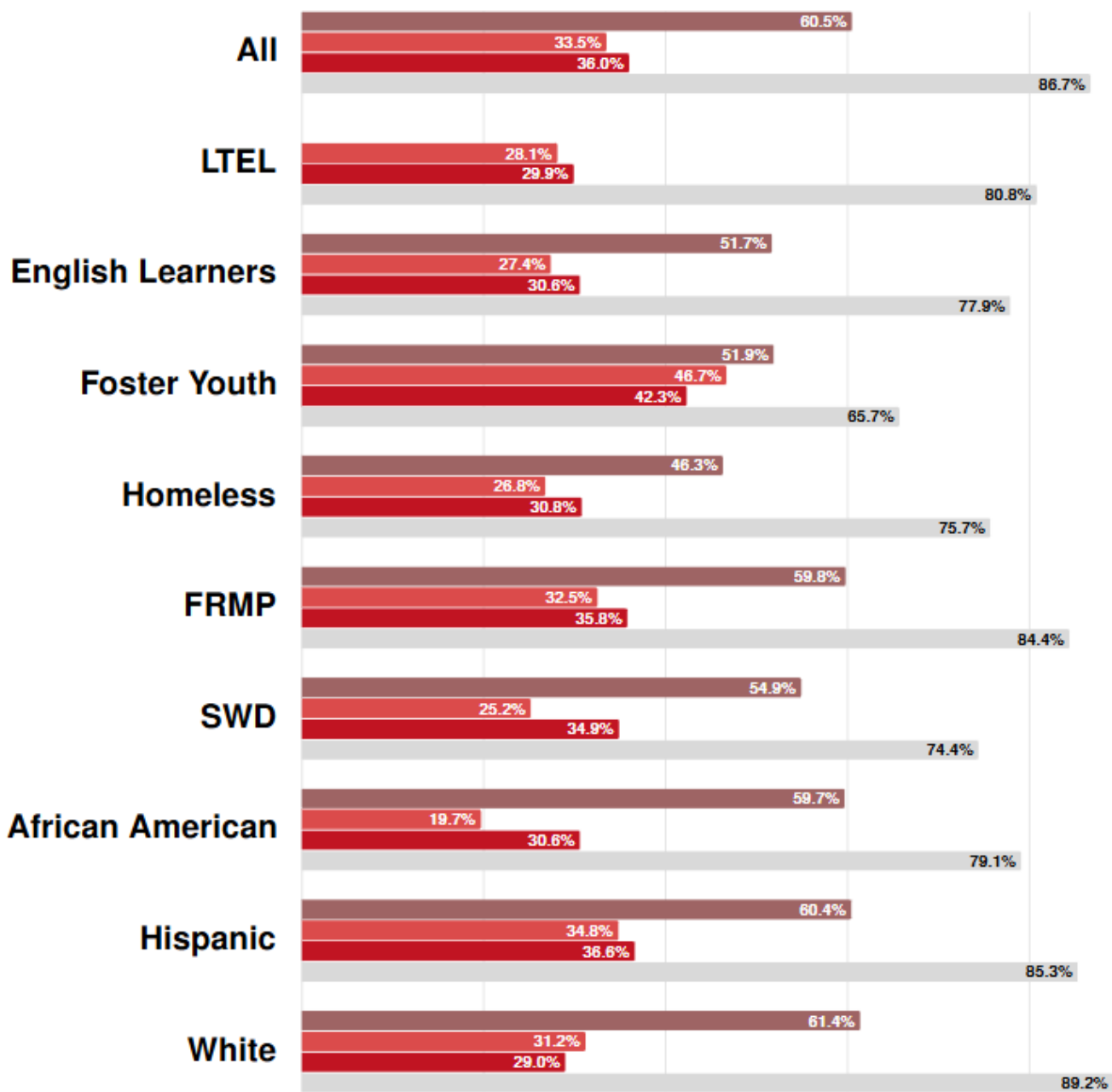
Goal 2 Action 5 - Staff Development

Goal 2 Action 6 - Pathful Connect (Title I)

Graduation Rate (4-5 year):

OFY Acton 4-5 Year Graduation Rate

● 21-22 ● 22-23 ● 23-24 ● State Average



Implementation reflection to help improve student progress for the College and Career Indicator during the 24/25 school year:

During the 24/25 school year, OFY-Acton worked to identify students in the 4 and 5 year cohort to implement a process of tracking these students and their academic progress throughout the school year while focusing on the above subgroups. Students identified as at risk for not being on track for graduation were supported with academic counseling, setting post-secondary goals, and providing opportunities like dual enrollment and CTE to encourage them to continue their education and push towards their graduation goal. OFY-Acton recognizes that many of our students enroll behind in credits so their graduation date is already pushed back so there is a need to focus on how the school can catch them up on credits with opportunities like dual enrollment, CTE, extracurricular activities, and support with core coursework they are behind with. OFY-Acton will continue to focus on the graduation rate for all students while ensuring the above subgroups are identified and targeted for greater support in reaching their graduation goal within their fourth or fifth year of high school.

Based on the 2024 CA Dashboard, EL students were removed from the identified student subgroups that qualified for Differentiated Assistance. This may be attributed the work of the ELD instructional staff who meet with each EL students and create an Academic Learning Plan that emphasizes the importance of unit progression and staying on track for graduation. They meet with students and families regularly to discuss academic achievement and to highlight their progress and growth. Based on their individual needs, the team will implement additional support classes to ensure students remain on pace for graduation. These practices will continue into the upcoming school year to ensure EL students continue to make positive progress in graduation rates.

As we continue to address this area, the charter will focus on improving student outcomes in the four to five year graduation rate by focusing on the following goals and actions:

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

Comprehensive Support and Improvement

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

Schools Identified

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

Options for Youth Acton

Support for Identified Schools

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

During the 2024-2025 school year, Options For Youth - Acton continued to remain eligible under CSI due to its 4-year graduation rate average of 36% which is below the 68% ESSA requirement. It is important to note that while OFY-Acton remains in CSI, there was an increase of 2.5% from 22/23 to 23/24 in the graduation rate. OFY-Acton has integrated its CSI Plan into the 2024-2027 LCAP, ensuring alignment between CSI focus areas and LCAP priorities.

The charter CSI/SPSA plan will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate. Part of our reflection process included sharing 2024 CA Dashboard Performance indicator data results and other data sources with all educational partners and collaboratively establishing areas of focus for the upcoming school year. The development of OFY-Acton's 25/26 LCAP/SPSA/CSI was informed by the findings in the Comprehensive Needs assessment (CNA) and input from the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC). OFY-Acton plans to continue its efforts outlined in our 2024-25 School Plan for Student Achievement (SPSA) throughout the 25/26 academic school year in order to make progress to move out of the CSI Identification for the 26/27 academic year. OFY-Acton's 25/26 SPSA was updated after receiving the identified needs of the Comprehensive Needs Assessment with feedback and input from the PAC and DELAC. In order to meet the 68% graduate rate, we will continue to reflect and evaluate our instructional practices and programs to retain students throughout all grade levels. As the LEA focuses on improving the graduation rate, the identified areas of focus for the 25/26 school year will also include improving A-G completion, CAST results, math and ELA performance results, academic performance of Foster Youth and Homeless students, and chronic absenteeism. Additionally, the plan includes identifying and implementing evidence-based interventions to address students needs, the resource inequities evaluation, and educational partner feedback through survey and engagement events throughout the school year.

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

1. LCAP Goal 1: ELA and Math Performance Results
2. LCAP Goal 2: Graduation Rate and College/Career Indicator Results
3. LCAP Goal 3: Chronic Absenteeism

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

1. A-G Completion

With the increase in our 12th grade cohort, there has been a decrease of 5.5% students who graduated on the A-G plan across most student groups with the greatest decrease for Foster Youth and Homeless students. Focusing on A-G completion will have an impact on more students becoming prepared to enroll in college after high school and pursuing their postsecondary goals.

2. Graduation Rate

The 4/5 year graduation rate has not shown much growth over the last two years (+2.5%) even though our 12th grade cohort has increased in student count. Focusing on the 4/5 year graduation cohort and ensuring these students graduate before their 4th or 5th year of high school will have an impact on students reaching their postsecondary goals in a timely manner.

3. CAST Results for both 8th and 11th grade

A majority of our students in both grade levels are scoring in the standard nearly met or standard not met categories. By focusing on science curriculum and supports available at the school, we can better prepare our students to meet the standard of CAST before they enter high school for 8th graders or finish high school for 12th graders.

4. Math Performance Results

Even though student results are showing little growth year after year, there is still a need to better support our students in their math performance for SBAC and GLE in Ren Star. EL students demonstrate the greatest need in math intervention based on 100% of them scoring in standard not met for the 23/24 school year. Focusing on students' math foundational skills, intervention support, and academic language for those struggling the most will aid students in reaching their grade appropriate math level and better prepare them for the math skills needed after high school.

5. ELA Performance Results

2024 ELA results have displayed some growth in student performance, but scaled scores for both 8th and 11th graders have decreased. Focusing on ELA intervention for students will support them across all subject areas to meet the standard for each class and their performance on assessments.

6. Foster Youth and Homeless Academic Performance

In the 23/24 school year, Foster Youth was the lowest performing subgroup in credit attainment which is impacting their expected graduation date. Homeless students have continued to be the lowest performing subgroup in progression over the last two school years with an average of 75.2 in the 23/24 school year and 72.8% in the 22/23 school year which is also impacting their expected graduation date and delaying their progress at school. It is evident that these subgroups could benefit from more support academically while also ensuring their personal needs are being addressed at the school level with appropriate staff and resources.

7. Chronic Absenteeism

Even though chronic absenteeism has decreased with the increase in 8th grade enrollment year after year, there is still a need to support this grade level academically to ensure they are progressing through their 8th grade year completing the required coursework and preparing them for high school level coursework.

Comprehensive Needs Assessment Root Cause Analysis Findings: As a part of the root cause analysis, the OFY-Acton CNA participants identified possible root causes for each area of focus:

Area of Focus #1: A-G Completion

Root Causes:

- Students having a difficult time completing and passing the third year of math
- The availability of options to complete the physical science lab requirement
- Supporting students through two years of foreign language - class is only available online and not enough variety
- Graduation rate factors/deadlines
- Not enough math or science support outside of the class time

Area of Focus #2: Graduation Rate

Root Causes:

- Students are enrolling behind in credits
- Not all educational partners are on the same page with expectations (rides, attendances, SGI participation, etc)
- Lack of collaboration with educational partners (students, parents, and teachers)
- Students have a misconception of our school upon enrollment - how they actually earn credits
- Not tracking the cohort of students in their 4th or 5th year of high school - create more collaboration on this effort
- Outside factors like social-emotional experiences preventing students from focusing on academics

Area of Focus #3 CAST Results for both 8th and 11th grade

Root Causes:

- 12th graders are done with science for 2 years before they take the test
- SGI and/or independent studies curriculum may not teach them what is needed to test proficient on the CAST
- Lack of test prep for science

Area of Focus #4: Math Performance Results**Root Causes:**

- Ren Star is not given to new students so teachers can go months without knowing what math skills their students have
- Lack of math exposure and low math skills
- Negative attitudes and beliefs about math
- Math academic language is not always taught and understood
- Not enough support in math for 8th graders and EL and LTEL students
- Not all 11th graders are enrolled in a math SGI class or added to math intervention appointments

Area of Focus #5: ELA Performance Results**Root Causes:**

- EL students have language barriers that cause skill gaps in accessing the full IS curriculum
- Attendance: EL students have external factors that prevent them from coming to school regularly or for additional appointments
- Discrepancy between language completion and credit completion. Students are expected to turn in academic work using Google
- Translate, but they are not making language progress.
- Lack of teacher knowledge and resources on how to serve students that are low performing
- Difficult to balance progression goals and student learning
- Ren Star is only completed three times a year for most students, but would be more beneficial to complete upon enrollment

Area of Focus #6: Foster Youth and Homeless Academic Performance**Root Causes:**

- External factors that impact the student (lack of resources, motivation, social-emotional)
- In need of consistent accountability and expectations for these subgroups
- Need more teamwork as a support system for these subgroups
- There is no support for additional appointments for foster youth and homeless students like there is for SPED and EL students

Area of Focus #7: Chronic Absenteeism**Root Causes:**

- 8th grade students have basic study skills that inhibit their ability to work independently
- 8th grade students home responsibilities or social-emotional factors that are prioritized over academic expectations
- We wait too long to start the intervention process for 8th graders
- Referrals to social-emotional should be happening within the 5 days of enrollments
- In the enrollment phase, it should be communicated when 8th graders identify needs in social-emotional or other areas so that we can direct them to the right resources provided at the school

Comprehensive Needs Assessment Trends and Themes:

Through the comprehensive needs assessment process, it was determined that we have a few subgroups (EL, Foster Youth, Homeless, and Middle School) needing additional instructional support in areas like math, ELA, science and overall academic progress. In addition, the school has increased enrollment, but it is not reflective in our graduation rate or A-G completion rate which is telling us there is an opportunity to focus more on postsecondary goals and providing resources to get students close to their goals. Throughout the process, there was also a common theme of students' social-emotional wellbeing being a barrier preventing students from meeting their full potential academically in many of our identified needs.

Data Utilized to conduct our Comprehensive Needs Assessment:

OFY-Acton collected and analyzed the following data sources:

- College and Career Data: A-G Participation, A-G Completion, College and Career Indicator, College and Career Levels and Measures
- Graduation Rate: Four-and Five-Year Graduation Rate, Dashboard Alternative School Status One-Year Graduation Rate
- CAASPP Results: CAST, SBAC Math, SBAC ELA, Mathematics Scale Score Ranges, ELA Scale Score Ranges
- Renaissance Star Results: Math GLE Performance, Reading GLE Performance
- Academic Engagement: Credit Attainment (5+ units), Monthly Student Progression, Core Course Completion
- Evidence Based Interventions: iLit, Achieve 3000, Exact Path, and Freckle Data
- English Learner PerformanceL EL Reclassification, English Learner Progress Indicator
- School Climate Performance: Chronic Absenteeism, Student Dropout Rate, Suspension Rate
- Educational Partner Survey Responses - Fall 2024

Resource Inequities to be addressed:

As part of the resource inequality review, the OFY-Acton leadership team identified several areas requiring attention: middle school student support, AP offerings, parent academic engagement, and physical space. The following actions steps will be put in place for the 25/26 school year to address these inequities:

Middle School Student Support:

- Implementation of the Bright Thinker curriculum across the charter with teacher training and resources.
- Implementation of targeted interventions, such as tutoring and academic support services, to promote success in core subject areas.
- Increase parental involvement by engaging them to feel empowered, supported, and included in their students' education.
- Strengthening family-school connections will foster a more cohesive support system and contribute to student growth and success.

AP Course Offerings:

- Leveraging existing resources, such as identifying and empowering staff members who are passionate about AP instruction, to develop an AP program at their school site and take point on shaping and expanding AP offerings.
- Provide more targeted and ongoing professional development for AP courses and the impact it has on student outcomes.
- Once an AP program is designed, the school can actively promote AP opportunities to all students, ensuring broader awareness and participation.

Parent Academic Engagement:

- Improve the communication process of upcoming school events including mass messaging, personal invitations via phone call or in person, teacher emails, etc.

Physical Space:

- Incorporate more colocations at resource centers with added annexes with WIOA partners to increase access to available resources

to students.

- Explore repurposing spaces to maximize course offerings.
- Incorporate regular drills and trainings to develop alternate escape routes for resource centers with fewer emergency exits.

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

Middle School Student Support:

Goal 1: Academic Achievement

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

Goal 3: Safe, Inclusive, and Connected Learning Environment

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

AP Offerings:

Goal 2: Achievement and Engagement in College and Career Preparation

- Action 1- Post-Secondary Planning
- Action 2 - Post-Secondary Opportunities
- Action 3 - Post-Secondary Field Trips/Opportunities
- Action 4 - Post Secondary Activities/Events
- Action 5 - Staff Development

Parent Academic Engagement:

Goal 3: Safe, Inclusive, and Connected Learning Environment

- Action 1 - School Climate Survey (Title 1)
- Action 5 - Parent and Family Engagement (Title 1)

Physical Space:

Goal 2: Achievement and Engagement in College and Career Preparation

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

Goal 3: Safe, Inclusive, and Connected Learning Environment

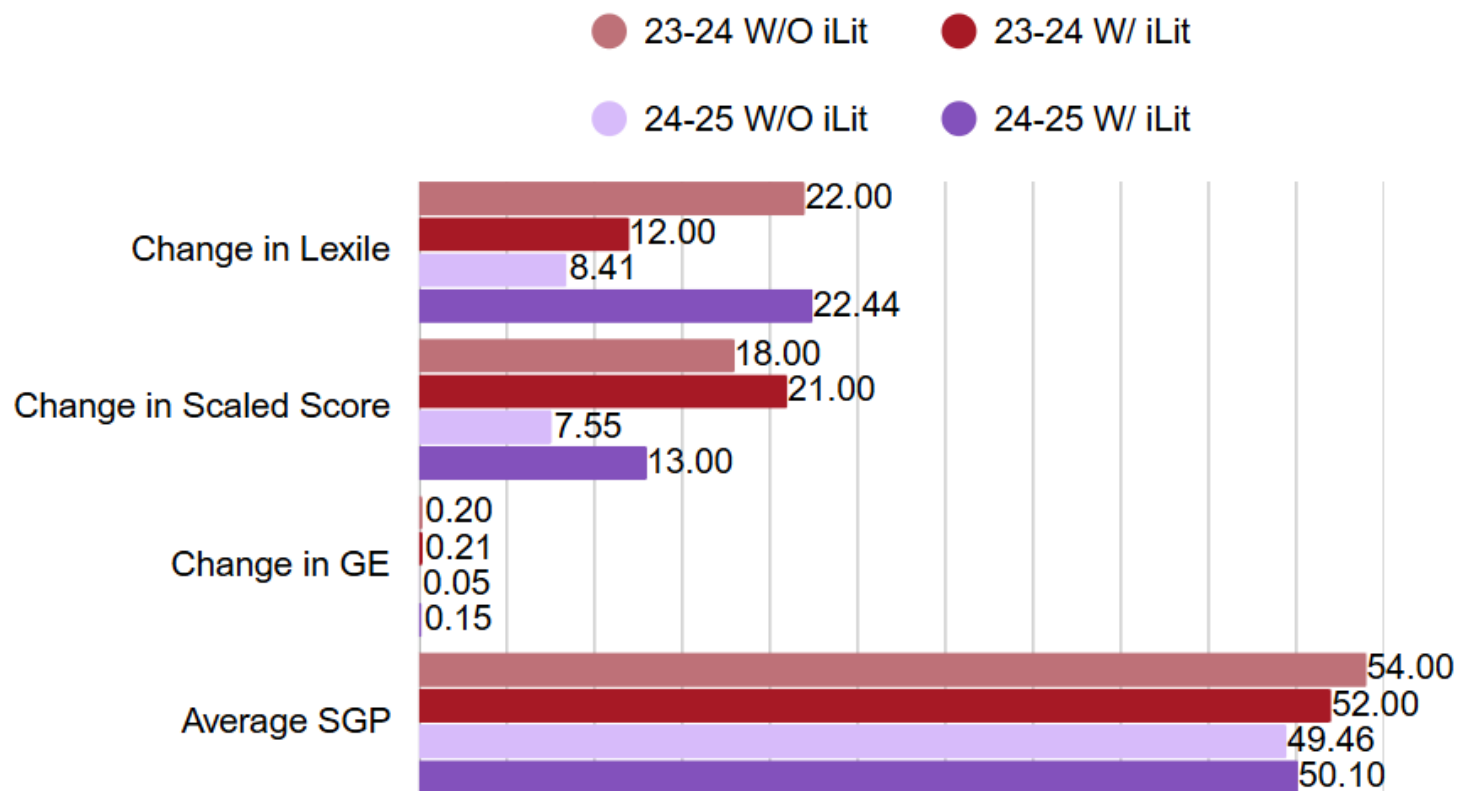
- Action 1 - School Climate Survey (Title 1)

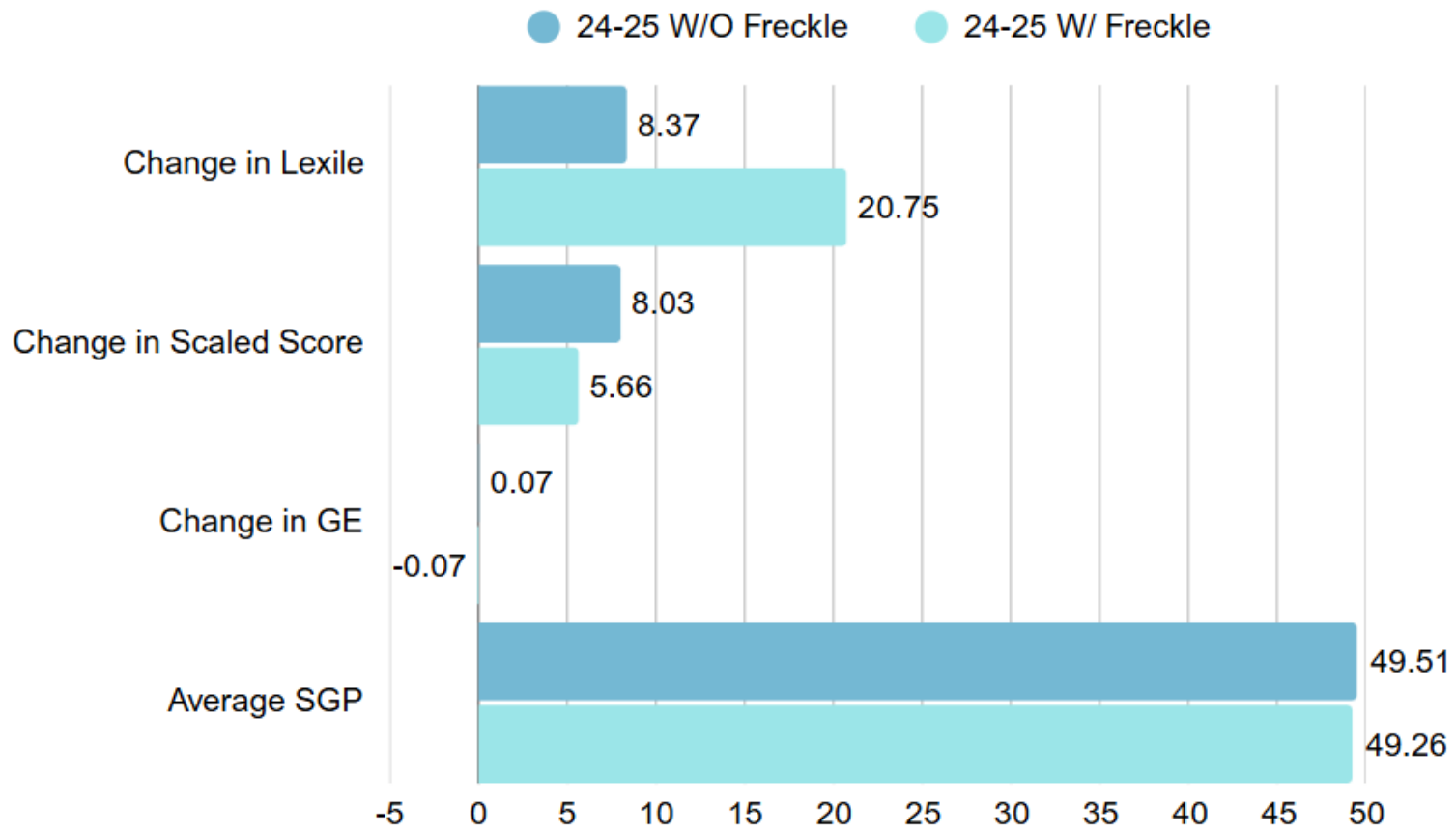
Evidence-based interventions:

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

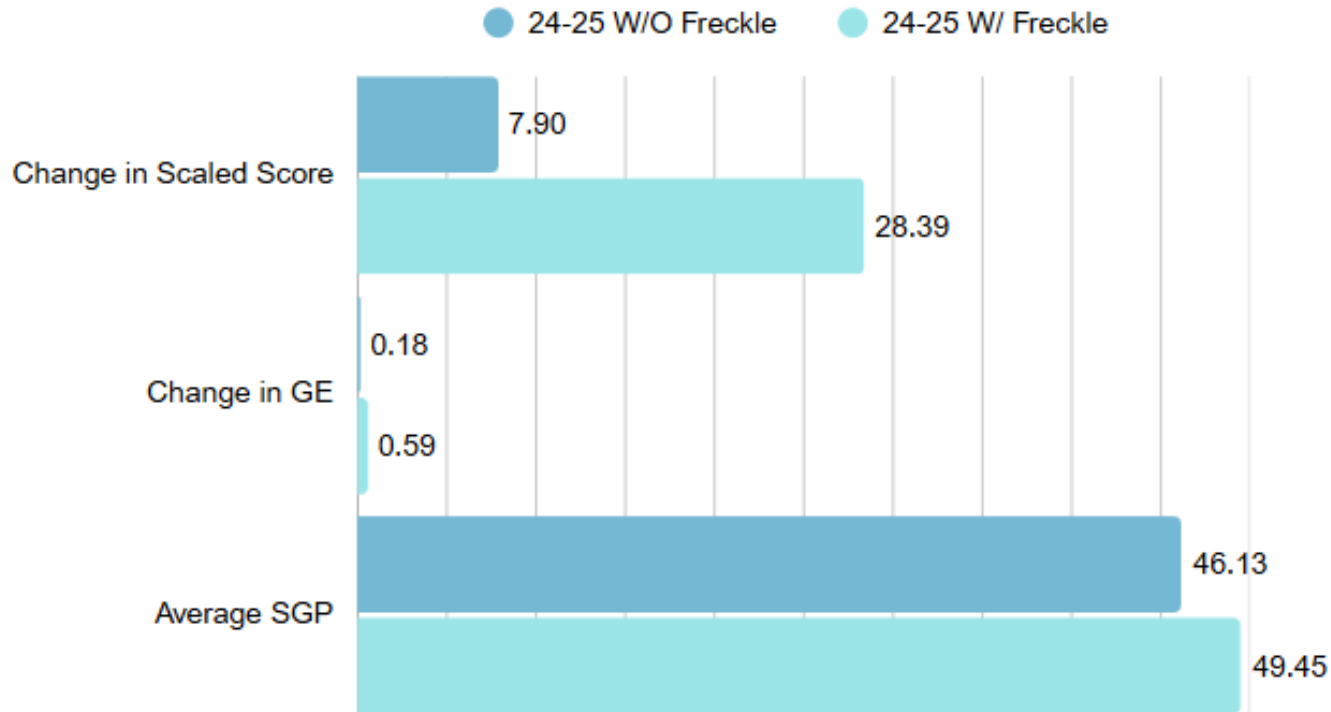
Change in RenStar:

Change in RenStar Reading Scores





Change in RenStar Math Scores



Exact Path

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

Expository Reading & Writing Course (ERWC)

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

iLit

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

Freckle

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

Evidence-Based Interventions incorporated into our CSI Plan:

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

Exact Math:

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

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

iLit: ://oemmndcbldboiebfnladdacbdm/adm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf

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

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

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

Comprehensive Needs Assessment (CNA) Educational Partner Engagement

Educational Partners Engaged in our Comprehensive Needs Assessment:

- **Staff:** OFY-Acton had two opportunities for staff to engage in a data dive. Members of our leadership team met with staff from two of our school sites virtually on January 24, 2025 and during an All Staff In-Service on January 31, 2025. During both data dives staff were divided into smaller groups to complete the data dive where they identified strengths and weaknesses in our program. Afterwards, the staff identified the area(s) of focus and proceeded with the development of the root cause analysis.

- **Parents and Students:** our DELAC and PAC committees have engaged in a couple of data overviews where they have collaborated with leadership to develop areas of focus for the program.
- **Leadership Team** (Principal, Assistant Principals, and Assistant Principal of Instructional Operations): met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

Parent Advisory Committee Process:

The Parent Advisory Committee (PAC) at OFY - Acton includes various educational partners such as parents, teachers, administration and this year we welcomed students to the PAC. The committee was established to enhance Educational Partner Engagement and gather input for school improvement. Parent members were appointed during the first PAC meeting of the school year on October 1, 2024, with additional partners joining throughout the year, provided the committee met the composition requirements outlined in Article III, Section 1.

Throughout the school year, the PAC held meetings on October 1, 2024, November 15, 2024, and April 17, 2025. The committee was composed of four parents, one teacher, one principal, and two students. These meetings involved parents, students, teachers, staff, and administrators in discussions about the LCAP/SPSA/CSI. They reviewed and updated the LCAP/SPSA/CSI, monitored progress, evaluated goals outlined in the Comprehensive Support and Improvement (CSI) plan, and helped decide how to allocate Title funds for school improvement. Additionally, PAC members received training on the legal requirements for the committee and Title funds.

During PAC meetings throughout the school year, they were provided with LCAP/SPSA/CSI Progress updates which include discussion about current data, implementation practices, and allocation of funds to support students in reaching each goal outlined in the plan. The PAC also reviewed and shared feedback on the 25/26 Parent Family Engagement Policy and the 25/26 School-Parent Compact before being presented to the OFY-Acton Board for approval.

Monitoring and Evaluating Effectiveness

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

Options for Youth – Acton (OFY Acton) remains committed to ongoing monitoring and evaluation of our Comprehensive Support and Improvement (CSI) plan to ensure its effectiveness in improving student outcomes. Through quarterly monitoring cycles, data-driven decision-making, and continuous collaboration with educational partners, we will assess the impact of interventions and adjust strategies as needed to support student and school improvement.

To effectively track progress, OFY Acton will analyze key performance indicators aligned with areas identified as very low or low on the California School Dashboard, including:

- **Graduation Rates** – Overall graduation rates increased by 2.5%, but Foster Youth (-4.4%) and White students (-2.2%) declined, highlighting a need for targeted re-engagement strategies.
- **College & Career Readiness** – While some student groups saw improvements, overall preparedness remains very low, requiring enhanced career pathways and workforce development programs.
- **English Language Arts (ELA) Performance** – Significant progress was made in many student groups, with English Learners improving by 37.6 points, yet White students declined by 15.2 points, requiring additional academic interventions.
- **Mathematics Performance** – Strong improvements were noted, with All Students improving significantly (+18.7 points), English Learners (+41.4 points), and African American students (+30 points). However, overall math proficiency remains very low, with all

student groups still performing well below standard.

Monitoring & Evaluation Process

OFY Acton will monitor the effectiveness of the CSI Plan using a multi-layered approach:

- Monthly Data Collection & Analysis – Using internal assessment tools (Renaissance Star), student progress tracking, and California School Dashboard data, staff will review trends in student outcomes.
- Quarterly Leadership & Educational Partner Review – The leadership team will present data quarterly to educational partners, including teachers, school site staff, and the Parent Advisory Committee (PAC), ensuring data-driven refinements.
- PAC Engagement & Feedback – The PAC will meet quarterly to review CSI-related data, discuss effectiveness, and recommend adjustments based on student progress and community needs. Members will continue to receive training and guidebooks to enhance their ability to support CSI plan refinement.
- Comprehensive Needs Assessment (CNA) – This annual review will identify student needs and address achievement gaps through evidence-based interventions. Data from the CNA will guide updates to the CSI Plan, LCAP, and School Plan for Student Achievement (SPSA).

Next Steps & Continuous Improvement

Based on first-year progress, OFY Acton will take the following targeted actions:

- Expand credit recovery and individualized graduation plans for at-risk students, including Foster Youth and Socioeconomically Disadvantaged students.
- Strengthen College & Career programs by increasing internship opportunities, certification programs, and workforce partnerships.
- Enhance literacy interventions to support White students and other groups with declining ELA scores.
- Expand math intervention programs to address ongoing learning gaps, particularly for English Learners (-177.3), Students with Disabilities (-185.4), and Long-Term English Learners (-197.1), despite recent gains.
- Improve graduation support strategies, particularly for Foster Youth, White students, and Socioeconomically Disadvantaged students.
- Provide targeted math interventions, including small-group instruction, online math enrichment programs, and personalized tutoring to continue building on positive gains in math achievement.

OFY Acton remains dedicated to ensuring all students receive the necessary support to improve academic achievement, graduate on time, and pursue post-secondary success. Our CSI plan will continue to evolve, informed by data, educational partner feedback, and student needs.

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
Philosophical approach to engaging its educational partners	<p>At our school, the engagement of Educational Partners is founded on core principles:</p> <p>Fostering Strong Relationships: We emphasize creating solid connections among staff, students, parents, and the community through transparent communication, active listening, and shared decision-making.</p> <p>Collective Responsibility and Cooperation: We believe that every individual plays a crucial role in creating a supportive and inclusive educational environment. Staff, students, parents, and the community are encouraged to work together and take collective responsibility for the school's goals and ambitions.</p> <p>Promoting Equity and Inclusivity: We are committed to fostering equity and inclusivity by celebrating diversity, addressing systemic biases, and providing equal opportunities for all partners to engage and contribute meaningfully.</p> <p>Commitment to Continuous Improvement: We are dedicated to ongoing development. We welcome feedback and suggestions from staff, students, parents, and the community, continually assessing our practices and processes to ensure they meet our objectives and effectively support learning and growth.</p>
Staff (teachers, principals, administrators, other school personnel)	<p>OFY-Acton staff have participated in a number of ways to support the development of the LCAP, including In-Service meetings, bi-weekly center meetings, weekly leadership meetings, department meetings, staff surveys, and the Comprehensive Needs Assessment. During meetings, school leadership provided updates to our progress towards metrics and developed plans to ensure the implementation of all actions were being utilized. Staff had the opportunity to voice concerns and contribute to the efforts of the growth in the work they do day to day with students.</p> <p>All staff meetings were held on: July 11, 2024, July 12, 2024, August 9, 2024, August 30, 2024, September 6, 2024, October 11, 2024, January 9, 2025, January 31, 2025, and April 4, 2025.</p>
Students	<p>This year we welcomed students to join our PAC and attended our meetings to learn more about our school plans, goals, and progress. Our students were engaged during meetings with comments and sharing their input. Students were present during our PAC meetings on October 1, 2024 and April 17, 2025. In addition, we have student council/ASB classes where students work on school projects and share their input about school programs. Students are also surveyed at least twice a year through LCAP/Big 5 and School Climate surveys.</p>

<p>Parents/Guardians</p>	<p>Throughout the year, parents/guardians are welcome to events like Fall Nights, Back to School, and Open House where families learn about the opportunities students have at our school and the great things they have done while enrolled. During these events, we have opportunities for parents/guardians to provide feedback either via survey or through conversations with staff. Our school site held these events on August 13, 2024, September 12, 2024, September 17, 2024, October 9, 2024, October 24, 2024, October 29, 2024, and April 17, 2024.</p> <p>At least twice a year, parents/guardians are also scheduled to meet with their child’s independent studies teachers to discuss the student’s progress, goals, and any other items either party wants to discuss. During these parent-teacher conferences, teachers gain valuable insight on how to better support students academically at our school and what other resources the school can provide to ensure students are capable of being successful while addressing social-emotional needs or other resources.</p>
<p>Governing Board</p>	<p>The Options For Youth - Acton Board meets regularly throughout the school year to review and discuss key aspects of the school’s operations. These meetings covered charter updates, progress monitoring towards school goals, progress monitoring toward school goals, financial oversight, including grant planning and expenditures. In addition, the OFY-Acton Board reviews LCAP/SPSA/CSI progress throughout the school year. OFY-Acton held board meetings on the following dates: July 23, 2024, September 20, 2024, November 15, 2024, January 16, 2025, March 21, 2025, April 8, 2025, May 21, 2025 and June X, 2025.</p>

PAC and DELAC

Our PAC and DELAC committees meet throughout the year with parents, students, and staff in attendance. During these meetings the school is sharing the work we are doing to support our students with DELAC being more specific on EL and LTEL support. These meetings are also an opportunity for the school to share our progress towards meeting goals and what we are doing to address goals that have a greater need for improvement. Our PAC and DELAC members provide us direct feedback on the items we present to them, progress towards goals, and the work we do to support their students in academic, social emotional, and post-secondary goals and needs.

The PAC met on the following dates: October 1, 2025, November 15, 2024, and April 17, 2025

The DELAC met on the following dates: October 16, 2024, December 4, 2024, January 29, 2025, and April 16, 2025

The draft of the 25/26 LCAP goals, actions, metrics, and allocations were presented to the following committees and their feedback was used to help make decisions on changes:

PAC met on April 17, 2025 and shared the following feedback:

Overall pleased with the support we have in place to help students especially those that are EL students. A student PAC member stated they were happy to see the efforts being made to provide students with extracurricular opportunities in our program.

DELAC met on April 16, 2025 and shared the following feedback:

Continue to encourage students to use their second language in everyday life, add more goals specific to EL students, provide more resources for students to explore careers and increase security. DELAC also shared that improvements have been made year after year and it shows how the funds and expenses are helping our students each year. They were happy to hear about the extracurricular opportunities that are available for students.

SELPA

On April 22, 2025, OFY Acton met with the SELPA to collaborate on the development of the 25/26 LCAP. During this meeting, the school provided an update on progress made in year 1 of the 24/25 LCAP, specifically highlighting metrics related to Students with Disabilities (SWDs). The school also identified areas where it qualifies for Differentiated Assistance which include the 4 to 5 year Graduation Rate and College and Career Indicator. In addition, the draft of the 25/26 LCAP goals, actions, metrics, and allocations specific for SWDs to ensure the SELPA's input was incorporated into the planning process.

During the consultation, the SELPA introduced additional opportunities for SWDs through a potential partnership with the LACOE WorkAbility 1 program. This transition-focused program supports students with IEPs in preparing for life after high school, including employment, independent living, and post-secondary education or training. OFY-Acton is planning to pursue this partnership to further enhance post-secondary preparation for our students and expand their workforce readiness.

The SELPA also offered to support our parent engagement efforts. They expressed willingness to attend in-person meetings at our school sites, while continuing to provide a virtual option for those who cannot attend in person. Additionally, the SELPA showed interest in participating in SPED-specific parent events throughout the upcoming school year.

Lastly, the SELPA inquired about alignment between LCAP and the school's Compliance and Improvement Monitoring Plan (CIM), which focuses on improving SBAC math performance among SWDs. OFY-Acton confirmed this alignment, referencing LCAP Goal 1, Metric 1 which targets a reduction in the percentage of SWDs scoring "Standard Not Met" on the SBAC math assessment. As of the 2024 SBAC results 91.57% of SWDs tested in the "Standard not Met" range which was a decrease of 2.89% from the previous year. This is a continued area of growth for the school and we are currently in year 2 of our CIM plan which includes providing target intervention to SWDs specifically for math support.

Insert or delete rows, as necessary.

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

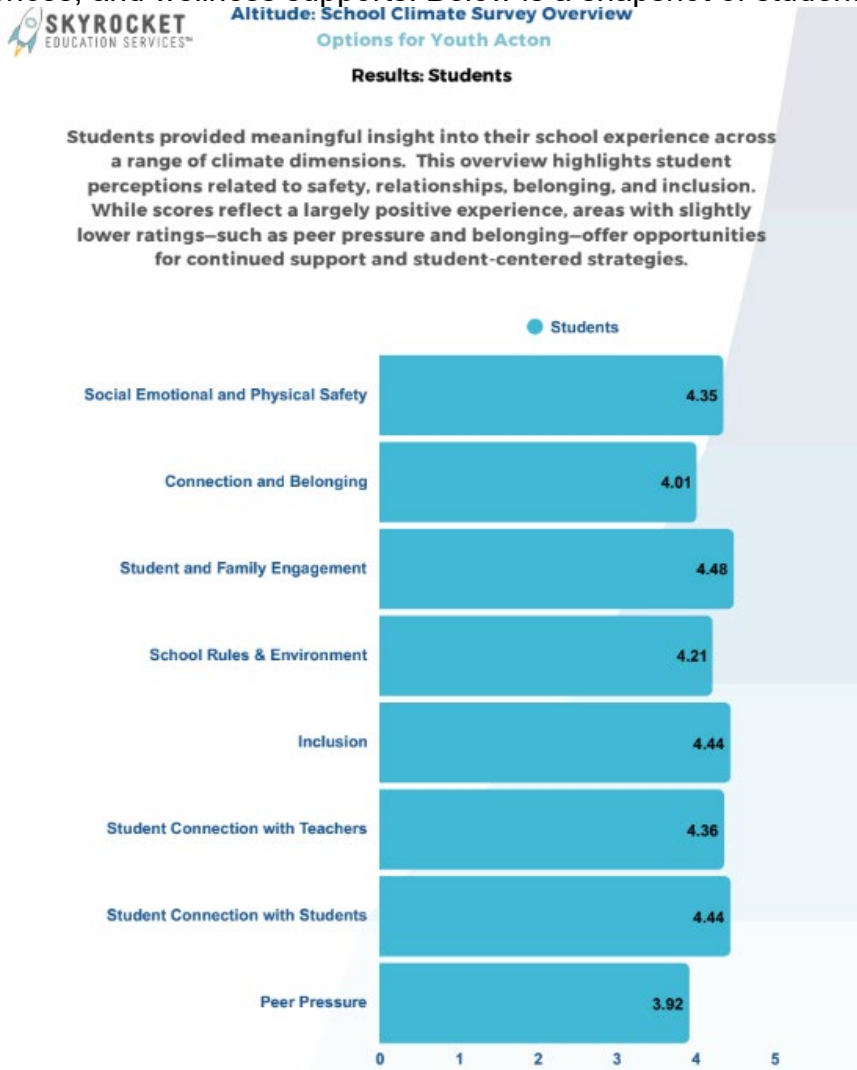
Options for Youth – Acton remains committed to meaningful engagement with our students, parents, staff, and community partners to ensure our LCAP reflects their needs, priorities, and aspirations. Over the past year, we continued to collect feedback through:

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

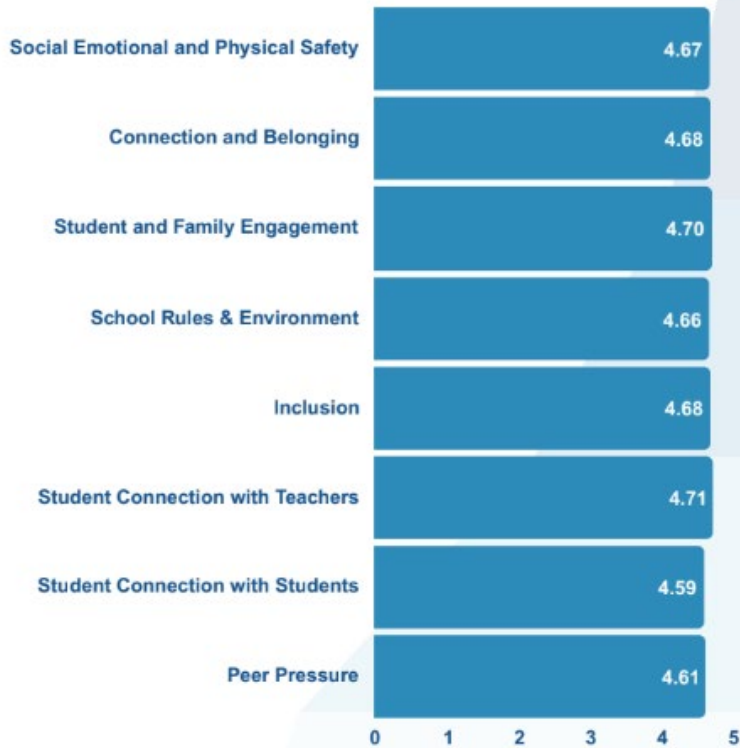
Key Findings and Continued Priorities: Based on the feedback received, educational partners reinforced the importance of maintaining the same goals and actions from the previous year, as they continue to address critical student needs. The following key themes emerged, shaping the continued focus of our LCAP:

1. Strengthening Student Connection & School Community

What We Heard: About 67% of students in the Fall LCAP survey felt like they were a part of the school community—a promising start but still an area for growth. Students and families requested more opportunities to build connections through extracurricular activities, career-related experiences, and wellness supports. Below is a snapshot of student and parent responses from our 2025 School Climate Survey.



Parents consistently rate school climate dimensions highly, reflecting strong confidence and satisfaction. This chart underscores strong parental confidence in the school's climate while pinpointing select areas for focused growth and deeper parental engagement moving forward.



Parent Voice Highlights



Social Emotional & Physical Safety
 "At this school, my student is safe from bullying."
 Score: 4.67 / 5



Connection & Belonging
 "My student feels they belong at this school."
 Score: 4.68 / 5



Inclusion
 "Families of all backgrounds are welcomed and treated equally."
 Score: 4.68 / 5



Student Connections with Students
 "My student has met new friends at this school."
 Score: 4.59 / 5



Student & Family Engagement
 "Families are encouraged to participate in school events."
 Score: 4.7 / 5



School Rules and Environment
 "School rules are fairly applied to all students."
 Score: 4.66 / 5



Student Connections with Teachers
 "My student's teacher is supportive of their goals."
 Score: 4.71 / 5



Peer Pressure (Social Media Focus)
 "My student has the support they need to handle peer pressure from social media."
 Score: 4.61 / 5

Our Response: We will continue to implement and expand programs that foster student engagement, post-secondary exploration, and social-emotional well-being, captured in the following ongoing actions:

- Goal 2, Action 2 – Post-Secondary Opportunities: Expanding access to career exploration, vocational training, and internship opportunities.
- Goal 2, Action 3 – Post-Secondary Field Trips/Opportunities: Increasing field trips aligned with all six career pathways, ensuring students can explore diverse post-secondary options.
- Goal 3, Action 2 – Sports, Student Council, and Student Experiences: Providing new athletic programs, leadership opportunities, and student-led activities.
- Goal 3, Action 8 – Wellness Supports & Resources (Title I): Expanding mental health workshops, peer support groups, and social-emotional learning resources
- Goal 3, Action 10 – Social & Emotional Well-Being (LREBG): Supporting students' social and emotional well-being

2. Supporting Student Academic Progress & College/Career Readiness

What We Heard: Educational partners emphasized the importance of academic interventions and career pathways to support students struggling with graduation, college readiness, and career preparedness. The Fall 2024 CA Dashboard data reinforced this need:

- Graduation rates increased by 2.5%, but some student groups (Foster Youth, White students) saw declines.
- College & Career Readiness remains very low (8.1%), highlighting a need for expanded career-focused programs.
- Math and ELA scores improved for some groups, but gaps remain, requiring continued academic intervention and support.

Our Response: To address these concerns, OFY Acton will continue actions designed to improve academic achievement, graduation rates, and career preparedness:

- Goal 1, Action 6 – ELA & Math Intervention Services: Expanding tutoring, small-group instruction, and data-driven interventions for students below grade level.
- Goal 1, Action 15 – Student Support & Learning Recovery (LREBG): Focusing on learning loss and closing the achievement gap by providing targeted interventions and additional instructional time
- Goal 1, Action 16 – Targeted Math & ELA Intervention (Title I): Evidence-based intervention programs to support the academic growth of all students.
- Goal 2, Action 1 – Post-Secondary Planning: Guide students in Career, College, and Vocational Pathways
- Goal 2, Action 2 – Post-Secondary Opportunities: Expanding access to post-secondary programs and career pathways

3. Equity & Wellness: Supporting the Whole Student

What We Heard: Educational partners reaffirmed the importance of holistic student support, particularly for Socioeconomically Disadvantaged Students, English Learners, and Students with Disabilities.

Our Response: OFY Acton will continue expanding wellness initiatives through:

- Goal 3, Action 2 – Sports, Student Council, and Student Experiences: Providing new athletic programs, leadership opportunities, and student-led activities.
- Goal 3, Action 7 – Arts Program (Title I): Expanding the Arts Program to enhance student engagement and support academic success
- Goal 3, Action 8 – Academic Wellness Supports & Resources (Title I): Expanding mental health workshops, peer support groups, and social-emotional learning resources
- Goal 3, Action 10 – Social & Emotional Well-Being (LREBG): Supporting students' social and emotional well-being

4. Sustaining Educational Partner Engagement in 2025-26

As we move forward, OFY Acton will continue engaging educational partners through:

- Quarterly PAC & DELAC meetings to provide feedback on LCAP progress.
- Annual surveys to ensure partner voices directly inform program improvements.
- Increased student and family engagement events to strengthen the school-home connection.

5. SELPA Consultation

Input from the SELPA contributed to the continuance of our SBAC-related LCAP metric for students with disabilities (SWDs) by prompting a review of alignment between the LCAP and the school's Compliance and Improvement Monitoring (CIM) Plan, which prioritizes improved SBAC math performance for SWDs. In response, OFY-Acton confirmed that LCAP Goal 1, Metric 1 specifically targets a reduction in the percentage of SWDs scoring "Standard Not Met" on the SBAC math assessment. This input reinforced the need to maintain targeted math interventions for SWDs as an area of focus. According to the 2024 SBAC results, 91.57% of SWDs scored in the "Standard Not Met" range—reflecting a 2.89 percentage point improvement from the prior year. Now in Year 2 of CIM implementation, the school continues to provide intensive, data-driven math supports to accelerate SWD progress in this critical area.

By maintaining these established goals and actions, OFY Acton ensures that student needs remain at the center of our work, reflecting the priorities voiced by students, families, and staff.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

OFY-Acton developed this goal to address academic disparities and improve student outcomes, particularly for student groups identified for differentiated assistance based on the 2023 and 2024 California School Dashboard. Data analysis revealed that Black/African American, English Learners (EL), Hispanic, Homeless, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWDs), and White students continue to demonstrate very low performance in English Language Arts (ELA), Mathematics, and College & Career Readiness.

Key Data Driving This Goal:

1. English Language Arts (ELA) Performance
 - All Students increased by 7 points but remain 24 points below standard.
 - English Learners saw significant growth (+37.6 points) but still perform 78.8 points below standard.
 - Long-Term English Learners improved by 36.4 points, now 81.8 points below standard.
 - White students declined significantly (-15.2 points), indicating a need for additional literacy interventions.

2. Mathematics Performance
 - All Students made significant gains (+18.7 points) but remain 143.2 points below standard.
 - English Learners improved by 41.4 points but are still 177.3 points below standard.
 - Long-Term English Learners saw growth (+22.4 points) yet remain 197.1 points below standard.
 - Students with Disabilities improved by 12.3 points but continue to perform 185.4 points below standard.

3. College & Career Readiness

- All Students: Maintained at 8.1% prepared, up 1.2% from last year.
- English Learners: Increased by 2.7%, reaching 4.5% prepared.
- Long-Term English Learners: Increased by 3.1%, reaching 4.9% prepared.
- Hispanic Students: Increased by 1.7%, now at 8.2% prepared.
- Homeless students declined by 4.2%, signaling a need for targeted interventions.

4. Graduation Rates

- All Students: Increased 2.5% to 36.0%, though rates remain very low.
- Students with Disabilities saw a significant increase (+9.7%), now at 34.9%.
- African American Students jumped 11%, reaching 30.6%, showing the impact of targeted interventions.
- White Students declined by 2.2%, requiring additional re-engagement strategies.

How This Goal Will Be Achieved

To address these disparities, OFY-Acton is implementing evidence-based interventions focused on equity, academic support, and targeted instructional strategies:

1. Supporting English Learners & Long-Term English Learners (LTELs)

- Targeted ELD & LTEL Interventions: Providing specialized instruction and academic supports for EL students.
- EL & LTEL Professional Development: Equipping teachers with culturally responsive strategies to improve language acquisition and academic success.

2. Improving ELA & Math Achievement

- ELA & Math Intervention Services: Offering specialized support and programs to help struggling students close learning gaps.
- ELA & Math Professional Development: Ensuring teachers are trained in research-based instructional practices.
- Benchmark Assessments (Renaissance Star): Tracking student progress to inform instruction and interventions.
- Tutoring Services & Literary Workshops (Title I): Providing additional academic support for students who need extra guidance.

3. Strengthening College & Career Readiness

- Post-Secondary Opportunities & Field Trips: Expanding dual enrollment, internships, and career pathway programs.
- Academic Intervention Specialists (Title I): Offering personalized graduation plans and academic mentoring.

4. Enhancing Instructional Support & Equity

- Recruiting & Retaining Skilled Staff: Ensuring highly qualified educators, including ELD Specialists & intervention teachers.
- Educational Technology Resources: Providing interactive tools, laptops, and learning platforms to enhance instruction.
- Professional Development for SWDs: Supporting teachers in delivering personalized, inclusive instruction for Students with Disabilities.

Why This Goal Matters

OFY-Acton is committed to closing achievement gaps and ensuring that every student has access to the academic support, career opportunities, and instructional resources they need to succeed. By maintaining targeted interventions, enhancing teacher training, and

monitoring student progress through data-driven assessments, this goal will drive measurable improvements in ELA, Math, Graduation Rates, and College & Career Readiness.

Through this continued focus on equity and academic achievement, OFY-Acton aims to support all students—especially those identified for differentiated assistance—on their path to success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Math performance for ELs and SWDs	<p>2023 CAASPP Data: 96.55% of ELL students tested into the “Standard not Met” achievement level on mathematics SBAC.</p> <p>88.68% of SWD students tested into the “Standard not Met” achievement level on mathematics in SBAC.</p> <p>81.82% of LTEL students tested into the “Standard not Met” achievement level on SBAC.</p>	<p>2024 CAASPP Data: 100% of ELL students tested into the “Standard not Met” achievement level on mathematics SBAC.</p> <p>91.57% of SWD students tested into the “Standard not Met” achievement level on mathematics in SBAC.</p> <p>100% of LTEL students tested into the “Standard not Met” achievement level on SBAC.</p>	Not Applicable until 2026	Reduce the percentage of ELL and SWD students testing at “Standard Not Met” on Math SBAC by 5%.	<p>ELL students tested into the “Standard not Met” 3.45%↑</p> <p>SWD students tested into the “Standard not Met” 2.89%↑</p> <p>LTEL students tested into the “Standard not Met” 18.18%↑</p>
Metric# 2	ELA performance for ELs and SWDs	<p>2023 CAASPP Data: 58.33% of ELL students tested into the “Standard not Met” achievement level on ELA SBAC.</p> <p>44.44% of SWDs students tested into the “Standard not Met” achievement level on ELA SBAC</p> <p>31.82% of LTEL students tested into the “Standard not Met” achievement level on ELA SBAC</p>	<p>2024 CAASPP Data: 60% of ELL students tested into the “Standard not Met” achievement level on ELA SBAC.</p> <p>40.96% of SWDs students tested into the “Standard not Met” achievement level on ELA SBAC</p> <p>56% of LTEL students tested into the “Standard not Met” achievement level on ELA SBAC</p>	Not Applicable until 2026	Reduce the percentage of ELL and SWD students testing at “Standard Not Met” on ELA SBAC by 5%.	<p>ELL students tested into the “Standard not Met” 1.67%↑</p> <p>SWDs students tested into the “Standard not Met” 3.48%↓</p> <p>LTEL students tested into the “Standard not Met” 24.18%↑</p>

Metric# 3	The School aims to maintain ELPI progress.	Fall 2023 CA Dashboard: 64.7% of EL students are making progress toward ELA proficiency (an increase of 21.5%).	Fall 2024 CA Dashboard: 57% of EL students are making progress toward ELA proficiency	Not Applicable until 2026	The charter aims to have ELPI progress maintained at the green or blue levels on the CA Dashboard.	7.7%↓
Metric# 4	The Charter aims to demonstrate student Math growth in order to increase/improve our Math SBAC performance indicator.	Spring 2024 Internal Data Average GLE Score growth: All: 0.9 ELL: 0.9 LTEL: 0.8 FRMP (Low-Income):0.9 Special Ed: 1 Foster Youth: 1.2 Homeless: 1 Middle School: 1.2	Spring 2025 Internal Data Average GLE Score growth: All: 1.4 ELL: 1.4 LTEL: 1.3 FRMP (Low-Income): 1.4 Special Ed: 1.3 Foster Youth: 0.8 Homeless: 1.1 Middle School: 1.1	Not Applicable until 2026	The charter strives to have all student groups demonstrate average Math GLE score growth of 1.0 across the 3-year LCAP cycle.	All: 0.5↑ ELL: 0.5↑ LTEL: 0.5↑ FRMP (Low-Income): 0.5↑ Special Ed: 0.3↑ Foster Youth: 0.4↓ Homeless: 0.1↑ Middle School: 0.1↓
Metric# 5	The Charter aims to demonstrate student ELA growth in order to increase/improve our ELA SBAC performance indicator.	Spring 2024 Internal Data Average GLE Score growth: All: 0.9 ELL: 1.0 LTEL: 1.0 FRMP (Low-Income): 0.9 Special Ed: 1.0 Foster Youth: 1.0 Homeless: 0.8 Middle School: 1.0	Spring 2025 Internal Data Average GLE Score growth: All: 1.3 ELL: 1.3 LTEL: 1.3 FRMP (Low-Income): 1.3 Special Ed: 1.3 Foster Youth: 1.2 Homeless: 1.1 Middle School: 0.8	Not Applicable until 2026	The charter strives to have all student groups demonstrate average ELA GLE score growth of 1.0 across the 3-year LCAP cycle.	All: 0.4↑ ELL: 0.3↑ LTEL: 0.3↑ FRMP (Low-Income): 0.4↑ Special Ed: 0.3↑ Foster Youth: 0.2↑ Homeless: 0.3↑ Middle School: 0.2↓

Metric# 6	The Charter aims to maintain student progression for all students.	<p>Spring 2024 Internal Data</p> <p>All: 85.8%</p> <p>ELL: 84.3%</p> <p>LTEL:83.7%</p> <p>FRMP (Low-Income): 84.4%</p> <p>SWDs: 84.2%</p> <p>Foster Youth: 76.7%</p> <p>Homeless: 76%</p> <p>Middle Schooler: 72.2%</p>	<p>Spring 2025 Internal Data</p> <p>All: 87.6%</p> <p>ELL: 85.8%</p> <p>LTEL:86.1%</p> <p>FRMP (Low-Income): 86%</p> <p>SWDs: 87%</p> <p>Foster Youth: 84.1%</p> <p>Homeless: 82.9%</p> <p>Middle Schooler: 80.9%</p>	Not Applicable until 2026	The charter aims to maintain a progression rate of 85% across all students.	<p>All: 1.1% ↑</p> <p>ELL: 1.5%↑</p> <p>LTEL: 2.4%↑</p> <p>FRMP (Low-Income): 1.6%↑</p> <p>SWDs: 2.8%↑</p> <p>Foster Youth: 7.4%↑</p> <p>Homeless: 6.9%↑</p> <p>Middle Schooler: 8.7%↑</p>
Metric# 7	Core Unit Completion	<p>Spring 2024 Internal Data</p> <p>Core Course Completion:</p> <p>English: 8.35</p> <p>Math: 7.15</p> <p>Science: 6.35</p> <p>Social Studies: 6.9</p>	<p>Spring 2025 Internal Data</p> <p>Core Course Completion:</p> <p>English: 8.0</p> <p>Math: 7.1</p> <p>Science: 6.7</p> <p>Social Studies: 6.5</p>	Not Applicable until 2026	The charter strives for all students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units.	<p>Core Course Completion:</p> <p>English: 0.35↓</p> <p>Math: 0.05↓</p> <p>Science: 0.35↑</p> <p>Social Studies: 0.4↓</p>

Metric# 8	Local Indicator - Priority 2: Implementation of State Standards	<p>Fall 2023 CA Dashboard:</p> <p>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: 4- Full Implementation ratings for all academic standards. 4. Implementation of Standards: 4- Full Implementation and 5- Full Implementation and Sustainability ratings for all educational standards 5. Engagement of School Leadership: 4- 	<p>Fall 2024 CA Dashboard:</p> <p>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: 4- Full Implementation ratings for all academic standards. 4. Implementation of Standards: 4- Full Implementation and 5- Full Implementation and Sustainability ratings for all educational standards 5. Engagement of School Leadership: 4- 	Not Applicable until 2026	<p>Annually maintain Local Indicator - Priority 2 through the self-reflection 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: 4- Full Implementation ratings for all academic standards. 4. Implementation of Standards: 4- Full Implementation and 5- Full Implementation and Sustainability ratings for all educational standards 5. Engagement of School Leadership: 4- 	<ol style="list-style-type: none"> 1. Professional Development: Maintained 2. Instructional Materials: Maintained 3. Policy & Program Support: Maintained 4. Implementation of Standards: Maintained 5. Engagement of School Leadership: Maintained
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		Full Implementation	Full Implementation		Full Implementation	
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The actions outlined in goal 1 were proven to be mostly effective based on the school’s current data and progress monitoring for year 1. During this academic year, the school focused on instructional strategies and evidence-based interventions to better support student outcomes in the areas of math, English, overall progress, and core course completion. Within this goal, the school specifically focused on ELs as identified under Differentiated Assistance for SBAC results in both Math and ELA.

The actions within goal 1 were fully implemented this school year and were effective in making progress towards the target for year 3 outcomes within the LCAP:

ELA & Math Intervention Services (Action 6), ELA & Math Professional Development (Action 7) and Professional Development (Action 16) all have supported the school in making improvements in students' GLE results in Math and English, student progression, and core course completion through this academic year. Intervention specialists in both Math and English provide students small group intervention support through their core coursework and build on their skills to understand the material and become independent learners. Multiple Professional Development opportunities have been made available to instructional staff to support them in their professional growth and improve their instructional practices to increase student engagement and achievement. There was an increased focus this year on EL and LTEL Interventions (Action 1 and 5) to ensure these students are making academic progress in both math and English. ELD Teachers and Small Group Instruction Teachers have participated in several EL and LTEL Professional Developments (Actions 2, 3, and 18) to implement Sheltered Instruction Observation Protocol (SIOP) in their lesson plans to integrate language and content instruction to support EL and LTEL students in the classroom. During professional developments teachers have also learned how to utilize instructional strategies, like graphic organizers, to support students in their writing for all subject areas and create a consistent model to increase ELs, LTELs, and SWD confidence in their writing skills. To further the support of our EL and LTEL students, the school was able to hire an ELD Intervention Specialist (Action 4) who met with students in a one-on-one setting or small group to support them through their coursework, academic planning, and post-secondary goals.

The following actions within goal 1 were fully implemented this school year and were effective in making progress towards the target for year 3 outcomes within the SPSA (Title):

Successes: With the use of Title I Funds, the school implemented the use of Academic Intervention Specialists (Action 11), Tutoring Services (Action 12), and Targeted Math and ELA Intervention (Action 17) which all supported students academic achievement and closing the learning gaps among our students. Academic Intervention Specialists (Action 11) were able to provide students more individualized support through Targeted Math and ELA Intervention (Action 17) programs, like Freckle, to meet where the students are in math and reading and increase their skills to get them closer to their grade level and decrease the learning gap of our students. While the usage of Tutoring

Services (Action 12) is proven to show successful outcomes for students there was a low participation rate throughout the school year. In addition, the school was able to host a Book Fair under Literary Workshops and Resources (Action 13) for all students where they had the opportunity to select a few books of their choice without having to worry about the cost of the book. Many students took advantage of this opportunity to further explore their interests and expand their reading. Through the use of Title II funds, the school was able to provide Admin Credential Tuition Reimbursement (Action 14) for staff in leadership positions who were pursuing their preliminary admin credential or clearing their admin credential. The admin credential programs have provided our leaders with the resources and knowledge to better support teachers with their instructional practices, school plans, and working as a team to reach school goals.

Challenges: The school recognizes there was a low participation rate of students utilizing the Tutoring Service (Action 12) and has made plans to provide additional training at the start of the 25/26 school year and work with the Tutoring Service to ensure staff feel confident in using the program and supporting their students through the program to increase student participation and overall student achievement

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

Material Differences in LCAP: The LEA overestimated the cost of the budgeted expenditures for Goal 1 Action 7 - ELA & Math Professional Development and Goal 1 Action 9 - Educational Technology Resources. Both actions were implemented in the 24/25 school year, but did not reach or exceed the budgeted expenditure. ELA & Math Professional Development was offered throughout the school year with an emphasis on supporting diverse learners in class, but the expenses for the PDs were less than anticipated. As for Educational Technology Resources, the LEA was able to use a grant to support the cost of replacement Chromebooks for students which impacted Goal 1 Action 8 to not meeting the budgeted allocation. Under Goal 1 there were several actions (Action 1, 6, that were not fully expensed as of the March close for LCAP Expenses, but each action is anticipated to be fully exhausted by the end of the academic year as those actions were fully implemented and on track to meet the budgeted expenditures.

Material Differences in SPSA (Title): All Title actions within goal 1 (Academic Intervention Specialist, Tutoring Services, Literary Workshops & Resources, Leadership Development, and Targeted Math and ELA Intervention) were all implemented in the 24/25 school year, but budgeted expenditures may have been overestimated based on the estimated actual expenditures. The LEA planned to have at least four Academic Intervention Specialist staff throughout the school year, but two of them were unable to fulfill the role for the academic year and the LEA was unable to replace their positions resulting in more than half of the budgeted expenditure not being spent. The tutoring service expenses were far less than the school had anticipated because the billing structure had changed with the vendor to a usage billing cycle vs a flat fee for services in the 24/25 school year. The Literary Workshops & Resources, Leadership Development, and Targeted Math and ELA Intervention were all implemented, but expenses were overestimated when planning for the 24/25 school year.

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

The actions outlined within goal 1 were proven to be mostly effective based on the school's current data for year 1 outcomes and growth from baseline data in the following areas:

The actions related to intervention services and educational programs have shown to contribute to the positive growth in GLE across almost all student groups in both math and reading. In math, students demonstrated a GLE growth score of 1.3 this school year which is an increase from the previous year where the GLE growth score was 0.9. In math, there was only one student group, Foster Youth, that decreased from the baseline score of 1.2 to 0.8 and another student group, Middle School, that remained the same with a GLE growth score of 1.2 in the

24/25 school year. In reading, students demonstrated a GLE growth score of 1.3 this school year which is an increase from the previous year where the GLE growth score was 0.9. In reading, there was only one student group, Middle School, that decreased in performance from the baseline score of 1.0 to 0.8 this school year. There is an opportunity to support these identified student groups in their math and reading performance, but a majority of students are showing growth in both areas which could be attributed to the actions outlined in goal 1 that focus on intervention, professional development, and instruction.

The actions related to English Learners and Students with Disabilities have shown improvement in most areas within goal 1, but under metric 1 both subgroups increased the number of students performing in the “standard not met” measure for math. ELs went from 96.55% (22/23) to 100% (23/24) and SWDs went from 88.68% (22/23) to 91.57% (23/24) testing into the “standard not met” measure. For metric 2, ELs increased the number of students performing in the “standard not met” measure from 58.33% (22/23) to 60% (23/24) for ELA, but there was a decrease in the number of SWDs performing in “standard not met” measure from 44.44% (22/23) to 40.96% (23/24). The school will continue to focus on these two subgroups to ensure they are receiving support in both math and reading and staff are using tools from professional developments to enhance their teaching and instructional practices for EL students and SWDs.

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

Changes Made as a Result of Analysis and Prior Reflection:

Based on analysis of Dashboard data and internal monitoring, the LEA is making the following changes to this goal for the 2025–26 LCAP:

Removal of Metric 3: “The LEA aims to ensure that all EL students are participating in a designated ELD Support Class.”

This metric is being removed due to a lack of variation in reporting across sites and limited usefulness in gauging student progress. Internal reviews showed that the metric measured access rather than impact and did not correlate with improvements on the English Learner Progress Indicator (ELPI). The LEA will instead focus on outcome-based metrics, such as ELPI performance levels and reclassification rates, which better capture student growth.

Removal of Action 16: Professional Development (duplicative of Action 7).

This action was found to be redundant, as Action 7 already includes robust professional development targeting instructional strategies for ELA and math. Over the last year, both actions were funded and implemented, but internal evaluations and educational partner feedback suggested that separating the efforts led to fragmented implementation. By consolidating this work under Action 7, the LEA aims to improve coherence, reduce redundancy, and ensure that professional learning is more targeted and sustainable.

These changes reflect a shift toward streamlining efforts and ensuring all actions and metrics are tightly aligned to impactful outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted ELD Intervention	Implement targeted English Language Development (ELD) intervention programs to support English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.	\$701,000.00	Yes
Action #2	EL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for English Learners. Provide training on language acquisition theories, culturally responsive teaching practices, and strategies for differentiating instruction for ELL students.	\$248,500.00	Yes
Action #3	LTEL Professional Development	Organize professional development sessions for teachers focused on effective instructional strategies for Long-Term English Learners. Provide training on language acquisition theories, culturally responsive teaching practices, and strategies for differentiating instruction for Long-Term EL students.	\$248,500.00	Yes
Action #4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Allocate resources for recruiting and maintaining skilled individuals to assist with post-secondary planning and English Language Development efforts. Guarantee attractive compensation packages to draw and maintain professionals, and explore the possibility of introducing additional roles such as specialized support for English Learners, such as ELD Intervention Specialists or tutors.	\$318,000.00	Yes
Action #5	Targeted LTEL Intervention	Implement targeted English Language Development (ELD) intervention programs to support long-term English Learners in improving their language proficiency and academic skills. Provide additional instructional support and resources specifically designed for EL students.	\$701,000.00	Yes
Action #6	ELA & Math Intervention Services	Specialized intervention services, personnel, or programs, including EBI's, to support students struggling in ELA and Math to provide targeted assistance to improve their academic performance.	\$360,000.00	Yes
Action #7	Professional Development	Investing in professional development programs, workshops, professional learning communities for teachers to enhance their skills in delivering effective instructional strategies across all subjects, incorporating differentiated instruction, and utilizing research-based strategies to address student needs.	\$520,600.00	Yes

Action #8	Broad Course of Study	Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs.	\$3,423,600.00	Yes
Action #9	Educational Technology Resources	Procuring educational technology resources such as laptops, tablets, interactive whiteboards, educational software licenses, and online learning platforms to enhance classroom instruction and student engagement.	\$155,000.00	Yes
Action #10	Benchmark Assessments	Implementing benchmark assessments, such as Renaissance Star, to monitor student progress and growth in ELA and Math, using data-driven insights to inform instructional decisions and intervention strategies.	\$45,000.00	Yes
Action #11	Academic Intervention Specialist (Title I)	The role of the Title I Academic Intervention Specialists is to provide targeted support and interventions for students falling below academic standards while tailoring strategies to meet individual needs.	\$135,500.00	No
Action #12	Tutoring Services (Title I)	To close the achievement gap and increase academic success, the LEA will implement tutoring services to provide additional support for students struggling to meet state academic standards.	\$35,000.00	No
Action #13	Literary Workshops & Resources (Title I)	To support students struggling with English literacy, the LEA will implement workshops and strategies to enhance literacy skills, along with providing resources and tools to promote reading	\$20,000.00	No
Action #14	Leadership Development - Admin Credential Tuition Reimbursement (Title II)	Enhance leadership development by offering tuition reimbursement for administrators pursuing credentials, fostering effective leadership in addressing academic challenges within the school environment.	\$40,000.00	No

Action #15	Targeted Student Support and Learning Recovery (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and closing the achievement gap of our students through additional instructional time and intervention support.</p> <p>Findings from the comprehensive needs assessment in SBAC results in both math and ELA, as well as educational partner feedback, demonstrate a need for additional academic support, including targeted intervention. In math, the max score of the scale score decreased by 207 points for 8th graders; 11th graders slightly increased by 25 points with notable room for growth. In ELA, there was a decrease in the minimum scale score of 76 points for 8th graders and a decrease in the maximum scale score of 52 points for 11th graders. While 72.2% of students and 80.2% parents believe the intervention opportunities provided at the school are great, there is still room for growth to engage more students in intervention opportunities.</p> <p>Research shows that high-quality tutoring, provided by consistent well trained tutors or educators once or twice a week in 30- to 60-minute sessions with small groups of 2 to 4 students at the school site, is effective in closing the achievement gap.</p> <p>Metrics to measure effectiveness: LCAP Goal 1 - Metrics 1, 2, 4, 5, 6, 7 & 8</p>	\$220,000	No
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Action #16	Targeted Instructional Planning (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on setting academic goals and closing the achievement gap of students with identified needs through a researched-based program, Goalbook.</p> <p>Findings from the comprehensive needs assessment, as well as educational partner feedback, demonstrate a need for academic planning to better support students with identified needs. Based on SBAC math results, EL students scored 197.1 points below standard and SWDs scored 185.4 points below standard compared to all students who scored 143.2 points below standard. For ELA SBAC results, EL students scored 78.8 points below standard and SWDs scored 65.4 points below standard compared to all students who scored 24 points below standard. These data pieces demonstrate a need to focus on setting academic goals for these identified students.</p> <p>The charter will continue use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs and English Learners.</p> <p>Metrics to measure effectiveness: LCAP Goal 1 - Metrics 1, 2 3, 4, 5, 6, & 7</p>	\$17,850	No
Action #17	Targeted Math and ELA Intervention (Title 1)	The charter will include the implementation of evidence-based intervention programs aimed at supporting the academic growth of all students.	\$20,000.00	No
Action #18	SWD's Professional Development	Enhance professional development for staff working with students with disabilities (SWDs). Implement tailored training programs focusing on personalized instruction, technology integration, and fostering a student-centered environment. Provide specialized resources to empower staff in addressing the diverse needs of SWDs, ensuring impactful and inclusive education delivery	\$348,000.00	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

OFY-Acton developed this goal in direct response to persistent challenges in graduation rates, A-G completion, and College & Career Indicator (CCI) scores, particularly among Black/African American, English Learners (EL), Hispanic, Homeless, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWDs), and White students, as identified in the 2023 and 2024 California School Dashboard.

Key Data Driving This Goal

Graduation Rates

- All Students: Increased 2.5% to 36.0%, but rates remain very low.
- Students with Disabilities: Saw a significant increase (+9.7%), now at 34.9%, but still below the target.
- African American Students: Improved 11% to 30.6%, showing the impact of targeted interventions.
- White Students: Declined by 2.2%, requiring additional re-engagement strategies.
- Foster Youth: Declined by 4.4%, showing an urgent need for targeted dropout prevention strategies.

College & Career Readiness (CCI)

- All Students: Remains very low at 8.1%, despite a 1.2% improvement.
- English Learners: Increased by 2.7%, now at 4.5% prepared, but still significantly behind.
- Long-Term English Learners: Increased by 3.1%, reaching 4.9% prepared, but still below standard.
- Hispanic Students: Increased by 1.7%, now at 8.2% prepared.
- Homeless students: Declined by 4.2%, requiring urgent support.

A-G Completion & Post-Secondary Preparedness

- A-G completion rates for Students with Disabilities (SWDs) have historically been low (2021-22: 1.4%, 2022-23: 4.5%), indicating a need for staff training and student support.
- Dual enrollment and AP course participation remain low, requiring increased student outreach and awareness efforts.
- Math core course completion has improved from 5.22 units in 2021-22 to 6.22 in 2022-23 to 7.1 in 2024-25, but further gains are needed to support post-secondary success.

Dropout rates for Homeless students remain high, with 16.5% in 2022-23, though early interventions have reduced this to 5.41% in 2023-24 and 9.5% in 2024-25. Continued focus is necessary to sustain these improvements.

How This Goal Will Be Achieved

To address these disparities, OFY-Acton is implementing a structured, data-driven plan to improve graduation rates, post-secondary readiness, and career preparation.

Expanding Post-Secondary Readiness & Career Pathways

- Post-Secondary Planning & Field Trips: Exposing students to college visits, career fairs, and guest speakers to increase awareness of post-secondary opportunities.
- Dual Enrollment, AP, & CTE Pathways: Expanding access to advanced coursework, internships, and career-based learning to increase A-G completion and CCI scores.
- Post-Secondary Activities & Student Supplies: Providing essential resources and support for students enrolling in college credit courses and career programs.

Improving Graduation Rates & Credit Attainment

- Pathful Connect (Title I): Implementing student engagement tracking tools to identify and support students at risk of dropping out.
- Credit Recovery & Graduation Planning: Offering personalized support to students needing additional credits for graduation.
- Targeted Support for Foster Youth & Homeless Students: Implementing mentorship programs and re-engagement efforts to prevent dropouts.

Strengthening Staff Capacity to Support Post-Secondary Success

- Staff Development on A-G & College Readiness: Providing semesterly training to equip staff with knowledge of A-G requirements, ensuring accurate guidance for students and families.
- Leadership & Instructional Staff PD (Title II): Enhancing staff capacity to support underperforming student groups through evidence-based instructional strategies.

Why This Goal Matters

OFY-Acton recognizes that post-secondary readiness is crucial for student success. This goal ensures that all students—especially those facing systemic barriers—are provided with the guidance, resources, and opportunities they need to graduate, access college and career pathways, and pursue meaningful post-secondary experiences.

By maintaining a structured approach with evidence-based interventions, OFY-Acton is committed to closing achievement gaps, fostering student engagement, and creating equitable opportunities 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	Increase the percentage of students meeting A-G requirements, allowing for expanded post-secondary opportunities. (graduating A-G)	Internal A-G data tracking 2023-2024 All - 5.5% African American - 3.7% Hispanic - 4.3% White - 7.3% EL - 0% Homeless - 5.3% Socioeconomically Disadvantaged - 4.9% SWD - 0%	Spring 2025 Internal Data : All - 14.3% African American - 10.6% Hispanic - 12.5% White - 19.3% EL - 8.8% Homeless - 5.4% Socioeconomically Disadvantaged - 14.6% SWD - 11.6%	Not Applicable until 2026	The charter aims to increase the percentage of students meeting A-G requirements by 3% across the 3-year LCAP cycle	All - 8.8%↑ African American - 6.9%↑ Hispanic - 8.2%↑ White - 12%↑ EL - 8.8%↑ Homeless - 0.1%↑ Socioeconomically Disadvantaged - 9.7%↑ SWD - 11.6%↑
Metric# 2	Increase student enrollment in college credit courses to broaden their exposure to higher education experiences.	Spring 2024 Internal Data: 1.4% (74/5287)	Spring 2025 Internal Data: 6.0% (220/3,676) 100 students have taken at least 2 dual enrollment course	Not Applicable until 2026	The charter aims to have 2% of all students complete at least 2 dual enrollment college classes.	4.6%↑
Metric# 3	Expand Career Technical Education (CTE) programs to provide students with practical skills and pathways for future careers.	2023 CA Dashboard: 3 students (2022-2023) Spring 2024 Internal Data: 85 students in CTE classes	2024 CA Dashboard: 8 students (10.7%) completed a CTE Pathway Spring 2025 Internal Data: 20 students completed a CTE Course	Not Applicable until 2026	By 2027, The charter aims to have 10 students complete a CTE pathway as measured by the California Dashboard.	5↑

Metric# 4	Maintain a one-year DASS graduation rate at or above 68%, ensuring a strong foundation for students' post-secondary journeys.	<p>Spring 2024 Internal Data: 36.2% 3-year average: 84.8% previous 3 years</p> <p>2023 CA Dashboard: 4-5-year grad rate data 33.5%</p>	<p>2024 CA Dashboard: 1-year rate: 83.4% 3-year average: 83.4% 4-5-year grad rate data: 36% 4-5-year grad rate data (3-year average): 43.33%</p> <p>Spring 2025 Internal Data: 1-year rate: 61.2%</p>	Not Applicable until 2026	The charter aims to maintain a one-year DASS graduation rate at or above 68% across the 3-year LCAP cycle.	1-year rate: 25%↑ 3-year average: 1.4%↓ 4-5-year grad rate data: 32.5% ↑
Metric# 5	Seal of Biliteracy completion	<p>2022-23 school year: 3 students Spring 2024: 16 Students</p>	<p>2024 Dashboard: 20 students earned the Seal of Biliteracy</p> <p>Spring 2025 Internal Data: 40 students have earned the Seal of Biliteracy out of 614 eligible students.</p>	Not Applicable until 2026	By 2027, 10% of graduating students eligible for the Seal of Biliteracy will attain this recognition, thereby enhancing the percentage of students identified as prepared on the College/Career Indicator (CCI).	6.5%↑

Metric# 6	The Charter aims to increase graduation rates for Black/African American, EL, Hispanic, Homeless, SED, SWD, and White students.	2023 CA Dashboard: Graduation Rates: Black/African American: 19.7% EL: 27.4% Hispanic: 34.8% Homeless: 26.8% SED: 32.5% SWD 25.2% White: 31.2% All Students: 33.5%	2024 CA Dashboard: Black/African American: 30.6% (+10.9%) EL: 30.6% (+3.2%) Hispanic: 6.6% (+1.8%) Homeless: 30.8% (+4%) Low-Income: 35.8% (+3.3%) SWD: 34.9% (+9.7%) White: 29% (-2.2%) All Students: 36% (+2.5%)	Not Applicable until 2026	Each student group listed in our baseline data will increase its graduation rate on the Grad Rate Indicator by at least 5% by the release of the Fall 2027 CA Dashboard.	Black/African American: 11%↑ EL: 3.2%↑ Hispanic: 1.8%↑ Homeless: 4%↑ Low-Income: 3.3%↑ SWD: 9.7%↑ White: 2.2%↓ All Students: 2.5%↑
Metric# 7	The Charter aims to increase subgroup participation in post-secondary preparation activities, including dual enrollment, AP courses, CTE classes, A-G Planning Guide, Workforce certifications, and Internship completion.	2023 CA Dashboard: College/Career Indicator Black/African American: 3.6% EL: 1.7% Hispanic: 6.5% Homeless: 8.3% SED: 6.4% SWD 1.6% White: 7.1% All Students: 6.9%	2024 CA Dashboard: Prepared: Black/African American: 1.9% (-1.7%) EL: 4.5% (+2.8%) Hispanic: 8.2% (+1.7%) Homeless: 4.1% (-4.2%) Low-Income: Low Income: 7.9% (+1.5%) SWD: 1.4% (-0.2%) White: 7.8% (-0.7%) All Students: 8.1% (+1.2%)	Not Applicable until 2026	Each student group listed in our baseline data will increase its preparedness on the College/Career Indicator by at least 5% by the release of the Fall 2027 CA Dashboard.	Black/African American: 1.7%↓ EL: 2.8%↑ Hispanic: 1.7%↑ Homeless: 4.2%↓ SED: 1.5%↑ SWD: 0.2%↓ White: 0.7%↓ All Students: 1.2%↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The actions outlined in goal 2 were shown to make progress based on the school’s current data and progress monitoring for year 1. During this academic year, the school focused on components of the college and career indicator to increase student engagement and participation. Within this goal, the school specifically focused on the student groups, Black/African American, EL, Hispanic, Homeless, Low-Income, SWDs, and White, as identified under Differentiated Assistance for Graduation Rate and College/Career Indicator.

The actions within goal 2 were fully implemented this school year and were effective in making progress towards the target for year 3 outcomes within the LCAP:

All actions within goal 2, Post-Secondary Planning (Action 1), Post-Secondary Opportunities (Action 2), Post-Secondary Activities/Events (Action 4), and Staff Development (Action 5) were fully implemented during the 24/25 school year. As a WIOA, our goal is to ensure students know what they are doing the day after high school whether that be a job, vocational school, community college, or a university, we want to provide students with an opportunity to set goals in high school and work towards their dreams and through these actions we are able to do so. Students have access to a Post-Secondary Counselor and Independent Study Teacher who can support students through their career exploration and help set goals with the students. The school offered several Post-Secondary Opportunities such as, dual enrollment, AP courses, CTE courses, and internship opportunities to increase student engagement in college level courses and different career pathways. This school year there was a greater focus on creating a 4 to 5 year grad cohort to ensure these students had an opportunity to participate in a College/Career component like, dual enrollment. This effort also supported students in making greater progress towards their graduation and college goals because they were earning high school and college at the same time. Students also had several opportunities to participate in Post-Secondary events such as the College and Career Fair, career and skill building workshops, and Career Chats where guest speakers from different professions spoke to students about their journey to their career and answer questions from students. In addition, the school provided various opportunities for staff to participate in staff development to learn more about A-G requirements, A-G courses, and the opportunities students have if they complete the A-G requirements. This action was intended to create more awareness and knowledge at the school and home level and ensure all students have the opportunity to graduate on the A-G track.

The following action within goal 2 was partially implemented this school year and was somewhat effective in making progress towards the target for year 3 outcomes within the SPSA (Title):

With the use of Title I Funds, the school is able to provide students and staff with a platform, Pathful Connect (Action 6), for career exploration which includes information about careers and live career chats with professionals. A challenge faced was the underutilization of the platform this school year, but has potential to be an effective resource for students and staff. The school will work on its partnership with Pathful Connect and provide more training opportunities for staff to learn how to incorporate the platform in class lessons, during career chats, and for setting and researching post-secondary goals.

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

Material Differences in LCAP: The LEA overestimated the cost of the budgeted expenditure for Goal 2 Action 2 - Post-Secondary Opportunities for the 24/25 school year. The action was implemented as anticipated, but the actual number of students participating in

programs like dual enrollment, AP exams, and CTE were lower than previous years due to a decline in overall student enrollment for this school year.

Material Differences in SPSA (Title): The LEA has no material difference between budgeted expenditures and estimated actual expenditures to report as all Title actions were implemented 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 have proven to be effective based on the school's current year 1 outcomes and growth from baseline data in the following areas:

The actions aimed at increasing student completion of College Credit Courses (CCC) have shown significant progress this school year. These efforts have prompted the opportunity for students to earn both high school and college credit through CCC. At this point in the school year, the number of students completing at least one CCC has increased from 74 students in 23/24 to 203 in 24/25. This growth can be attributed to the work of our post-secondary counselors, who have increased awareness of CCC among staff, students, and families. Additionally, their targeted support of the 4- to 5-year graduation cohort has been important for identifying students who are eligible for CCC enrollment and successful outcomes.

The actions related to increasing the graduation rate have shown growth from one year to the next. Based on the 2024 CA Dashboard, the seven identified student groups under Differentiated Assistance have all shown growth except for White students who decreased by 2.2%. Most of our actions within goal 2 have an impact on the school's graduation rate through academic counseling from counselors and independent studies teachers as well as opportunities to participate in college tour field trips, career related trips and events, and more staff development focusing on college and career indicators.

Many of the actions within goal 2 are directed towards supporting the school efforts in increasing the college and career indicator on the CA Dashboard. This year the school has seen growth in A-G completion of students compared to last year where 12% of graduating seniors have completed the A-G requirements so far this school year while last year we only had 5.5% of seniors meeting the requirement. This year we have had a team of staff who are working on promoting and supporting students through the process of earning the Seal of Biliteracy. At this point in the school year, we have had 29 earn the Seal of Biliteracy where last year we had 16 students. The growth of both of these college and career measures will continue to support the school in improving the College/Career Indicator year after year.

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

Changes Made as a Result of Analysis and Prior Reflection:

As a result of reflection on implementation and analysis of Dashboard and local data, the following changes have been made to Goal 2 for the 2025–26 LCAP:

Adjustment to Metric 3: To increase clarity for educational partners, the LEA has eliminated the second portion of the Target for Year 3 Outcome in metric 3. The second portion included the following: By 2027, the charter aims to increase CTE completion by 10%. This posed some conflicts in determining the intended goal for this metric. The LEA will focus on increasing the number of students who complete a CTE pathway as measured by the California Dashboard.

Adjustment to Metric 4: The graduation rate target has been revised from 78% to 68% to align with the DASS (Dashboard Alternative School Status) methodology. The original target of 78% did not reflect the unique accountability framework for DASS schools and was determined to be an unrealistic benchmark. This adjustment ensures that the metric remains ambitious yet attainable and better reflects the student population served, while still promoting post-secondary readiness.

Action Consolidation – Removal of Action 6 and Integration into Action 2: Action 6, which previously provided funding for student supplies, has been removed due to redundancy with Action 2. Analysis of expenditures and program operations revealed that the student supplies funded under Action 6 are already embedded within the course materials and curriculum costs outlined in Action 2. Combining the actions reduces duplication, streamlines program funding, and improves efficiency in delivering resources to students.

Action Reassignment - Transferring Goal 2 Action 7 PD for Leadership & Instruction Staff (Title II) to Goal 3: After analyzing the effectiveness of our actions outlined in goal 2, the LEA recognized that action 7 did not align with the metrics in goal 2 and could be better evaluated using the metrics in goal 3. Reassigning Goal 2 - Action 7 to Goal 3 - Action 11 will allow the LEA to more effectively evaluate the impact and effectiveness of this action.

Goal 2 Adjustment: To avoid redundancy with the metrics outlined in goal 2, the school has removed language specifying the achievement of particular benchmark results from the language in the description of goal 2

These changes reflect the LEA's commitment to maintaining high expectations while ensuring that goals, metrics, and actions remain appropriately aligned to student needs, program realities, and accountability structures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Post-Secondary Planning	Implement post-secondary planning programs and workshops to guide students in exploring their career interests, college options, and vocational pathways. Provide resources and support for students to develop post-secondary plans tailored to their individual goals.	\$1,112,600.00	Yes
Action #2	Post-Secondary Opportunities	Expand opportunities for students to participate in post-secondary programs such as dual enrollment, Advanced Placement (AP) courses, career technical education (CTE) pathways, and internships. Provide the necessary supplies and resources to support students' engagement in these programs. Ensure equitable access to these opportunities for all students.	\$1,045,165.00	Yes
Action #3	Post-Secondary Field Trips/Opportunities	Organize and fund post-secondary field trips and opportunities to expose students to various career paths and college experiences.	\$408,550.00	Yes
Action #4	Post-Secondary Activities/Events	Organize events and activities that engage students with post-secondary opportunities, such as college fairs, workshops, and guest speakers.	\$595,000.00	Yes
Action #5	Staff Development	Conduct semester training for all staff to educate them on A-G requirements, building awareness among the team to facilitate A-G conversations with students and parents/guardians.	\$260,145.00	Yes
Action #6	Pathful Connect (Title I)	Utilize Pathful Connect to enhance student engagement, track progress, and tailor learning experiences for students below academic standards.	\$9,000.00	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

- 1: Basic Services
- 3: Parent Involvement
- 4: Student Achievement
- 5: Student Engagement
- 6: School Climate

An explanation of why the LEA has developed this goal.

OFY-Acton developed this goal in response to significant disparities in student engagement, attendance, and school climate, particularly among Hispanic students, Homeless students, and other high-need student groups. A safe and inclusive school environment is essential for ensuring students attend regularly, remain engaged, and feel supported in their academic journey.

Data Visualized

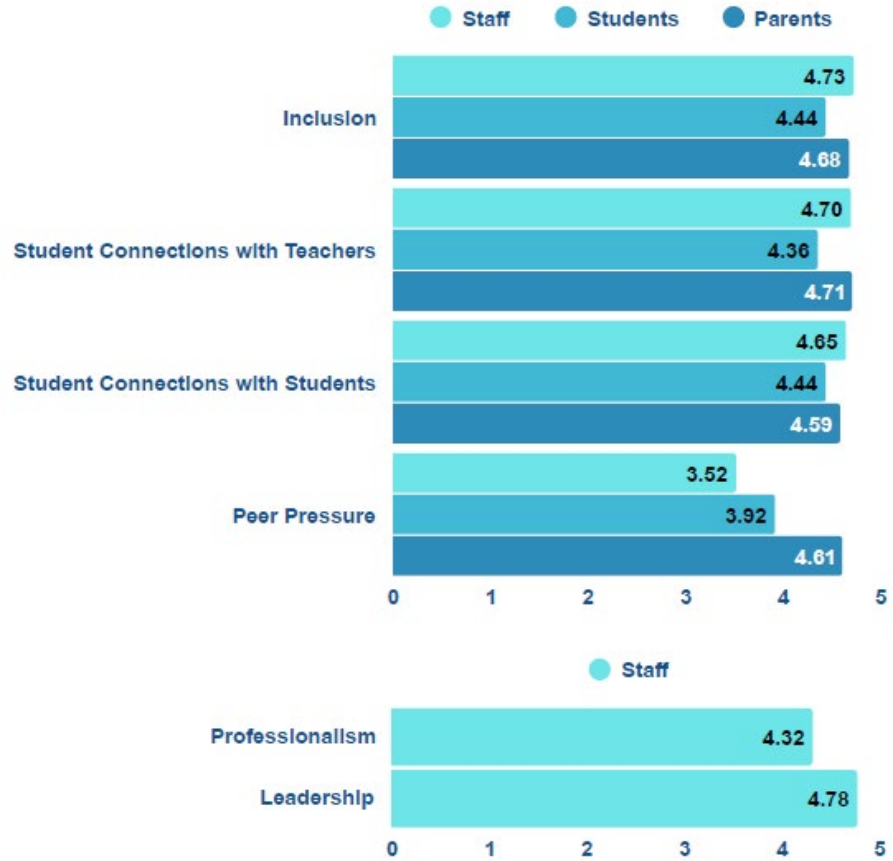
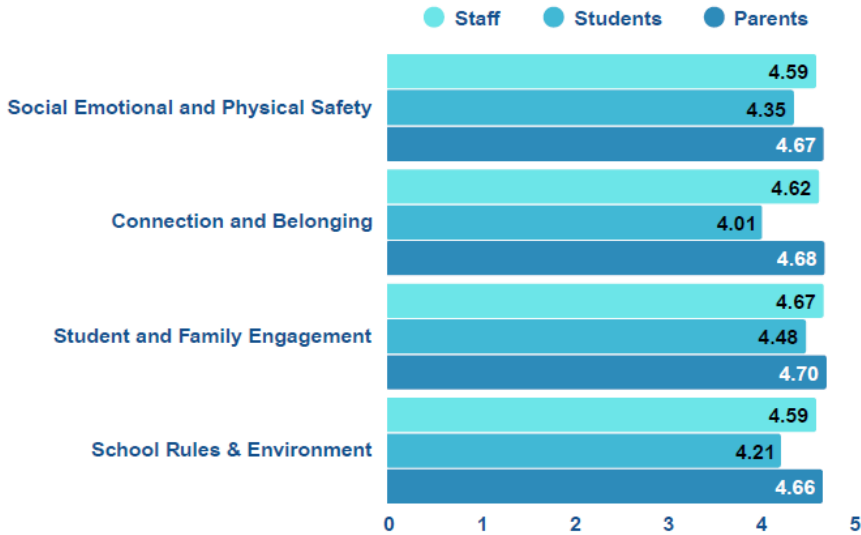
The following charts present a comparative analysis of the climate survey conducted for OFY Acton, capturing perceptions from staff, students, and parents across multiple critical dimensions of school climate.

Key strengths include:

- High confidence in social-emotional and physical safety.
- Strong sense of connection and belonging within the school community.
- Professionalism among school staff rated very positively.

Areas of opportunity:

- Student-teacher relationships.
- Fairness and clarity of school rules and environment.
- Perceptions of peer pressure, especially related to social media.



Key Data Driving This Goal

Chronic Absenteeism

Overall Chronic Absenteeism: 47.6% (declined 10.1%)

Hispanic Students: 50% (declined 15%)

Why This Matters: While chronic absenteeism has improved, nearly half of students remain chronically absent, highlighting a continued need for engagement strategies and student support services.

Dropout Rates

Middle School: 3.7%

High School: 4.3%

Homeless Students: 8.7%

Why This Matters: Homeless students have the highest dropout rate, more than double the overall high school dropout rate, indicating a need for targeted interventions and wraparound services.

Middle School Credit Attainment

Middle School students continue to lag behind their high school peers in credit attainment, requiring stronger academic support and engagement strategies.

How This Goal Will Be Achieved

To address these challenges, OFY-Acton is implementing a comprehensive plan to enhance school climate, improve attendance, and reduce dropout rates:

Improving Student Engagement & Attendance

- School Climate Surveys (Title I): Regularly gathering student, parent, and staff feedback to inform school improvement efforts.
- Sports, Student Council, & Experiential Learning: Expanding extracurricular opportunities to encourage school connectedness and engagement.
- Student Initiatives – Arts Program (Title I): Offering creative outlets for students who may struggle in traditional academic settings, promoting alternative pathways to engagement.

Strengthening School Safety & Support Systems

- Visitor Management & Security Patrol Systems: Enhancing school safety measures to create a secure learning environment.
- Mental Health & Trauma-Informed Professional Development (Title II & LREBG): Training staff to better support students struggling with social-emotional challenges, ensuring they receive the necessary resources for success.

Targeted Support for At-Risk Students & Families

- Parent & Family Engagement (Title I): Hosting workshops and engagement events to provide families with the tools to support student attendance and success.
- Care Closet Program (Title I): Providing essential supplies, uniforms, and hygiene products for students, reducing barriers to school attendance for homeless and at-risk students.

Expanding Social-Emotional & Wellness Support

- Student Initiatives – Academic Wellness Supports (Title I): Implementing mental health and wellness programs to help students manage stress and stay engaged in school.
- Targeted Social-Emotional Well-Being (LREBG): Expanding SEL programming to support students in developing emotional regulation, goal-setting skills, and positive peer relationships.

Why This Goal Matters

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

By maintaining a structured approach with targeted interventions, OFY-Acton aims to:

- Reduce chronic absenteeism and dropout rates through student engagement initiatives.
- Strengthen mental health and social-emotional learning supports for homeless and at-risk students.

- Improve school climate through safety enhancements, extracurricular programs, and family engagement.

Through data-driven decision-making and continuous evaluation, this goal will drive measurable improvements in school safety, student attendance, and overall student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Middle School Chronic absenteeism	Spring 2024 Internal Data: 47.1%	Internal Data: 42.3% 2024 CA Dashboard: 47.6% chronically absent Declined 10.1%	Not Applicable until 2026	Chronic Absenteeism will be reduced by at least 10% based on current enrollment.	Declined 10.1%↓
Metric# 2	Dropout rate	Spring 2024 Internal Data: High school: 2.5% Middle school: 0%	Spring 2025 Internal Data: High school: 3.2% Middle school: 0%	Not Applicable until 2026	The high school dropout rates will be maintained at or below 5%. The middle school dropout rates will be maintained at or below 2%.	High School: 0.7%↑ Middle School: Maintained 0%
Metric# 3	Suspension rate	Fall 2023 CA Dashboard: 0.1% suspended at least once	2024 CA Dashboard: 0.1% suspended at least one day	Not Applicable until 2026	The charter aims to maintain its suspension rates at or below 1.5%.	Maintained 0%
Metric# 4	Online Safety and Peer Relationships	2023-24 Results: Parents: Overall: 4.13 Online Safety: 4 Peer Relationships: 3.6 Students: Overall: 3.94 Online Safety: 3.5 Peer Relationships: 3.71	Online Safety/Peer Pressure: (Social Media Focused) Parents: 4.61 Students: 3.92 Peer Relationships/Student Connection with Students: Parents: 4.59 Students: 4.4	Not Applicable until 2026	By the end of the 3-year cycle: Online Safety rating will be maintained at a 4.0 for parents and the student rating will increase to 3.75. Peer Relationship rating will increase to 4.0 for both groups	Online Safety/Peer Pressure (Social Media Focused) Parents: 0.61↑ Students: 0.42↑ Peer Relationships/Student Connection with Students: Parents: 0.99↑ Students: 0.69↑

<p>Metric# 5</p>	<p>Basic Services</p>	<p>Based on Fall 2023 CA Dashboard:</p> <p>Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 36.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Acton, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under</p>	<p>2024 CA Dashboard:</p> <p>Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 35.9% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Acton, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned</p>	<p>Not Applicable until 2026</p>	<p>Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): maintained at or above 36.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 	<p>Teaching Assignment Monitoring:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): maintained at or above 36.5% • Textbook Insufficiencies, Facilities Inspections, and the number of Uniform Complaints outcomes were unchanged.
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		the Education Code reference mentioned above for alternative settings. Using this report in the 2022-2023 school year, all Options for Youth-Acton teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	above for alternative settings. Using this report In the 2023-24 school year, all OFY Acton teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.			
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The actions outlined in goal 3 were mostly implemented as intended based on the school’s current data and progress monitoring for year 1. During this academic year, the school focused on increasing student engagement while focusing on social emotional needs, school safety, and parent involvement in various aspects of the school.

The actions within goal 3 were fully implemented this school year and were effective in making progress towards the target for year 3 outcomes within the LCAP:

Sports, Student Council, and Student Experiences (Action 2) contribute to a positive and engaging school culture which influences students to remain engaged in school. The school efforts within this action help keep the chronic absenteeism rate, dropout rate, and suspension rate low. When students are actively involved and engaged in the school while their social emotional needs are being addressed they tend to feel better about being at school and are more encouraged to do well in academics to be able to continue to participate in the extracurricular activities available to them. Safety was a common concern found in educational partner engagement feedback and the school addressed those concerns by ensuring a Visitor Management System (Action 3) and Security Patrol System (Action 4) were implemented. The school was successful in ensuring these actions were carried out and addressed the safety concerns of all educational partners.

The following action within goal 3 was partially implemented this school year and was somewhat effective in making progress towards the target for year 3 outcomes within the SPSA (Title):

Successes: With the use of Title Funds, the school was also able to expand parental involvement through Parent and Family Engagement (Action 5) by providing workshops targeting parents on common concerns pointed out in their feedback like drug and alcohol use and cyber

safety. Our Foster Youth and Homeless students had access to essential living and school supplies through the Care Closet (Action 6) to ensure they felt prepared and confident to attend school throughout the school year. The Arts Program (Action 7) continued to provide students additional opportunities to explore art classes and art events to expand their knowledge and build on their social emotional skills through art.

Challenges: While the school did utilize some of the funds allocated for the Academic Wellness Supports and Resources (Action 8) and Mental Health and Trauma PD (Action 9) out of Title I and Title II funds, there is still an opportunity to further grow these actions to make a more meaningful impact to student achievement in the upcoming school year. The school will focus on building out teams of staff who will support these efforts and ensure they are being carried out to their full potential in all school sites. In addition, there was a low participation rate among students and parents for the School Climate Survey (Action 1). Which provides the school with valuable information to help address the concerns of our staff, students, and families when developing goals and making decisions for the following school year.

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

Material Differences in LCAP: The LEA identified a material difference in the budgeted expenditure for Goal 3 Action 3 - Visitor Management System for the 24/25 school year. While this action was fully implemented as planned, the actual cost was lower than originally budgeted. This variance occurred because the initial estimate exceeded the amount invoiced by the vendor.

Material Differences in SPSA (Title): Regarding actions funded through Title I, the LEA did utilize some of the allocated funds for Parent and Family Engagement (Action 5) and Care Closet (Action 6). Although funds were expended for these actions, implementation is still in progress and has not yet reached its full intended impact. In the upcoming school year, the LEA plans to enhance implementation by building out teams of staff at each school site who will support these efforts and ensure they are being carried out to their full potential. The LEA anticipates by the end of this school year, Action 1 - School Climate and Action 9 - Mental Health and Trauma PD will be fully exhausted as planned. However this is not yet reflected in the March LCAP tagging report, as the fiscal year is still in progress.

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

The actions outlined in goal 3 were proven to be mostly effective based on the school's current data and progress monitoring for year 1. During this academic year, the school focused on increasing student engagement while focusing on social emotional needs, school safety, and parent involvement in various aspects of the school.

Results from the School Climate survey show improvement in student and parents' perception of their main concern of social media through online safety/peer pressure. Students rating increased from 3.5 to 3.92 while parents increased from 4 to 4.61. Actions like extracurricular activities, security, parent and family engagement, arts program, academic wellness supports and resources, and target social and emotional well-being can all be contributed to the impact of improving concerns of online safety and peer pressure. These actions require students to learn to work with one another, resolve issues, and learn how to manage and control their responses for their own well-being and for others as well.

While the chronic absenteeism rate remains higher than desired, the school has implemented targeted supports for its middle school population through extracurricular activities, grade-level cohorts, and individualized academic and social-emotional interventions. As of the current reporting period, chronic absenteeism stands at 42.3%, reflecting a 4.8 percentage point decrease from the previous year's rate of 47.1%. In response, the school will place increased emphasis on addressing the specific barriers affecting middle school students'

attendance and academic engagement. The school will also continue to expand social-emotional supports to foster greater connection and student success.

Although this was an implementation year and the first in the three-year LCAP cycle, the school is proud of the early impact of actions under Goal 3. These efforts have contributed to maintaining a suspension rate below 1.5% and a dropout rate below 3.5% during the 2024–25 academic year.

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

Changes Made as a Result of Analysis and Prior Reflection:

As a result of reflection on implementation, the following change has been made to Goal 3 for the 2025–26 LCAP:

Action Reassignment - Transferring Goal 2 Action 7 PD for Leadership & Instruction Staff (Title II) to Goal 3 - Action 11: After analyzing the effectiveness of our actions outlined in goal two, the LEA recognized that action 7 did not align with the metrics in goal 2 and could be better evaluated using the metrics in goal 3. Reassigning Goal 2 - Action 7 to Goal 3 - Action 11 will allow the LEA to more effectively evaluate the impact and effectiveness of this action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Climate Survey (Title I)	Administer regular school climate surveys to gather data on safety, inclusivity, academic support, and resources. Analyze survey results to inform decision-making and identify areas for improvement.	\$2,100.00	No
Action #2	Sports, Student Council, and Student Experiences	Allocate resources to enhance sports programs, student council activities, and experiential learning experiences to promote a positive and engaging school culture.	\$875,000.00	Yes
Action #3	Visitor Management System	Invest in a visitor management system to enhance school security and ensure a safe learning environment.	\$9,500.00	No
Action #4	Security Patrol System	Invest in additional security measures, such as a security patrol system, to further ensure the safety and well-being of students and staff.	\$720,000.00	Yes
Action #5	Parent and Family Engagement (Title I)	Conduct regular workshops for parents and guardians to enhance their understanding of the school's safety measures, inclusivity initiatives, and available academic resources.	\$10,000.00	No
Action #6	Homeless and Foster Youth: Care Closet Program (Title I)	Establish and maintain a Care Closet to provide essential supplies, uniforms, and resources for students, including both foster youth and homeless students, fostering an environment conducive to learning.	\$15,000.00	No
Action #7	Student Initiatives - Arts Program (Title I)	Expand the Arts Program to offer creative outlets for students, promoting engagement and providing an alternative approach to learning for those struggling academically	\$15,000.00	No
Action #8	Student Initiatives - Academic Wellness Supports and Resources (Title I)	Invest in wellness support tools and resources to address the non-academic needs of students, promoting overall well-being, which in turn will lead to increased academic performance.	\$80,000.00	No
Action #9	Mental Health and Trauma PD (Title II)	Conduct mental health and trauma-focused professional development for staff to better understand and address the social-emotional needs of disadvantaged students struggling academically.	\$20,000.00	No
Action #10	PD for Leadership & Instructional Staff (Title II)	Provide professional development opportunities for leadership and instructional staff to enhance their capacity in addressing the academic needs of students falling below standards.	\$50,000.00	No

Action #11	Targeted Social and Emotional Well-Being (LREBG)	<p>This action is supported by the Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing the social and emotional well-being needs of our students through social emotional course offerings, school personnel, and resources.</p> <p>Findings from the comprehensive needs assessment addressing chronic absenteeism and educational partner feedback suggest a need for mental health resources for students to be successful in their academics. 47.6% of our 8th grade population was chronically absent in the 23/24 school year displaying a need for improvement. An area of opportunity identified in the School Climate survey is perceptions of peer pressure, especially related to social media. This action addresses the need to provide social emotional support through coursework, wellness counselors, and resources.</p> <p>The charter will continue to use EmpowerU as a Tier 2 support to address the needs of students' social emotional experiences. EmpowerU offers online lessons with support from a coach to increase self confidence, motivation, and mental wellbeing of students. Students learn to manage their thoughts, emotions, and behaviors.</p> <p>In addition, the charter will continue to offer access to wellness counselors to support the mental health needs of our students. Counseling services play a vital role in helping students develop emotional regulation, build resilience, and overcome feelings of isolation. Research also indicates that mental health support contributes to improved emotional wellbeing, a reduction in bullying, and enhanced academic performance.</p> <p>Metrics to measure effectiveness: LCAP Goal 3 - Metrics 1, 3 & 4</p>	\$220,000	No
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Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$11,319,597	\$1,377,964

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
35.46%	34.613%	\$11,048,367.15	35.463%

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</p> <p>Action # 6</p> <p>Action #7</p> <p>Action #8</p> <p>Action #9</p> <p>Action #10</p>	<p>As part of the 2025 Comprehensive Needs Assessment (CNA), OFY-Acton conducted a thorough analysis of student performance, attendance, and input from educational partners to assess the ongoing needs of Foster Youth, Homeless Youth, and Low-Income (FRMP) students. These charterwide actions are principally directed to address the persistent, data-verified needs of these unduplicated student groups, as reflected in the CNA, LCAP Reflections, Goal Analysis, and CSI Plan updates.</p> <p>Key findings include:</p> <ul style="list-style-type: none"> • Foster Youth continue to experience academic instability due to frequent placement changes, limiting access to consistent academic and social-emotional support. • Homeless Students face barriers such as housing instability, lack of transportation, and limited access to educational resources, contributing to chronic absenteeism and low academic performance. • Low-Income Students encounter financial constraints that restrict access to enrichment, technology, and advanced coursework, widening achievement gaps. • Math Performance remains an area of concern for EL, Homeless, and FRMP students, who continue to struggle with foundational skills despite prior interventions. 	<p>To ensure that Foster Youth, Homeless, and Low-Income students receive increased and improved services, the following LEA-wide interventions have been specifically designed to prioritize their unique needs while maintaining access for all students. These actions are principally directed toward unduplicated student groups based on data-driven needs assessments and targeted strategies to improve their academic performance and overall well-being.</p> <p>Professional Development (Goal 1, Action 7)</p> <ul style="list-style-type: none"> • Principally Directed Toward Unduplicated Students: <ul style="list-style-type: none"> • Trains educators to recognize and address the unique challenges of Foster Youth, including academic instability due to frequent placement changes. • Equips teachers with trauma-informed instructional strategies to better support homeless students, who often experience learning disruptions due to housing instability. • Provides specialized training on scaffolding instruction and differentiation to help low-income students who lack foundational academic skills due to limited access to early intervention programs. <p>Why This Action is LEA-Wide: By implementing this across all sites, educators are consistently equipped with best practices to support unduplicated students, ensuring that no matter where a student is placed or transfers, they will receive quality instruction tailored to their needs.</p>	<p>Metrics to Measure Effectiveness:</p> <p>Goal 1 Metric 5: Demonstrate student Math growth to increase/improve Math SBAC scores with all student groups showing an average Math GLE score growth of 1.0 across the 3-year LCAP cycle</p> <p>Goal 1 Metric 6 Demonstrate student ELA growth to increase/improve ELA SBAC performance with all student groups showing an average ELA GLE score growth of 1.0 across the 3-year LCAP cycle</p>
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- **Academic & Extracurricular Participation** is limited due to AB planning guide restrictions, which prioritize core courses and reduce access to electives, CTE, and engagement opportunities.

This year marked the first implementation year of the three-year LCAP cycle. Based on 2024–25 data and educational partner feedback, these needs remain significant and require sustained, targeted intervention to ensure equitable access to high-quality academic and social-emotional supports.

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

- Principally Directed Toward Unduplicated Students:
 - Provides consistent, high-quality academic support for Foster Youth, ensuring they receive structured interventions despite frequent school transitions.
 - Reduces learning loss for homeless students, who often experience gaps in academic progress due to unstable living conditions.
 - Ensures low-income students have access to specialized tutoring without financial barriers, closing achievement gaps in core subjects.

Why This Action is LEA-Wide:

Intervention services must be accessible across all schools to provide continuity for mobile student populations (Foster Youth and Homeless students). A centralized approach also ensures standardized quality and effectiveness in academic support.

Broad Course of Study (Goal 1, Action 8)

- Principally Directed Toward Unduplicated Students:
 - Expands access to elective courses and CTE programs for Foster Youth, who often miss out due to school transitions.
 - Provides stable, engaging academic experiences for homeless students, increasing school connectedness and motivation to attend school regularly.

- Ensures low-income students can participate in a well-rounded curriculum without financial barriers to materials, supplies, or extracurricular programs.

Why This Action is LEA-Wide:

A broad curriculum benefits all students, but it is principally directed toward unduplicated students by ensuring that disenfranchised students have the same access to coursework and engagement opportunities as their more stable peers.

Educational Technology Resources (Goal 1, Action 9)

- Principally Directed Toward Unduplicated Students:
 - Provides Foster Youth with uninterrupted access to digital learning tools, ensuring educational continuity despite school transitions.
 - Supports Homeless students with remote learning opportunities, overcoming barriers related to instability and unreliable transportation.
 - Eliminates financial barriers for Low-Income students, giving them access to essential technology needed for modern coursework.

Why This Action is LEA-Wide:

All students benefit from increased educational technology, but unduplicated students are more likely to lack personal access to these tools, making this intervention principally directed toward closing their access gap.

Benchmark Assessments (Goal 1, Action 10)

- Principally Directed Toward Unduplicated Students:
 - Allows Foster Youth’s academic progress to be tracked over time, preventing gaps in assessment data caused by frequent school changes.
 - Identifies academic gaps for homeless students, ensuring that interventions are targeted and timely.
 - Supports Low-Income students by ensuring instructional practices are data-driven, helping close achievement gaps caused by economic disadvantages.

Why This Action is LEA-Wide:

Benchmark assessments ensure consistency in instructional decision-making across the LEA. While all students benefit, unduplicated students face the greatest risk of academic disengagement—making targeted progress monitoring critical.

Through these **principally directed, charter wide actions**, OFY-Acton is meeting the Increased and Improved Services requirement by ensuring that Foster Youth, Homeless Youth, and Low-Income students receive the academic, behavioral, and engagement supports necessary to overcome systemic barriers. These actions also enhance overall instructional quality, ensuring that while all students benefit, the design and intent of each action specifically target the needs of unduplicated students. The 2025 CNA confirmed that their needs remain unchanged, reinforcing the importance of sustaining these critical services.

<p>Goal 2</p> <p>Action #1</p> <p>Action #2</p> <p>Action #3</p> <p>Action #4</p> <p>Action #5</p>	<p>Through the 2025 Comprehensive Needs Assessment (CNA), OFY-Acton reviewed student achievement data, educational partner feedback, and post-secondary preparedness metrics. The findings which can be found within our reflections, goal analysis and CSI prompts, reaffirm that the conditions, challenges, and barriers faced by unduplicated student groups (Foster Youth, Homeless, Low-Income, and English Learner students) remain unchanged, highlighting the ongoing need for targeted, equitable interventions. These charterwide actions are principally directed toward addressing the post-secondary access barriers faced by unduplicated students, as reaffirmed by the 2025 CNA and educational partner input.</p> <p>Key findings include:</p> <ul style="list-style-type: none"> • Foster Youth: Experience frequent school transitions and a lack of stable familial guidance, leading to disruptions in post-secondary planning and lower college/career readiness scores. • Homeless Students: Face housing instability and unreliable transportation, which limits access to college visits, career training, and academic planning resources. • Low-Income (FRMP) Students: Financial barriers restrict participation in dual enrollment, AP courses, CTE programs, and college-prep activities, reducing A-G completion rates and career readiness. • English Learners (ELs): Struggle with linguistic barriers that hinder their ability to access college and career planning resources, impacting A-G completion and college credit course participation. 	<p>To ensure Foster Youth, Homeless, Low-Income, and English Learner students receive increased and improved services, the following LEA-wide interventions have been designed to prioritize their unique needs while promoting post-secondary access and success. These actions are principally directed at unduplicated students, as they mitigate systemic barriers disproportionately impacting these student groups.</p> <p>Post-Secondary Planning Programs & Workshops (Goal 2, Action 1) Principally Directed Toward Unduplicated Students:</p> <ul style="list-style-type: none"> • Provides structured guidance for Foster Youth, who often lack familial support and educational continuity. • Ensures Homeless students have access to stable, consistent resources, regardless of housing changes. • Supports Low-Income students with financial planning and scholarship resources, mitigating economic barriers. • Offers multilingual resources for English Learners, ensuring accessibility to college and career pathways. <p>Why This Action is LEA-Wide: By implementing standardized post-secondary planning workshops at all sites, all students receive equitable access to resources, while unduplicated students receive additional targeted supports to close opportunity gaps.</p> <p>Expanding Post-Secondary Opportunities (Goal 2, Action 2) Principally Directed Toward Unduplicated Students:</p> <ul style="list-style-type: none"> • Ensures Foster Youth can participate in dual enrollment, AP courses, and CTE 	<p>The effectiveness of these actions will be measured through various metrics tailored to each intervention:</p> <p>Goal 2 Metric 1: Increase the percentage of students meeting A-G requirements to expand post-secondary opportunities.</p> <p>Goal 2 Metric 2: Increase student enrollment in college credit courses to broaden exposure to higher education experiences.</p> <p>Goal 2 Metric 3: Expand Career Technical Education (CTE) programs to provide practical skills and future career pathways.</p> <p>Goal 2 Metric 4: Maintain a one-year DASS graduation rate at or above 68%, ensuring a strong foundation for students' post-secondary journeys.</p> <p>These metrics will ensure that interventions are effectively addressing the unique needs of foster youth, homeless, FRMP (low-income), and EL students, guiding them towards successful post-secondary outcomes</p>
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With 2024-25 serving as an implementation year, trends indicate that these barriers persist, reinforcing the necessity of continued, principally directed interventions to increase equitable access to post-secondary education and career pathways.

pathways, even when changing schools, while also providing essential college-prep materials to ensure equal access to learning resources.

- Provides Homeless students with priority access to career technical programs, overcoming barriers related to instability while also ensuring they have the necessary supplies for academic success regardless of housing instability.
- Supports Low-Income students by offering dual enrollment and AP course options at no cost and eliminating financial barriers to fully participate in college credit and career programs.
- Includes language support and academic assistance for English Learners, providing language-accessible materials to ensure their success in college-level coursework.

Why This Action is LEA-Wide:

Providing post-secondary opportunities and making supplies available across all school sites ensures unduplicated students can access college-prep programs and receive the materials they need, regardless of their location or economic status, while also benefiting all students.

Organizing Post-Secondary Field Trips (Goal 2, Action 3)

Principally Directed Toward Unduplicated Students:

- Provides Foster Youth with college exposure, compensating for the lack of post-secondary planning at home.
- Ensures Homeless students can visit colleges and career sites, removing transportation barriers.

- Supports Low-Income students by funding travel costs and admission fees, making college visits financially accessible.
- Helps English Learners understand post-secondary pathways by providing bilingual resources and translation services during field trips.

Why This Action is LEA-Wide:

By offering post-secondary field trips across all sites, unduplicated students benefit from exposure to college and career opportunities, while all students gain valuable career exploration experiences.

Organizing Post-Secondary Activities & Events (Goal 2, Action 4)

Principally Directed Toward Unduplicated Students:

- Gives Foster Youth and Homeless students direct access to college admissions representatives, compensating for a lack of home support in navigating applications.
- Supports Low-Income students by providing information about scholarships and financial aid, reducing cost-related barriers.
- Ensures English Learners have access to multilingual post-secondary resources, helping them understand their options.

Why This Action is LEA-Wide:

Hosting college fairs and career workshops at all sites ensures unduplicated students receive the targeted guidance they need, while ensuring all students have access, with unduplicated students receiving targeted support due to greater systemic barriers.

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

Principally Directed Toward Unduplicated Students:

- Trains staff on the specific needs of Foster Youth, ensuring consistent academic planning despite school transfers.
- Educates staff on how to support Homeless students in completing A-G requirements, addressing learning gaps from disrupted schooling.
- Provides strategies to assist Low-Income students with navigating financial aid, college applications, and scholarship opportunities.
- Supports EL students by training staff on language acquisition strategies and culturally responsive college counseling.

Why This Action is LEA-Wide:

Training all staff ensures unduplicated students have access to informed and supportive educators at every school site.

Through these principally directed, LEA-wide interventions, OFY-Acton is ensuring that Foster Youth, Homeless, Low-Income, and English Learner students receive the increased and improved services necessary to access post-secondary education and career pathways. The 2025 CNA confirmed that their needs remain unchanged, reinforcing the importance of sustaining these critical services.

These actions remove barriers, increase equity, and improve college and career readiness, ensuring that unduplicated students receive the guidance, resources, and opportunities they need for a successful future.

<p>Goal 3</p> <p>Action #2</p> <p>Action #4</p>	<p>The 2025 Comprehensive Needs Assessment (CNA), Goal Analysis, and Reflection Sections identified ongoing challenges in school climate, safety, and student engagement among Foster Youth, Homeless, Low-Income (FRMP), and English Learner (EL) students. These charterwide actions are principally directed toward removing systemic barriers for unduplicated students, based on 2024–25 data and educational partner feedback. Findings confirm that the needs, conditions, and barriers these students face have remained unchanged, requiring continued interventions to ensure a safe, inclusive, and connected learning environment.</p> <p>These charterwide actions are principally directed toward removing engagement and safety barriers for unduplicated students, based on 2025 CNA findings and educational partner input.</p> <p>Key data-driven findings include: Chronic Absenteeism & Dropout Rates Indicate Disengagement Risks:</p> <ul style="list-style-type: none"> • Overall Chronic Absenteeism: 47.6% (declined 10.1% but still significantly high). • Hispanic Students: 50% chronically absent, highlighting a need for stronger school engagement efforts. • Homeless Student Dropout Rate: 8.7%, more than double the high school dropout rate of 4.3%. <p>Foster Youth & Homeless Students Report Low School Connectedness:</p> <ul style="list-style-type: none"> • Foster youth and homeless students consistently report feeling marginalized 	<p>To address these persistent challenges, OFY-Acton is implementing LEA-wide initiatives that prioritize the unique needs of Foster Youth, Homeless, Low-Income, and English Learner students. These actions are principally directed toward unduplicated students by removing systemic barriers to engagement, participation, and safety, ensuring they can thrive in a secure and inclusive learning environment.</p> <p>Sports, Student Council, and Student Experiences (Goal 3, Action 2) Principally Directed Toward Unduplicated Students:</p> <ul style="list-style-type: none"> • Provides Foster Youth & Homeless students with structured social engagement opportunities, fostering a sense of belonging and reducing feelings of instability and marginalization. • Ensures Low-Income (FRMP) students have access to extracurricular activities at no cost, promoting leadership development and school engagement. • Encourages English Learners to participate in student-led activities, helping them practice language skills, integrate socially, and build confidence. <p>Why This Action is LEA-Wide: By offering sports programs, student council opportunities, and schoolwide events across all sites, unduplicated students benefit from increased participation and engagement, while all students contribute to a more inclusive school culture.</p> <p>Expected Impact:</p> <ul style="list-style-type: none"> • Increased participation in student leadership roles and extracurricular activities among Foster Youth, Homeless, Low-Income, and EL students. 	<p>The effectiveness of these actions will be measured through various metrics tailored to each intervention:</p> <ul style="list-style-type: none"> • Goal 3 Metric 2: Monitor and reduce the dropout rate. • Goal 3 Metric 3: Monitor and reduce the suspension rate. <p>These measurable outcomes will guide continuous improvement efforts and ensure that interventions effectively address the identified needs of unduplicated student groups.</p>
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<p>and lacking a sense of belonging in school.</p> <ul style="list-style-type: none"> Limited participation in student leadership roles and extracurricular activities suggests a need for enhanced student engagement opportunities. <p>Low-Income (FRMP) Students Face Barriers to Participation:</p> <ul style="list-style-type: none"> Financial constraints limit access to extracurricular activities, leadership opportunities, and wellness programs, impacting overall student engagement and mental well-being. Schoolwide survey results indicate that low-income students report higher levels of stress and school disengagement due to financial insecurity and limited access to school resources. <p>English Learners (ELs) Struggle with Social and Academic Integration:</p> <ul style="list-style-type: none"> EL students face linguistic barriers that hinder participation in student council, school events, and extracurricular activities. Feedback from EL students in the CNA and Reflection Sections highlights that lack of multilingual resources and limited staff training on EL needs contribute to their sense of isolation in school settings. <p>Safety Concerns Impact Student Engagement and Well-Being:</p> <ul style="list-style-type: none"> Educational partner feedback indicates that students from vulnerable populations feel less safe on campus, directly impacting their attendance, focus, and overall school climate perceptions. 	<ul style="list-style-type: none"> Reduction in reports of school disengagement and feelings of isolation. <p>Security Patrol System (Goal 3, Action 4) Principally Directed Toward Unduplicated Students:</p> <ul style="list-style-type: none"> Provides Foster Youth & Homeless students with a stable, structured school environment, ensuring they feel safe and supported despite external instability. Enhances school safety for Low-Income (FRMP) students, creating a secure space where they can focus on academic success. Supports English Learners by reducing incidents of bullying or exclusion, fostering a positive and protective learning environment. <p>Why This Action is LEA-Wide: Implementing security measures across all school sites ensures that unduplicated students receive the additional support they need, while creating a safer learning environment for all students.</p> <p>Expected Impact:</p> <ul style="list-style-type: none"> Reduction in student reports of feeling unsafe at school. Increased attendance and engagement among unduplicated students, particularly those facing instability. <p>Why This Action is LEA-Wide: Optimizing physical space across all schools ensures that unduplicated students receive equitable access to safe and functional learning environments, while supporting overall schoolwide growth and student well-being.</p> <p>Expected Impact:</p>	
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	<ul style="list-style-type: none"> Foster Youth, Homeless, and Low-Income students reported feeling particularly vulnerable, reinforcing the need for enhanced security measures and staff training. <p>These findings, supported by 2024-25 data and educational partner feedback, confirm that unduplicated students continue to face systemic barriers in school engagement, access to leadership opportunities, and overall safety and well-being. This reinforces the critical need for continued, targeted interventions to improve student participation, engagement, and school climate.</p>	<ul style="list-style-type: none"> Increased student access to safe and engaging learning spaces. Improved academic focus and participation among unduplicated students. <p>Through these principally directed, LEA-wide interventions, OFY-Acton is ensuring that Foster Youth, Homeless, Low-Income (FRMP), and English Learner students receive the increased and improved services necessary to feel safe, engaged, and connected within their school communities.</p> <p>The 2025 CNA confirmed that their needs remain unchanged, reinforcing the importance of continuing these essential supports. These actions eliminate barriers, improve school climate, and promote equitable opportunities, ensuring that unduplicated students receive the resources they need to thrive academically and socially.</p>	
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Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action #1 Action #2 Action #3 Action #4 Action #5</p>	<p>Our Comprehensive Needs Assessment (CNA), CSI findings, and Goal Analysis sections highlight the persistent challenges faced by OFY-Acton’s English Learner (EL) students, including Long-Term English Learners (LTELs). Data collected through internal benchmark testing (Renaissance Star), SBAC results, and educational partner feedback confirm that:</p> <p>English Learners Face Persistent Academic Challenges in ELA & Math</p> <ul style="list-style-type: none"> While there was an increase in points on 2024 SBAC ELA and math results, data still indicates that EL and LTEL students continue to perform significantly below grade level in both ELA and math. 100% EL & LTEL students both scored in the “Standard Not Met” measure on the math 2024 SBAC. 60% of EL students performed in the “Standard Not Met” measure on the ELA 2024 SBAC which was the highest percentage compared to other subgroups. <p>Math Performance Gaps</p> <ul style="list-style-type: none"> Root causes identified in the CNA: Lack of math exposure and low math skills. Negative attitudes and beliefs about math. Math academic language is not always taught and understood. Not enough support in math for EL and LTEL students. Not all SBAC testers are enrolled in a math SGI class or added to math intervention appointments. <p>Educational Partner Feedback Identifies Need for Specialized EL Support</p>	<p>To address these challenges, OFY-Acton has implemented targeted interventions and professional development programs that are solely provided to English Learner (EL) students, including Long-Term English Learners (LTELs). These actions are principally directed toward closing achievement gaps and accelerating reclassification rates. These actions, detailed in Goal 1 Actions 1-5, are designed to provide specialized academic support to improve EL student outcomes.</p> <p>Targeted English Language Development (ELD) Interventions</p> <p>Goal 1, Actions 1 & 5: ELD & LTEL Interventions)</p> <ul style="list-style-type: none"> How This Action Addresses Need: <ul style="list-style-type: none"> Provides structured ELD instruction tailored to EL students, ensuring consistent language development support. Supports LTEL students with targeted language acquisition programs (e.g., ALD) to accelerate reclassification rates. Offers bilingual instructional materials to assist students in developing literacy and comprehension skills. <p>English Learner & LTEL Professional Development for Teachers</p> <p>(Goal 1, Actions 2 & 3: EL & LTEL PD for Teachers)</p> <ul style="list-style-type: none"> How This Action Addresses Need: <ul style="list-style-type: none"> Provides ELD-specific training to teachers on differentiated instruction, academic vocabulary development, and language scaffolding strategies. 	<p>Our strategic objectives are aligned with specific metrics, illustrating our commitment to academic excellence:</p> <p>Goal 1 Metric 1: Math Performance for ELs and SWDs</p> <ul style="list-style-type: none"> This metric directly measures the effectiveness of our targeted English Language Development (ELD) programs and additional instructional support (Goal 1 Actions 1 and 5). By tracking the percentage of ELL and SWD students testing at “Standard Not Met” on the Math SBAC, we can gauge whether these interventions are effectively addressing gaps in math proficiency identified in our needs assessment. <p>Goal 1 Metric 2: ELA Performance for ELs and SWDs</p> <ul style="list-style-type: none"> Similarly, this metric assesses the impact of our ELD programs and instructional support on ELA proficiency (Goal 1 Actions 1 and 5). By monitoring the
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<ul style="list-style-type: none"> Teacher feedback emphasized a need for expanded professional development on: Language acquisition strategies Culturally responsive instructional techniques Differentiated instruction for EL and LTEL students Parents and students expressed the need for additional ELD intervention programs and multilingual support services. <p>Impact of Non-Academic Barriers on EL Student Success</p> <ul style="list-style-type: none"> Social-emotional barriers (such as limited school connectedness) hinder engagement, retention, and reclassification rates. <p>These actions are solely provided to English Learners and Long-Term English Learners, and are designed to meet their distinct academic and language development needs as identified in the 2025 CNA.</p>	<ul style="list-style-type: none"> Focuses on culturally responsive teaching practices, ensuring EL and LTEL students receive relevant and engaging instruction. Supports teacher capacity-building to enhance instruction in ELD-integrated courses. <p>Enhanced Staffing for English Learner Support (Goal 1, Action 4: Recruitment & Retention of EL Support Staff)</p> <ul style="list-style-type: none"> How This Action Addresses Need: <ul style="list-style-type: none"> Allocates resources for hiring ELD specialists and intervention specialists to provide targeted language development services. Expands post-secondary planning support for EL and LTEL students, ensuring they receive personalized college and career guidance. Addresses teacher retention challenges by offering competitive salaries to specialized ELD staff. <p>Through these principally directed, limited actions, OFY-Acton is ensuring that EL students, including LTELs, receive the increased and improved services necessary to close achievement gaps, accelerate reclassification, and improve academic engagement.</p> <p>By implementing ELD intervention programs, targeted professional development, enhanced staffing, and academic wellness supports, OFY-Acton is directly addressing the barriers identified in the CNA, CSI findings, and Goal Analysis sections.</p>	<p>percentage of ELL and SWD students testing at “Standard Not Met” on the ELA SBAC, we can evaluate the effectiveness of our efforts to improve language skills and academic performance in English Language Arts.</p> <p>Goal 1 Metric 3: ELPI Progress Maintenance</p> <p>This metric evaluates the ongoing progress of EL students on the English Language Proficiency Indicator (ELPI). It measures whether our efforts to maintain ELPI progress (Goal 1 Actions 1 and 5) are successful over a three-year period. Sustaining ELPI at the green or blue levels on the California Dashboard indicates that our interventions are effectively supporting EL students' language development and ensuring they remain on track for academic success.</p>	
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		These interventions ensure that EL and LTEL students have equitable access to quality education, individualized learning supports, and the necessary resources to thrive academically and socially.	
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Insert or delete rows, as necessary.

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

Based on the Comprehensive Needs Assessment (CNA), student achievement data, and educational partner feedback, OFY-Acton has calculated the proportional contribution of specific actions toward the total planned percentage of improved services. This methodology ensures that funding allocations reflect targeted, high-impact interventions for English Learners (EL), Foster Youth, Homeless, and Low-Income (FRMP) students, aligning with the LCAP requirement to meet the Minimum Proportionality Percentage (MPP).

The methodology used considers actual costs of implementation, staff salaries, intervention expenses, and estimated expenditures, ensuring that each action contributes meaningfully to the improved services percentage while maintaining fiscal efficiency.

Planned Percentage of Improved Services by Action

Goal 1, Action 1: Targeted ELD Intervention

Planned Percentage of Improved Services: 8.49%

Methodology:

- 50% of the EL Specialist’s salary (\$356,000) is allocated specifically for direct ELD instruction and student support.
- Additional funding covers EL-focused field trips, curriculum development, and targeted language intervention services.

Total Estimated Expenditure: \$701,000.00

Rationale:

- These funds ensure consistent, high-quality ELD instruction for EL students, addressing language acquisition gaps identified in the CNA and CSI findings.
- The proportional percentage reflects the priority given to targeted instructional support and specialized interventions for EL students, ensuring measurable improvement in language proficiency and reclassification rates.

Goal 1, Action 2: EL Professional Development

Planned Percentage of Improved Services: 2.89%

Methodology:

- \$248,500 allocated for EL-focused professional development, including:
- 50% of one ELD coach’s salary
- 20% of another ELD coach’s salary
- Additional costs for professional development conferences, external training providers, and ongoing staff development sessions

Rationale:

- Data from the CNA and Goal Analysis sections indicate that teachers require enhanced training on effective EL instructional strategies to close achievement gaps.
- Professional development builds educator capacity to support EL students, directly contributing to improved student outcomes in

ELA

and math SBAC performance and reclassification rates.

Goal 1, Action 3: LTEL Professional Development

Planned Percentage of Improved Services: 2.89%

Methodology:

- \$248,500 allocated for LTEL-focused professional development, including:
 - 50% of one ELD coach's salary
 - 20% of another ELD coach's salary
 - Additional funds for professional development services, conferences, and specialized staff training on LTEL instructional best practices

Rationale:

- CNA and CSI findings show that LTEL students continue to struggle with reclassification, requiring targeted instructional adjustments.
- Professional development focused specifically on LTEL needs ensures that educators can provide differentiated instruction and intervention strategies to accelerate language acquisition and academic proficiency.

Goal 1, Action 4: Recruiting and Training ELD Intervention Specialists

Planned Percentage of Improved Services: 2.11%

Methodology:

- \$310,000 allocated for recruiting and training ELD specialists and additional instructional support staff.
- Costs account for:
 - Salary support for new ELD instructional hires
 - Professional development for intervention specialists
 - ELD curriculum resources

Rationale:

- CNA findings indicate a need for specialized ELD intervention support, as many EL students struggle due to limited access to consistent instructional staff.
- Recruiting and training dedicated ELD specialists improves intervention quality, increases targeted language support, and helps EL students achieve grade-level proficiency faster.

Goal 1, Action 5: Targeted LTEL Intervention

Planned Percentage of Improved Services: 8.49% (mirrors Goal 1, Action 1 This action uses the same cost structure and methodology as Action 1, but is solely directed toward Long-Term English Learners (LTELs)):

- Follows the same methodology as Goal 1, Action 1
- Specialized instruction for Long-Term English Learners (LTELs)
- Additional staffing support for small-group intervention services
- ELD curriculum enhancements tailored for LTEL students

- Rationale:
- Goal Analysis findings show LTEL students require long-term academic intervention due to persistent gaps in language development and ELA/math performance.
 - This action ensures LTEL students receive extended instructional support, contributing significantly to the proportional increase in improved services.

Total Impact on Increased & Improved Services Requirement

These **five** targeted ELD and LTEL-focused actions significantly contribute to the proportional percentage of improved services by:

- Expanding targeted language intervention programs to increase EL student proficiency.
- Building teacher capacity through specialized professional development to enhance EL instruction.
- Recruiting and retaining highly skilled ELD specialists to provide long-term intervention support.
- Addressing gaps in student performance through structured instructional improvements.

Total Planned Percentage of Improved Services Contribution (including charter-wide actions): 69.5%

These five limited actions, principally directed and solely provided to English Learners and Long-Term English Learners, represent a significant portion of OFY-Acton’s proportionality calculation. By using a data-driven methodology that considers actual staff time, program costs, and implementation priorities, the LEA ensures that LCFF funding is allocated strategically to meet the needs of unduplicated students and fulfill the Increased and Improved Services requirement under LCFF.

Additional Concentration Grant Funding

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

OFY-Acton plans to utilize the additional concentration grant add-on funding to retain and recruit staff providing direct services to English Learners, Low-Income students, and Foster Youth across all school sites, each of which enrolls an unduplicated student population greater than 55%.

Retention efforts will focus on sustaining instructional and support positions that are principally directed to meet the needs of unduplicated students, including:

- Targeted EL and LTEL intervention services
- EL and LTEL-specific professional development for staff
- Recruitment and retention of additional ELD specialists

These services are provided through LCAP Goal 1, Actions 1–5 and are designed to ensure EL students receive consistent, high-quality instruction aligned to their language acquisition needs and reclassification goals. Funding will support the retention of both certificated staff (e.g., teachers, ELD coaches) and classified staff directly serving EL students.

Additionally, OFY-Acton will use funds to retain staff providing direct post-secondary and graduation pathway support for unduplicated students, as outlined in LCAP Goal 2, Actions 1 and 2. This includes sustaining positions such as Post-Secondary Counselors and Career Pathway Coordinators, who support students in:

- A-G course planning and completion
- Accessing AP, dual enrollment, and CTE programs
- Earning the Seal of Biliteracy
- Completing graduation requirements and preparing for college/career transitions

By investing in staff retention for these critical positions, the LEA ensures that unduplicated students continue to have access to the academic and support services they need to graduate ready for post-secondary success.

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 Total Planned Expenditures Table

LCAP Year (Report)	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 (Report Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 31,919,455	\$ 11,319,597	35.463%	0.000%	35.463%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 11,747,160	\$ 805,850	\$ -	\$ 451,600	\$ 13,004,610	\$ 5,775,300	\$ 7,229,310

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Targeted ELD Interventions	English Learners, Long-Term English Learners	Yes	Limited	English Learners	All Schools	Ongoing	\$ 356,000	\$ 345,000	\$ 701,000	\$ -	\$ -	\$ -	\$ 701,000	0.000%
1	2	EL Professional Development	English Learners, Long-Term English Learners, Students with diverse language abilities	Yes	Limited	English Learners	All Schools	Ongoing	\$ 73,500	\$ 175,000	\$ 248,500	\$ -	\$ -	\$ -	\$ 248,500	0.000%
1	3	LTEL Professional Development	English Learners, Long-Term English Learners	Yes	Limited	English Learners	All Schools	Ongoing	\$ 73,500	\$ 175,000	\$ 248,500	\$ -	\$ -	\$ -	\$ 248,500	0.000%
1	4	Enhancing Staff for Unduplicated Pupil Success: Recruitment and Retention Initiatives	English Learners, Students in need of post-secondary planning support, unduplicated students (English Learners, low-income, students, foster youth)	Yes	Limited	English Learners and Low-Income	All Schools	Ongoing	\$ 78,000	\$ 240,000	\$ 318,000	\$ -	\$ -	\$ -	\$ 318,000	0.000%
1	5	Targeted LTEL Intervention	Long-Term English Learners	Yes	Limited	English Learners	All Schools	Ongoing	\$ 356,000	\$ 345,000	\$ 701,000	\$ -	\$ -	\$ -	\$ 701,000	0.000%
1	6	ELA & Math Intervention	Students Struggling in ELA Students struggling with Math	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ -	\$ 360,000	\$ 360,000	\$ -	\$ -	\$ -	\$ 360,000	0.000%
1	7	Professional Development	Students Struggling in ELA Students struggling with Math	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ 215,600	\$ 305,000	\$ 520,600	\$ -	\$ -	\$ -	\$ 520,600	0.000%
1	8	Broad Course of Study	Students Struggling in ELA Students struggling with Math	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ 3,061,600	\$ 362,000	\$ 3,423,600	\$ -	\$ -	\$ -	\$ 3,423,600	0.000%
1	9	Educational Technology Resources	All	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ -	\$ 155,000	\$ 155,000	\$ -	\$ -	\$ -	\$ 155,000	0.000%
1	10	Benchmark Assessment	All	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$ -	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000	0.000%
1	11	Academic Intervention Specialist (Title I)	Students below grade level	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 135,500	\$ -	\$ -	\$ -	\$ 135,500	\$ 135,500	0.000%
1	12	Tutoring Services (Title I)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	\$ 35,000	0.000%
1	13	Literary Workshops & Resources (Title I)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	0.000%
1	14	Leadership Development, Admin Credential Tuition Reimbursement (Title II)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,000	0.000%
1	15	Targeted Student Support and Learning Recovery (LREBG)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 220,000	\$ -	\$ 220,000	\$ -	\$ -	\$ 220,000	0.000%
1	16	Targeted Instructional Planning (LREBG)	Students with disabilities, English Learners, Long Term English Learners	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 17,850	\$ -	\$ 17,850	\$ -	\$ -	\$ 17,850	0.000%
1	17	Targeted Math and ELA Intervention (Title I)	Students below grade level	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	0.000%
1	18	SWD's Professional Development	Students with disabilities	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 348,000	\$ -	\$ 348,000	\$ -	\$ -	\$ 348,000	0.000%
2	1	Post-secondary planning	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ 1,112,600	\$ -	\$ 1,112,600	\$ -	\$ -	\$ -	\$ 1,112,600	0.000%
2	2	Post-secondary Opportunities	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ 203,500	\$ 841,665	\$ 1,045,165	\$ -	\$ -	\$ -	\$ 1,045,165	0.000%
2	3	Post-secondary Field Trips/Opportunities	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ -	\$ 408,550	\$ 408,550	\$ -	\$ -	\$ -	\$ 408,550	0.000%
2	4	Post-secondary Activities/Events	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ -	\$ 595,000	\$ 595,000	\$ -	\$ -	\$ -	\$ 595,000	0.000%
2	5	Staff Development	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ 85,000	\$ 175,145	\$ 260,145	\$ -	\$ -	\$ -	\$ 260,145	0.000%
2	6	Pathful Connect (Title I)	All	No	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	0.000%
3	1	School Climate Survey (Title I)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 2,100	\$ -	\$ -	\$ -	\$ 2,100	\$ 2,100	0.000%
3	2	Sports, Student Council, and Student Experiences	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ -	\$ 875,000	\$ 875,000	\$ -	\$ -	\$ -	\$ 875,000	0.000%
3	3	Visitor Management System	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 9,500	\$ 9,500	\$ -	\$ -	\$ -	\$ 9,500	0.000%
3	4	Security Patrol System	All	Yes	LEA-wide	English Learners and Foster Youth	All Schools	Ongoing	\$ -	\$ 720,000	\$ 720,000	\$ -	\$ -	\$ -	\$ 720,000	0.000%
3	5	Parent and Family Engagement (Title I)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	0.000%
3	6	Case Closet Program (Title I)	Foster Youth and Homeless	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	0.000%
3	7	Student Initiatives- Arts Programs (Title I)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	0.000%
3	8	Student Initiatives-Academic Wellness Supports and Resources (Title I)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	\$ 80,000	0.000%
3	9	Mental Health and Trauma PD (Title II)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	0.000%
3	10	PD for Leadership & Instructional Staff (Title II)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	0.000%
3	11	Targeted Social and Emotional Well-being (LREBG)	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 160,000	\$ 60,000	\$ -	\$ 220,000	\$ -	\$ -	\$ 220,000	0.000%

2025-26 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
\$ 31,919,455	\$ 11,319,597	35.463%	0.000%	35.463%	\$ 11,737,660	0.000%	36.773%	Total:	\$ 11,737,660
								LEA-wide Total:	\$ 9,520,660
								Limited Total:	\$ 2,217,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Targeted ELD Interventions	Yes	Limited	English Learners	All Schools	\$ 701,000	0.000%
1	2	EL Professional Development	Yes	Limited	English Learners	All Schools	\$ 248,500	0.000%
1	3	LTEL Professional Development	Yes	Limited	English Learners	All Schools	\$ 248,500	0.000%
1	4	Enhancing Staffinf for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	Limited	English Learners and Low-Income	All Schools	\$ 318,000	0.000%
1	5	Targeted LTEL Intervention	Yes	Limited	English Learners	All Schools	\$ 701,000	0.000%
1	6	ELA & Math Intervention	Yes	LEA-wide	English Learners	All Schools	\$ 360,000	0.000%
1	7	Professional Development	Yes	LEA-wide	English Learners	All Schools	\$ 520,600	0.000%
1	8	Broad Course of Study	Yes	LEA-wide	English Learners	All Schools	\$ 3,423,600	0.000%
1	9	Educational Technology Resources	Yes	LEA-wide	English Learners	All Schools	\$ 155,000	0.000%
1	10	Benchmark Assessment	Yes	LEA-wide	English Learners	All Schools	\$ 45,000	0.000%
2	1	Post-secondary planning	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 1,112,600	0.000%
2	2	Post-secondary Opportunities	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 1,045,165	0.000%
2	3	Post-secondary Field Trips/Opportunities	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 408,550	0.000%
2	4	Post-secondary Activities/Events	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 595,000	0.000%
2	5	Staff Development	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 260,145	0.000%
3	2	Sports, Student Council, and Student Experiences	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 875,000	0.000%
3	4	Security Patrol System	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 720,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 14,947,657.00	\$ 12,928,304.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Targeted ELD Intervention	Yes	\$ 685,108	\$ 603,141
1	2	EL Professional Development	Yes	\$ 232,974	\$ 332,546
1	3	LTEL Professional Development	Yes	\$ 232,974	\$ 469,721
1	4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	\$ 170,000	\$ 297,731
1	5	Targeted LTEL Intervention	Yes	\$ 668,054	\$ 693,746
1	6	ELA & Math Intervention Services	Yes	\$ 836,908	\$ 725,424
1	7	ELA & Math Professional Development	Yes	\$ 614,428	\$ 388,598
1	8	Broad Course of Study	Yes	\$ 3,358,008	\$ 2,941,744
1	9	Educational Technology Resources	Yes	\$ 315,538	\$ 139,484
1	10	Benchmark Assessments	Yes	\$ 151,454	\$ 217,749
1	11	Academic Intervention Specialist (Title I)	No	\$ 400,000	\$ 85,460
1	12	Tutoring Services (Title I)	No	\$ 50,000	\$ 2,368
1	13	Literary Workshops & Resources (Title I)	No	\$ 20,000	\$ 19,799
1	14	Leadership Development - Admin Credential Tuition Reimbursement (Title II)	No	\$ 40,000	\$ 27,125
1	15	Targeted Student Support and Learning Recovery (LREBG)	No	\$ 1,435,700	\$ 663,065
1	16	Professional Development	Yes	\$ 335,534	\$ 289,646
1	17	Targeted Math and ELA Intervention (Title I)	No	\$ 22,400	\$ 19,730
1	18	SWD's Professional Development	No	\$ 257,774	\$ 339,196
2	1	Post-secondary planning	Yes	\$ 1,642,000	\$ 1,357,162
2	2	Post-Secondary Opportunities	Yes	\$ 671,454	\$ 529,823
2	3	Postsecondary Field Trips/Opportunities	Yes	\$ 129,000	\$ 162,137
2	4	Postsecondary Activities/Events	Yes	\$ 535,375	\$ 463,802
2	5	Staff Development	Yes	\$ 162,974	\$ 194,438
2	6	Student Supplies	Yes	\$ 14,100	\$ 19,054
2	7	Pathful Connect (Title I)	No	\$ 8,000	\$ 12,889
2	8	PD for Leadership & Instructional Staff (Title II)	No	\$ 60,000	\$ 70,559
3	1	School Climate Survey (Title I)	No	\$ 2,100	\$ -
3	2	Sports, Student Council, and Student Experiences	Yes	\$ 798,950	\$ 887,593
3	3	Visitor Management System	No	\$ 5,500	\$ 2,750
3	4	Security Patrol System	Yes	\$ 636,000	\$ 652,892
3	5	Parent and Family Engagement (Title I)	No	\$ 10,000	\$ 7,870
3	6	Parent and Family Engagement - Care Closet Program (Title I)	No	\$ 15,000	\$ 6,350
3	7	Student Initiatives - Arts Program (Title I)	No	\$ 15,000	\$ 34,215
3	8	Student Initiatives - Academic Wellness Supports and Resources (Title I)	No	\$ 80,000	\$ 91,635
3	9	Mental Health and Trauma PD (Title II)	No	\$ 20,000	\$ -
3	10	Targeted Social and Emotional Well-Being (LREBG)	No	\$ 315,350	\$ 178,861

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 11,319,597	\$ 12,190,833	\$ 11,366,432	\$ 824,401	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Targeted ELD Intervention	Yes	\$ 685,108	\$ 603,141.42	0.000%	0.000%
1	2	EL Professional Development	Yes	\$ 232,974	\$ 332,546.17	0.000%	0.000%
1	3	LTEL Professional Development	Yes	\$ 232,974	\$ 469,720.50	0.000%	0.000%
1	4	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	\$ 170,000	\$ 297,731.37	0.000%	0.000%
1	5	Targeted LTEL Intervention	Yes	\$ 668,054	\$ 693,746.18	0.000%	0.000%
1	6	ELA & Math Intervention Services	Yes	\$ 836,908	\$ 725,424.15	0.000%	0.000%
1	7	ELA & Math Professional Development	Yes	\$ 614,428	\$ 388,597.83	0.000%	0.000%
1	8	Broad Course of Study	Yes	\$ 3,358,008	\$ 2,941,743.89	0.000%	0.000%
1	9	Educational Technology Resources	Yes	\$ 315,538	\$ 139,483.85	0.000%	0.000%
1	10	Benchmark Assessments	Yes	\$ 151,454	\$ 217,749.23	0.000%	0.000%
1	16	Professional Development	Yes	\$ 335,534	\$ 289,646.10	0.000%	0.000%
2	1	Post-secondary planning	Yes	\$ 1,642,000	\$ 1,357,161.60	0.000%	0.000%
2	2	Post-Secondary Opportunities	Yes	\$ 671,454	\$ 529,823.00	0.000%	0.000%
2	3	Postsecondary Field Trips/Opportunities	Yes	\$ 129,000	\$ 162,136.67	0.000%	0.000%
2	4	Postsecondary Activities/Events	Yes	\$ 535,375	\$ 463,802.42	0.000%	0.000%
2	5	Staff Development	Yes	\$ 162,974	\$ 194,438.49	0.000%	0.000%
2	6	Student Supplies	Yes	\$ 14,100	\$ 19,053.92	0.000%	0.000%
3	2	Sports, Student Council, and Student Experiences	Yes	\$ 798,950	\$ 887,593.40	0.000%	0.000%
3	4	Security Patrol System	Yes	\$ 636,000	\$ 652,892.22	0.000%	0.000%

2024-25 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)
\$ 31,919,455	\$ 11,319,597	34.760%	70.223%	\$ 11,366,432	0.000%	35.610%	\$ 11,048,367.15	34.613%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Options For Youth Acton

Date Resource Inequity Review was conducted: January 31, 2025

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

Note: Responses to questions 1 through 3 **need** to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.

- **What actionable inequities were identified by the Charter during their Resource Inequity Review?**

The following inequities were identified by the Charter during the Resource Inequity Review:

Middle School Student Support:

- Challenge: Core subject completion remains a challenge among middle school students. They continue to perform significantly lower than all other subgroups in high school.

AP Course Offerings:

- Challenge: Students do not have access to a broad range of AP class offerings and the majority of students who participate in AP classes enroll in AP Spanish only. There is room for improvement in the promotion and advertisement of AP courses and in the training of staff to roll out an AP course from beginning to end.

Parent Academic Engagement:

- Challenge: The participation of parent involvement in meetings, workshops, and/or events tends to be low or minimal. About half of the parents surveyed stated that they have been invited to events.

Physical Space:

- Challenges:
 - Extracurriculars and course offerings are limited due to classroom availability.
 - It has been noted that some resource centers have more available emergency exits.

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

<ul style="list-style-type: none"> ● Which inequities are priorities for the Charter to address in their School Improvement Plans? 	<ul style="list-style-type: none"> ● Middle School Student Support ● AP Course Offerings ● Parent Academic Engagement ● Physical Space
<ul style="list-style-type: none"> ● How does the Charter plan on addressing these inequities? 	<p>Middle School Student Support:</p> <ul style="list-style-type: none"> ● Action Steps: <ul style="list-style-type: none"> ○ Implementation of the Bright Thinker curriculum across the charter with teacher training and resources. ○ Implementation of targeted interventions, such as tutoring and academic support services, to promote success in core subject areas. ○ Increase parental involvement by engaging them to feel empowered, supported, and included in their students' education. ○ Strengthening family-school connections will foster a more cohesive support system and contribute to student growth and success. <p>AP Course Offerings:</p> <ul style="list-style-type: none"> ● Action Steps: <ul style="list-style-type: none"> ○ Leveraging existing resources, such as identifying and empowering staff members who are passionate about AP instruction, to develop an AP program at their school site and take point on shaping and expanding AP offerings. ○ Provide more targeted and ongoing professional development for AP courses and the impact it has on student outcomes. ○ Once an AP program is designed, the school can actively promote AP opportunities to all students, ensuring broader awareness and participation. <p>Parent Academic Engagement:</p> <ul style="list-style-type: none"> ● Action Steps: <ul style="list-style-type: none"> ○ Improve the communication process of upcoming school events including mass messaging, personal invitations via phone call or in person, teacher emails, etc. <p>Physical Space:</p> <ul style="list-style-type: none"> ● Action Steps: <ul style="list-style-type: none"> ○ Incorporate more colocations at resource centers with added annexes with WIOA partners to increase access to available resources to students. ○ Explore repurposing spaces to maximize course offerings.

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

	<ul style="list-style-type: none"> ○ Incorporate regular drills and trainings to develop alternate escape routes for resource centers with fewer emergency exits.
<ul style="list-style-type: none"> ● If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below. 	<p>NA</p>

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: **Options For Youth-Acton**

School Year: **2024-2025**

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: OFY-Acton had two opportunities for staff to engage in a data dive. Members of our leadership team met with staff from two of our school sites virtually on January 24, 2025 and during an All Staff In-Service on January 31, 2025. During both data dives staff were divided into smaller groups to complete the data dive where they identified strengths and weaknesses in our program. Afterwards, the staff identified the area(s) of focus and proceeded with the development of the root cause analysis.
2. Parents and Students: our DELAC and PAC committees have engaged in a couple of data overviews where they have collaborated with leadership to develop areas of focus for the program.
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)

OFY-Acton collected and analyzed the following data sources:

- College and Career Data:
 - A-G Participation
 - A-G Completion
 - College and Career Indicator
 - College and Career Levels and Measures
- Graduation Rate:
 - Four-and Five-Year Graduation Rate

- Dashboard Alternative School Status One-Year Graduation Rate
- CAASPP Results
 - CAST
 - SBAC Math
 - SBAC ELA
 - Mathematics Scale Score Ranges
 - ELA Scale Score Ranges
- Renaissance Star Results
 - Math GLE Performance
 - Reading GLE Performance
- Academic Engagement
 - Credit Attainment (5+ units)
 - Monthly Student Progression
 - Core Course Completion
 - iLit, Achieve 3000, Exact Path, and Freckle Data
- English Learner Performance
 - EL Reclassification
 - English Learner Progress Indicator
- School Climate Performance
 - Chronic Absenteeism
 - Student Dropout Rate
 - Suspension Rate
 - Educational Partner Survey Responses - Fall 2024

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.

A-G Completion Rate:

- Percentage of students from 22/23 (18.3%) to 23/24 (12.8%) decreased by 5.5% who graduated on A-G
- High percentage of students (75.9%) are graduating on A-G to meet prepared and 60.6% for approaching prepared for CCI in 2023 compared to other metrics

CTE Pathway Completion:

- CTE participation is very low, the number who complete the CTE pathway is even lower (in 2023 met prepared was 5.2% and approaching was 4.5%)

Grad Rate:

- Enrollment is increasing (21/22: 991 students, 22/23: 930 students, 23/24: 1050 students), but grad rate is not reflective of the increase (21/22: 60.5%, 22/23: 33.5%, 23/24: 36%)
- Significant drop in grad rate from 21/22 (60.5%) to 22/23 (33.5%)
- The 4/5 grad rate stayed steady in the foster youth subgroup (21/22-51.9%, 22/23-46.7%, 23/24-42.3%) compared to other student groups
- The one year grad rate seems to be consistent year after year (21/22-84%, 22/23-82.8%, 23/24-84.4%)
- Increase in SPED students graduation rate from 22/23 (25.2%) to 23/24 (34.9%) with more students graduating in the 23/24 (175) then in 22/23 (139).

CAST Results:

- 23/24 CAST results have a lot of students that are in the standard nearly met category (12th graders: 73.08%, 8th graders: 64.86%) compared to the other categories:
 - 8th graders: standard not met: 32.43%, standard met: 2.7%, standard exceeded: 0%
 - 12th graders: standard not met: 10.26%, standard met: 16.03%, standard exceeded: 0.64%
- 8th graders seem to struggle more compared to 12th graders results:
 - 23/24 results: 97.29% of 8th graders did not meet standard while 83.34% of 12th graders did not standard
 - 22/23 results: 93.94% of 8th graders did not meet standard while 77.98% of 12th graders did not standard
 - 21/22 results: 89.48% of 8th graders did not meet standard while 85.54% of 12th graders did not standard
- Higher percentage of EL, LTEL, and SPED students scoring in standard nearly meet compared to all students in 8th and 12th grade:
 - EL: 21/22: 71.43%, 22/23: 64.29%, 23/24: 76.19%
 - LTEL: 23/24: 73.33%
 - SPED: 21/22: 76.92%, 22/23: 65.22%, 23/24: 78.57%

Math Performance:

- **SBAC**
 - 11th graders showed improvement with less students performing in standard not met on SBAC math year after year (21/22: 81.64%, 22/23: 80.67%, 23/24: 74.46%)
 - More 11th graders met standard or exceeded in SBAC math year after year (21/22: 2.82%, 22/23: 3.92%, 23/24: 6.54%)
 - Decrease in 11th graders standard exceeded (23/24: 0.40%, 22/23: 0.56%)
 - Decrease in 8th graders standard exceeded (23/24: 0%, 22/23: 2.94%)
 - EL and LTEL students both had 100% of students performing in standard not met for 23/24
 - A majority of SPED students are performing in standard not met or nearly met year after year (21/22: 100%, 22/23: 98.15%, 23/24: 97.59%)
 - In 23/24, SPED performance in standard exceeded did improve from 0% in 22/23 to 1.20%
 - The number of homeless students who tested in 22/23 and 23/24 stayed the same while there was an increase in the percentage of students meeting the standard from 0% in 22/23 to 4.17% in 23/24.
 - Scale scores for 8th graders decreased (max score) by 207 points, 11th graders slightly increased by 25 points

- Minimum scale scores for both 8th and 11th graders remained the same from 22/23 to 23/24 (8th: 2265, 11th: 2280)
- **Renaissance Star**
 - GLE performance has improved across all student groups
 - Foster Youth had the greatest average growth in GLE from 0.14 in 22/23 to 0.84 in 23/24
 - Student groups performing under 6th grade level in average GLE score:
 - 9th grade: 5.9
 - EL: 5.1
 - LTEL: 4.8
 - SPED: 5.8
 - Foster: 5.6
 - Homeless: 5.8
 - Middle School: 4.9

ELA Performance:

- **SBAC**
 - A majority of 8th graders (86.49%) performed in standard not met or nearly met
 - 60% of EL students performed in standard not met which is the highest percentage compared to other subgroups
 - 11th graders have increased in the percentage of students performing at the standard met level in 23/24 (31.42%) compared to the previous two years (22/23: 24.17%, 21/22: 28.93%)
 - Standard met performance increase from 22/23 to 23/24 for both 8th (22/23: 0% to 23/24: 2.70%) and 11th graders (22/23: 9.17% to 23/24: 9.29%)
 - SPED students have increased their percentage of students who scored standard nearly met and standard met over the last three years (21/22: 4.88%, 22/23: 16.66%, 23/24: 22.89%)
 - There was a decrease in the minimum scale score of 76 points of 8th grade students on SBAC from 22/23 (2366 points) to 23/24 (2290 points)
 - There was a decrease in the maximum scale score of 52 points of 11th grade students on SBAC from 22/23 (2843 points) to 23/24 (2791 points)
- **Renaissance Star**
 - All student groups show an increase in their average GLE score and growth
 - SPED students Lexile growth in 22/23 (78.41%) and 23/24 (71.4%) were above all other student groups
 - There is a decrease in all students performance in Lexile at or above grade level in the Fall 2024 of 54.5% compared to previous years (23/24: 62.6%, 22/23: 66.49%, 21/22: 63.23%)

Academic Engagement:

- **Progression**
 - Homeless students had the lowest average progression in 23/24 (75.2%) and 22/23 (72.8%)
 - Progression in the 23/24 school year improved each month compared to the progression in 22/23
- **Credit Attainment**
 - Foster Youth had the lowest credit attainment month after month in the 23/24 school year (average 26.5%)

- SPED students performed better than most subgroup in credit attainment month after month in 23/24 school year (average 38.6%)
- Middle school students had 0% credit attainment in 6 months out of the 11 in the 23/24 school year. In the 22/23 school year they had 2 months of 0% credit attainment throughout the school year.

English Learner Performance:

- **ELPI**
 - ELPI score decreased from 23/24 (57%) to 22/23 (64.7%) by 7.7%
- **EL Reclassification**
 - EL reclassification rate decreased from 23/24 (79.7%) to 22/23 (91.43%) by 11.73%

School Climate Performance:

- **Chronic Absenteeism**
 - There was an increase in 8th students enrolling year after year - 2022 (20 students), 2023 (26 students), 2024 (42 students)
 - Chronic Absenteeism decreased from 2023 (65%) to 2024 (47.6%) by 17.4%
 - Chronic Absenteeism rates continue to decrease as enrollment increases year after year
- **Student Dropout Rate**
 - Homeless students had the highest dropout rate in both 2023 (16.5%) and 2024 (16.9%) compared to all other student groups
 - There was a significant increase in middle school dropout rate from 2023 (14.6%) to 2024 (27.6%)
 - Foster Youth also had an increase in dropout rate from 2023 (8.3%) to 2024 (15.3%)
- **Suspension Rate**
 - Remains consistent year after year 2022 (0.1%), 2023 (0.1%), 2024 (0.1%)
- **Educational Partner Survey Responses - Fall 2024**
 - About 90% of students agree or strongly agree that the relationship between staff and students is respectful
 - About 33% of students do not feel as connect to community/school and adults
 - About 70% of parents agree the school is providing enough college prep course and dual-enrollment options
 - About 50% of parents believe there should be more CTE programs/offerings
 - About 34% of parents responses indicated that they never have been invited to a school meeting

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

1. A-G Completion

- a. With the increase in our 12th grade cohort, there has been a decrease of 5.5% students who graduated on the A-G plan across most student groups with the greatest decrease for Foster Youth and Homeless students. Focusing on A-G completion will have an impact on more students becoming prepared to enroll in college after high school and pursuing their postsecondary goals.

2. Graduation Rate

- a. The 4/5 year graduation rate has not shown much growth over the last two years (+2.5%) even though our 12th grade cohort has increased in student count. Focusing on the 4/5 year graduation cohort and ensuring these students graduate before their 4th or 5th year of high school will have an impact on students reaching their postsecondary goals in a timely manner.

3. CAST Results for both 8th and 11th grade

- a. A majority of our students in both grade levels are scoring in the standard nearly met or standard not met categories. By focusing on science curriculum and supports available at the school, we can better prepare our students to meet the standard of CAST before they enter high school for 8th graders or finish high school for 12th graders.

4. Math Performance Results

- a. Even though student results are showing little growth year after year, there is still a need to better support our students in their math performance for SBAC and GLE in Ren Star. EL students demonstrate the greatest need in math intervention based on 100% of them scoring in standard not met for the 23/24 school year. Focusing on students' math foundational skills, intervention support, and academic language for those struggling the most will aid students in reaching their grade appropriate math level and better prepare them for the math skills needed after high school.

5. ELA Performance Results

- a. 2024 ELA results have displayed some growth in student performance, but scaled scores for both 8th and 11th graders have decreased. Focusing on ELA intervention for students will support them across all subject areas to meet the standard for each class and their performance on assessments.

6. Foster Youth and Homeless Academic Performance

- a. In the 23/24 school year, Foster Youth was the lowest performing subgroup in credit attainment which is impacting their expected graduation date. Homeless students have continued to be the lowest performing subgroup in progression over the last two school years with an average of 75.2 in the 23/24 school year and 72.8% in the 22/23 school year which is also impacting their expected graduation date and delaying their progress at school. It is evident that these subgroups could benefit from more support academically while also ensuring their personal needs are being addressed at the school level with appropriate staff and resources.

7. Chronic Absenteeism

- a. Even though chronic absenteeism has decreased with the increase in 8th grade enrollment year after year, there is still a need to support this grade level academically to ensure they are progressing through their 8th grade year completing the required coursework and preparing them for high school level coursework.

ROOT CAUSE ANALYSIS / PHASE 3: MEASURABLE OUTCOMES

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

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

Area of Focus #1: A-G Completion

Root Causes:

- Students having a difficult time completing and passing the third year of math
- The availability of options to complete the physical science lab requirement
- Supporting students through two years of foreign language - class is only available online and not enough variety
- Graduation rate factors/deadlines
- Not enough math or science support outside of the class time

Measurable Outcomes:

- Increase 12th grade A-G completion to 15% for the 2024-2025 school year
- 9th grade A-G participation will either maintain or only decrease by 10% once reaching 12th grade
- 65% of all students will take the third year of math (Integrated Math or Algebra 2) regardless of A-G status

Area of Focus #2: Graduation Rate

Root Causes:

- Students are enrolling behind in credits
- Not all educational partners are on the same page with expectations (rides, attendances, SGI participation, etc)
- Lack of collaboration with educational partners (students, parents, and teachers)
- Students have a misconception of our school upon enrollment - how they actually earn credits
- Not tracking the cohort of students in their 4th or 5th year of high school - create more collaboration on this effort
- Outside factors like social-emotional experiences preventing students from focusing on academics

Measurable Outcomes:

- Increase 4/5 year graduation rate by 10% during the 24/25 school year
- Increase the participation of students in core courses for dual enrollment
- Increase the percentage of students who are in SGI classes by 10%
- We will improve out 4/5 year grad rate by 5% by making all educational partners aware of students 4 year graduation date and expectations

Area of Focus #3 CAST Results for both 8th and 11th grade

Root Causes:

- 12th graders are done with science for 2 years before they take the test
- SGI and/or independent studies curriculum may not teach them what is needed to test proficient on the CAST
- Lack of test prep for science

Measurable Outcomes:

- We will aim to have 75% of 8th grade students have access to science curriculum
- We will aim to have more upper grade students complete science curriculum in 11th and 12th grade

Area of Focus #4: Math Performance Results**Root Causes:**

- Ren Star is not given to new students so teachers can go months without knowing what math skills their students have
- Lack of math exposure and low math skills
- Negative attitudes and beliefs about math
- Math academic language is not always taught and understood
- Not enough support in math for 8th graders and EL and LTEL students
- Not all 11th graders are enrolled in a math SGI class or added to math intervention appointments

Measurable Outcomes:

- Within the first two weeks of enrollment, students will be assessed in Ren Star and assigned math support
- While attending PLCs, teachers will have a greater awareness of where students are in their math skills and be able to assign the appropriate class or remediation support for all students
- Increase math unit progression by 10%
- 75% of 8th graders will have 90 minutes of dedicated tutoring or classtime in core subjects per week
- Develop instructional plans for math coursework and test prep before 11th grade to ensure all students have access to a math class for all 4 years
- 85% of 11th graders will be enrolled in a math class or receive math intervention support

Area of Focus #5: ELA Performance Results**Root Causes:**

- EL students have language barriers that cause skill gaps in accessing the full IS curriculum
- Attendance: EL students have external factors that prevent them from coming to school regularly or for additional appointments
- Discrepancy between language completion and credit completion. Students are expected to turn in academic work using Google Translate, but they are not making language progress.
- Lack of teacher knowledge and resources on how to serve students that are low performing
- Difficult to balance progression goals and student learning
- Ren Star is only completed three times a year for most students, but would be more beneficial to complete upon enrollment

Measurable Outcomes:

- 85% of 11th graders will be enrolled in an English class or receive English intervention support
- 85% of EL students will be enrolled in an English class or receive English intervention support
- All new students will take Ren Star within the first 30 days of enrollment to identify the proper intervention for ELA skills
- All students will increase their reading grade level by 2 grade levels by the end of the school year

Area of Focus #6: Foster Youth and Homeless Academic Performance**Root Causes:**

- External factors that impact the student (lack of resources, motivation, social-emotional)
- In need of consistent accountability and expectations for these subgroups
- Need more teamwork as a support system for these subgroups
- There is no support for additional appointments for foster youth and homeless students like there is for SPED and EL students

Measurable Outcomes:

- 5% increase in foster youth performance in credit attainment after each school month
- 5% increase in homeless students performance in progress by the end of the school year

Area of Focus #7: Chronic Absenteeism

Root Causes:

- 8th grade students have basic study skills that inhibit their ability to work independently
- 8th grade students home responsibilities or social-emotional factors that are prioritized over academic expectations
- We wait too long to start the intervention process for 8th graders
- Referrals to social-emotional should be happening within the 5 days of enrollments
- In the enrollment phase, it should be communicated when 8th graders identify needs in social-emotional or other areas so that we can direct them to the right resources provided at the school

Measurable Outcomes:

- By 27/28, the 8th grade program will implement hybrid cohorts with 90% participation to reduce the chronic absenteeism rate
- Reduce the chronic absenteeism rate by 5%

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

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

Successes and Strengths:

1. There has been an increase in SPED, FRMP, Foster Youth and African American students in meeting the requirements of Approaching Prepared on the College and Career Indicator.
2. Student enrollment is increasing at our school year after year.
3. Our one year graduation rate is consistent year after year with a three year average of 83.7%
4. 11th grade students are improving in their math SBAC performance year after year
5. Math GLE performance for all students has improved overall
6. Reading GLE performance for all students have improved this year
7. SBAC for 11th graders has increased year after year with consistent improvement from SPED students
8. Core course completion, progression, and credit attainment have shown growth from 22/23 to 23/24

9. There has been a decrease in chronic absenteeism rate year after year
10. Educational partner feedback is mostly positive about our course offerings, intervention supports, extracurricular opportunities, and belonging in the school community.

Challenges and Concerns:

1. A-G Completion rates have decreased for the school
2. The 4/5 year graduation rate has shown little improvement
3. CAST results for both 8th and 11th graders display a majority of our students performing under the standard
4. Math performance in both SBAC and Ren Star show an opportunity for growth from our 8th and 11th graders
5. ELA performance on SBAC has shown improvement year after year, but there is room for improvement with more students meeting the standard.
6. Foster Youth and Homeless academic performance is underperforming compared to all other subgroups year after year
7. 8th graders have shown a decrease in the chronic absenteeism rate, but there is a great opportunity to reduce this rate and better support our 8th grade students academically and social-emotionally.

Trends and Themes:

1. Through the comprehensive needs assessment process, it was determined that we have a few subgroups (EL, Foster Youth, Homeless, and Middle School) needing additional instructional support in areas like math, ELA, science and overall academic progress. In addition, the school has increased enrollment, but it is not reflective in our graduation rate or A-G completion rate which is telling us there is an opportunity to focus more on postsecondary goals and providing resources to get students close to their goals. Throughout the process, there was also a common theme of students' social-emotional wellbeing being a barrier preventing students from meeting their full potential academically in many of our identified needs.

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.

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).

