







# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name                       | Contact Name and Title   | Email and Phone                         |
|---|--------------------------|---|
| Options for Youth Public Charter Schools - San Bernardino | Ileana Arroyo- Principal | E: iarroyo@ofy.org<br>P: (909) 531-3015 |

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6, 8  
Local Priorities: Not Applicable

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| 80% foster youth students who have been enrolled for at least 30 days, will meet with their Student Advisor once a semester to ensure they are receiving resources needed inside and outside the center. | 100% of foster youth enrolled 30 days or longer met with their student advisor once a semester and received resources needed inside and outside the center. |

















## Actions / Services

| Planned Action/Service   | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Events for student success includes but is not limited to: <ul style="list-style-type: none"> <li>• Graduations</li> <li>• Senior events</li> <li>• Award Banquets</li> <li>• School dances</li> <li>• Sports events</li> <li>• Charter-level social events</li> <li>• Night school</li> <li>• Café nights</li> </ul>                      | \$65,126.65           | \$247,353.00        |
| School programs including but not limited to: <ul style="list-style-type: none"> <li>• Student groups (i.e. student leadership, etc.)</li> <li>• Sports programs (including transportation &amp; equipment)</li> <li>• Experiential learning camps (including transportation)</li> <li>• Field trips (including transportation)</li> </ul> | \$97,689.98           | \$247,353.00        |
| School programs including but not limited to: <ul style="list-style-type: none"> <li>• Community events/outreach</li> <li>• Family engagement events</li> <li>• Back to school night/Open house</li> </ul>   | \$32,563.33           | \$99,667.00         |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Options for Youth San Bernardino was able to fully implement all budgeted actions and services under LCAP Goal 2 in the 2019-2020 school year as most events were completed before March 2019, and most remaining events were transitioned to virtual platforms once the COVID19 pandemic forced the LEA to implement distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Through the implementation of our actions and services listed for LCAP goal 2, the charter was able to meet its expected measurable outcomes through several different avenues.

All of our actions and services were principally directed toward low income, English Learners and Foster Youth students and were offered school wide. While we have done our best to maintain a sense of connectedness with all stakeholders and have found creative ways to continue many OFY traditions, it is a significant challenge to present stakeholder and community engagement events without the benefit of traditional in-person settings. We have endeavored to adapt our sports programs, Pathways trips, senior events, and parent teacher conferences to the realities of the pandemic and have been relatively successful in doing so thanks to the efforts and creativity of staff.

Celebrating our students and their achievements is something we at Options for Youth - San Bernardino hold dear to our hearts. We held several events for student success throughout the school year such as (virtual) Senior Signing Night, a (virtual) EL reclassification ceremony, and a drive-through graduation. Our traditional Senior Signing Nights are held at a banquet hall off site to celebrate all of our students who have been accepted and are committing to attend a four-year college. However, given the realities of the current pandemic, Senior Signing Night has been reimagined as a virtual event in which our counseling team delivers a personalized box of goodies to each participating senior to wear and show off in a live virtual ceremony in which they are honored and recognized by staff. Traditionally, our EL reclassification ceremonies and dinner are also held at an off-site location where students can invite family and staff to join in the celebration of accomplishment with them. Given the realities of the current pandemic, the EL ceremony has been reimagined as a virtual event. Awards were given to all students in attendance. Graduation is especially important for our school community to offer incentives and celebrations along the way. Traditionally, graduations are held two times a year at the Ontario Convention Center to allow for students to invite as many family members and friends as possible. Options for Youth San Bernardino also paid for student's caps, gowns, and senior photos to assure that all students can attend the graduation. Given the realities of the current pandemic, our summer graduation was reimagined and adapted into a drive-through graduation ceremony in which students and their families were able to still participate in the festivities in a safe and socially distanced way. Events for students were effective in connecting students to our program and giving them a sense of belonging. These events were effective in maintaining a positive school climate and developing our students socially and emotionally. **87.3%** of seniors earned a diploma with us in the 2019-20 school year as reported by state released data in January 2021. Our 2-year graduation rate average (2018/19 & 2019/20) = **74.4%**.

School programs such as sports, student council, field trips, science night, camps, and experiential learning trips by Pathways were an effective way to boost student morale, and connectedness to our program in the past. Much of these extracurricular activities had to be reimagined due to the realities of the pandemic, but our school was still able to offer students a wide variety of school programs, including virtual sports, school site council, and Pathways virtual experiences. Prior to the pandemic, Options for Youth San Bernardino had a variety of sports that students can participate in throughout the school year. As a means of maintaining student engagement while adhering to social distancing and safety measures, the athletic department pivoted to offer virtual sports programs and opportunities, including an ESports league and virtual yoga classes. Coaches were available for both activities and all equipment for the yoga classes was provided for students. Students are able to find connections with one another and staff members coaching while playing a sport. Our sports programs not only help to give students the traditionally high school experience, but they also allowed opportunities to develop key character traits such as teamwork, collaboration, communication, and sportsmanship. Our student council groups met virtually and focused on self-advocacy, social justice, and ecology. Student council facilitators provide supplies for students to complete activities individually and safely, while live streaming. Before the pandemic, our camps and pathways trips allowed students to earn elective credits and have proven to grow students socially, emotionally, and academically. These Pathways experiences were reimagined to provide students the opportunity to (virtually) travel the world; we also provided a CSI class for students interested in criminology and crime solving. All of these programs offer students an opportunity to find connections and belonging within our school. Involvement in extracurricular activities provide our subgroup students with an opportunity to connect with peers who can relate to their life experiences. These programs also allow students a platform to have an active voice in our school community. It is also a way to help our student population see the

world in ways they might not ever get a chance to as these programs provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social emotional skills toward real life situations.

Stakeholder engagement events such as senior events, DELAC meetings, community partnership events, and parent teacher conferences were effective as they provided a time in which parents and students were able to interact with our school administrative and instructional staff outside of appointment times. Stakeholder engagement events were also effective in offering the opportunity for parents to discuss their students' academic progress and postsecondary goals with a counselor. These events also provide information and resources specific to student subgroup needs. Additionally, we host Spring and Fall LCAP surveys as well as a biannual School Climate survey to obtain feedback from all stakeholders. For example, many of the efforts in these events were geared toward connecting students and families who are low income, foster youth, or homeless. These events make it possible for us to seek input from parents toward program improvement, especially for our subgroup students. We welcome parents being an active partner in their students' academic success and post-secondary career options. These events make it possible for us to build a foundation of trust and respect between all stakeholders.

### Goal 3

Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8  
Local Priorities: Not Applicable

### Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| The average distance of student scores from "standard met" on the 2020 ELA SBAC will be at the "Maintained" level of change or increased. | Due to the COVID-19 pandemic, Senate Bill 98 and State law has suspended the reporting of state and local indicators on the 2020 Dashboard. Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments. |

| Expected  | Actual   |   |   |   |  |
|---|--|---|---|---|--|
| <p>Teachers will be equipped to provide individualized, standards-aligned instruction through access to Professional Development opportunities.</p>   | <p>Teachers were equipped to provide individualized, standards-aligned instruction through access to virtual Professional Development opportunities.</p> <p style="text-align: center;"><b><u>Fall 2019 CA Dashboard Local Indicator Submitted:</u></b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Engagement of School Leadership</b></p> <p>Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <p>Identifying the professional learning needs of groups of teachers or staff as a whole</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">4</span> Full Implementation         </div> </td> <td style="width: 50%; padding: 5px;"> <p>Identifying the professional learning needs of individual teachers</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">3</span> Initial Implementation         </div> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>Providing support for teachers on the standards they have not yet mastered</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">3</span> Initial Implementation         </div> </td> </tr> </table> </div> | <p>Identifying the professional learning needs of groups of teachers or staff as a whole</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">4</span> Full Implementation         </div> | <p>Identifying the professional learning needs of individual teachers</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">3</span> Initial Implementation         </div> | <p>Providing support for teachers on the standards they have not yet mastered</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">3</span> Initial Implementation         </div> |  |
| <p>Identifying the professional learning needs of groups of teachers or staff as a whole</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">4</span> Full Implementation         </div> | <p>Identifying the professional learning needs of individual teachers</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">3</span> Initial Implementation         </div>  |   |   |   |  |
| <p>Providing support for teachers on the standards they have not yet mastered</p> <div style="border: 1px solid gray; padding: 2px; display: flex; align-items: center;"> <span style="border: 1px solid purple; padding: 2px 5px; margin-right: 5px;">3</span> Initial Implementation         </div>         |  |   |   |   |  |
| <p>Students will complete on average at least 5 Social Studies and Science credits, and 4 Math and English credits in the school year.</p>  | <p>On average, students completed the following number of credits per core subject during the school year:</p> <ul style="list-style-type: none"> <li>• Math = 5</li> <li>• English = 4</li> <li>• Science = 7</li> <li>• Social Studies =6</li> </ul>   |   |   |   |  |
| <p>The charter will track and analyze Renaissance Star Scaled Scores and a baseline will be established.</p>  | <p>The Charter tracked and analyzed student Renaissance Star (RenSTAR) Scaled Scores below is baseline data collected:</p> <ul style="list-style-type: none"> <li>• RenSTAR Reading<br/>Average Scaled Score: 801.6<br/>ELL: 563.9<br/>Foster: 853.9<br/>FRMP: 798.9<br/>SPED: 629.7</li> <li>• RenSTAR Math<br/>Average SGP: 42.7<br/>EL: 44.35<br/>Foster: 50.11<br/>FRMP: 39.21<br/>SPED: 42.59</li> <li>• 2019-2020 Average SGP: 42.95</li> </ul>  |   |   |   |  |

| Expected   | Actual   |
|--|--|
| <p>Charter aims to increase overall Lexile growth for English learners through specialized instruction and interventions.</p>              | <p>All English Learners students had an average Lexile increase of 19 points over 2 testing periods. 9<sup>th</sup> and 10<sup>th</sup> grade English Learners students had an average Lexile increase of 42 points over 2 testing periods.</p>  |
| <p>Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.</p> | <p>Students were offered additional specialized support and instruction to aid in their progression and completion core course.</p> <p style="text-align: center;"><b><u>Fall 2019 CA Dashboard Local Indicator Submitted:</u></b></p> <p><b>1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</b></p> <p>All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college-and-career-readiness standards, and the schoolwide learner outcomes. The School Activity Workbooks (SAW) are created by the Curriculum Team, which works to ensure that all courses are aligned with the Common Core standards. As of the 2018-2019 school year all high school English courses, Integrated Math I, II and III, and Physical Science are aligned with Common Core or Next Generation Science Standards (NGSS). In addition, the Biology course is continuing to be developed to be aligned to NGSS. The Curriculum Team ensures that our science classrooms are compliant with the wet lab requirements. OFY-SB also has online courses which are facilitated by teachers through both APEX and Edmentum Learning Management platforms. Through APEX and Edmentum, students have access to over 45 core courses and 50 elective courses. The data indicates that 86% of the offered courses are UC A-G approved and 90% contain Specially designed academic instruction in English (SDAIE).</p> |

Access to individualized, rigorous curriculum will be increased by contracting out to develop, revise, adopt, adapt and/or create curriculum

Access to individualized, rigorous curriculum was increased by adding and/or revising the following 13 courses in the course catalog:

| Select the Month in which this service was provided from the drop down menu: | Please select the type of service that was provided from the drop-down menu: | Please enter details/name of the curriculum type selected as provided. If other was selected please explain:            |
|--|--|---|
| July 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 72 semester courses (core, world language, and elective) for school site use on July 1, 2019        |
| July 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 72 semester courses (core, world language, and elective) for school site use on July 1, 2019        |
| August 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 12 semester courses (Science core, CTE, and electives) for school site use on August 1, 2019        |
| August 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 12 semester courses (Science core, CTE, and electives) for school site use on August 1, 2019        |
| September 2019   | Adoption of new digital curriculum   | Cur. Dept. releases 7 semester courses (Math core, CTE, and Study Aid courses) for school site use on September 1, 2019 |
| September 2019   | Adoption of new digital curriculum   | Cur. Dept. releases 7 semester courses (Math core, CTE, and Study Aid courses) for school site use on September 1, 2019 |
| August 2019  | Adoption of new digital curriculum   | Adoption of Fast ForWord reading intervention curriculum in mid-August.   |
| November 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 4 semester courses (Math) for school site use on November 1, 2019                                   |
| November 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 4 semester courses (Math) for school site use on November 1, 2019                                   |
| December 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 37 semester courses (core, fine arts, and elective) for school site use on December 20, 2019        |

| Expected | Actual   |  |  |
|----------|--|--|--|
|          | Select the Month in which this service was provided from the drop down menu: | Please select the type of service that was provided from the drop-down menu:                 | Please enter details/name of the curriculum type selected as provided. If other was selected please explain:   |
|          | December 2019  | Adoption of new digital curriculum   | Cur. Dept. releases 37 semester courses (core, fine arts, and elective) for school site use on December 20, 2019   |
|          | September 2019   | Digital Platform Migration and Maintenance (Edmentum APEX Microsoft adobe subscription etc.) | APEX contract was restructured down to 335 licenses in anticipation of not renewing in 3 months.   |
|          | September 2019   | Digital Platform Migration and Maintenance (Edmentum APEX Microsoft adobe subscription etc.) | APEX contract was restructured down to 335 licenses in anticipation of not renewing in 3 months.   |
|          | August 2019  | New curriculum development (not digital)   | English 9B was rewritten to exclude the use of a textbook; includes new and original content to courseware, but kept original novel selection (Hunger Games). Released on Aug. 1, 2019 |
|          | August 2019  | New curriculum development (not digital)   | Release of Integrated Math 3 curriculum  |
|          | August 2019  | Other - please explain   | Launch of Edmentum support site (contains resources, training videos, course lists, updates, etc.)   |
|          | August 2019  | Other - please explain   | Launch of Edmentum support site (contains resources, training videos, course lists, updates, etc.)   |

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Education technology resources includes but is not limited to: <ul style="list-style-type: none"> <li>• Software</li> <li>• Online educational programs and curriculum for all students</li> <li>• Technology</li> <li>• Chromebooks &amp; Kindle's</li> <li>• Data tracking software - EDI, student track, reporting, tableau, IT support</li> <li>• Edmentum &amp; APEX</li> </ul> | \$162,816.63          | \$231,312.00        |
| Curriculum maintenance and development includes but is not limited to: <ul style="list-style-type: none"> <li>• Salaries</li> <li>• Contracts</li> <li>• Curriculum development and maintenance</li> <li>• Learning management system</li> <li>• Digital Platform migration and maintenance</li> </ul>   | \$32,563.33           | \$231,312.00        |

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Options for Youth San Bernardino was able to fully implement all the Actions/Services budgeted for in the 2019-2020 school year for Goal 3 due to the versatility of our program and the ability to adapt to distance learning. Due to the impact of COVID-19 on in-person instruction, we had to increase our spending on technology to support our stakeholders with the transition to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The implementation of curriculum development and maintenance was done by improving accessibility, understanding, scaffolding of course material and migrating over to a digital platform. Educational technology resources were implemented by offering students chromebooks to use for online assignments while at the school site. We also offered online learning through Apex and Edmentum learning programs for all students. All direct instruction classrooms are equipped with smartboard technology to integrate technology into small group instruction. Implementation of Instructional program maintenance and development included but was not limited to the continuation of seeking out, training, and retaining instructional staff by use of recruitment, professional development, and strong leadership departments.

On average, students completed the following number of credits per core subject during the school year:

- Math = 5
- English = 4
- Science = 7
- Social Studies = 6

Our curriculum development and maintenance was effective as we made modifications to the curriculum delivery platforms so that coursework could be accessed and completed via distance learning with teacher support, in workbooks, and digitally for students to complete independently. While maintaining rigor and high academic standards, we have continued to work toward improving coursework so that it is easier to understand and complete with full mastery of skills and material as evidenced by our subgroup student progression outcomes. We also worked to embed informal assessments and targeted practice and intervention into independent study curriculum so as to address individual student needs through the learning process, and in turn work toward closing the opportunity gap between student groups. Additionally, we worked on developing, revising and adopting curriculum offerings to fully round out each students' educational experience. With the migration to the new digital platform, students that fall into one or more of our subgroups benefit the most from these digital offerings as they are designed with their needs in mind. Scaffolding, assessments, and animations make it easier for our subgroup students to get through our curriculum with full mastery. Access to individualized, rigorous curriculum was increased by adding and/or revising the following 13 courses in the course catalog.

Historically we have seen that our English Learners, Foster Students, Homeless, and low-income students have limited access to technology at home which results in a lack of coursework being done outside of our learning centers. The impact of this accessibility gap became especially crucial at the start of the COVID-19 pandemic. Educational technology resources were effective by providing all educational materials, including technology, to ensure that all students had access to their coursework, including online materials and testing, while distance learning. This is

especially important for our foster and low-income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| School Safety - The charter will ensure anyone entering the school site is following social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and provide students with PPE as recommended by CDE. | \$50,000.00          | \$120,882.31                  | Yes          |
| Basic Services - Students will have access to fully credentialed teachers to help aid their mastery of core courses and/or common core standards.  | \$2,000,000          | \$2,010,379                   | Yes          |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Options for Youth San Bernardino was able to fully implement the planned actions and budgeted expenditures despite not returning to full capacity in-person instruction this year. The school prioritized student safety by increasing cleaning services, providing PPE, and other safety measures. Therefore, there are no substantive differences between the planned actions and/or budgeted expenditures to report. This section is still under development and the LEA is currently collaborating with its stakeholders and School Leadership to complete this section. Due to the COVID-19, pandemic, initial budgeted funds and anticipated expenditures will likely be rerouted to better serve and support students in these uncertain times.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

OFYSB experienced several challenges implementing in-person instruction due to county and state COVID-19 restrictions regarding reopening schools. In the 2020-21 school year, students remained in a distance learning setting throughout the year. Staff were able to return to the school site to distribute materials, meals and snacks, and for supplies. In October 2020, staff returned back on site part-time, with a rotating schedule to ensure health and safety. The charter continues to develop a safe reopening plan that aligns with the State and Health department guidelines. The charter has purchased PPE for staff and students, installed safety barriers and other equipment, and increased the frequency of site cleanings and sanitations in preparation for a full return to the school site for all relevant stakeholders. We look forward to welcoming students back to our centers full time once the state and county deems it safe to reopen.

|                            | Phase 1   | Phase 2  | Phase 3   | Phase 4  | Phase 5  |
|----------------------------|---|--|---|--|--|
| School Site Descriptors    | School sites physically closed to all students and families | School sites open for pick-ups and drop offs. Common areas closed. PPE required. | Schools reopen with modifications. Face coverings required. | Schools reopen at full capacity with precautions (CDC) | Schools sites open with no restrictions (back to normal) |
| Learning Model Descriptors | 100% Distance Learning                                      | 95% Distance Learning  | Hybrid Model (1-day or 2 day)                               | On-campus learning/ SGI/limited student activities     | On-campus learning/ SGI/ resume full student activities  |

Overall, some of the greatest challenges we faced in the 2020-2021 school year were directly caused by the COVID-19 pandemic, as we saw a decrease in both student progression and attendance. Average Attendance and Work Completion rates are at 65.98% charter wide in the 2020-2021 school year, as compared to 97.9% at the same point in the 2019-2020 school year. While OFY SB was successful in offering programs to address many of the challenges our students faced in the pandemic (i.e. food insecurity, lack of social-emotional support, mental health services, lack of reliable technology and internet access), they ultimately were unable to totally offset decreases in student engagement and progression.

OFYSB will continue to support students and address learning loss through cycles of assessments. Students complete Renaissance Star Testing every semester to assess their reading and math skills. If the student decreased their score from the previous administration or scores at an urgent intervention level, teachers addressed the learning loss by implementing intervention strategies including but not limited to math modules, tutoring, Small Group instruction, etc. Students learning is also assessed daily through our online curriculum platform with formative and summative assessments. Students work through tutorials with writing prompts, mastery tests, and end of unit tests. Teachers track students' progress and work completion to determine what additional supports are needed.

Options for Youth continued to support students and address learning loss through a cycle of assessments throughout the 2020-21 year. Students complete Renaissance Star Testing every semester to assess their reading and math skills and help identify any learning loss that may have

occurred due to the impacts of COVID-19. On average, OFYSB has seen a 47.64% increase in Lexile scores for students who took at least two RenStar assessments in the 2020-21 year. 46.55% are reading within their grade level Lexile band. If a student's score decreases from the previous administration or scores at an urgent intervention level, teachers addressed the learning loss by implementing intervention strategies, which included direct tutoring, or cohorts. Additionally, students' learning continues to be assessed daily through our online curriculum platform with formative and summative assessments. Teachers track students' progress and work completion to determine what additional supports are needed. Regardless of the phase for reopening we may be in, ensuring our students are progressing and achieving their academic goals are of the utmost importance to OFYSB. We will continue to aggressively identify and combat learning loss.

## Distance Learning Program

### Actions Related to the Distance Learning Program

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Educational Technology Resources - The LEA will provide students with access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools (Achieve 3000, RenStar, Freckle) to grow as 21st century thinkers. | \$100,000.00         | \$165,150.86                  | Yes          |
| Professional Development - Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction.   | \$300,000.00         | \$310,995.17                  | Yes          |
| The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year.                           | \$290,000.00         | \$301,974.83                  | Yes          |
| Post-Secondary Counselors will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social-emotional development course and/or activity.   | \$98,000.00          | \$433,101.95                  | Yes          |
| Students with Disabilities (SWD) Support: Students have access to individualized support through the Special Education Specialists and Paraprofessionals to help aid their mastery in Common Core state standards.  | \$390,000.00         | \$433,101.95                  | Yes          |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Options for Youth San Bernardino was able to fully implement planned actions and budgeted expenditures for supporting distance learning, including professional development for staff, technological services for students and staff, and additional support for subgroups, including English Learners, Foster Youth, and Students with Disabilities (SWD). Therefore, there are no substantive differences between the planned actions and/or budgeted expenditures to report.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### **Continuity of Instruction**

Options for Youth - San Bernardino modified curriculum and instruction to provide students with a high quality of education regardless of delivery method. OFYSB was successful in employing the following modes:

- **Independent Studies:** OFYSB is known for our independent study program, which included students completing Student Activity Workbooks (SAWs) independently with an online or paper assessment administered at the school site to determine mastery. Due to the COVID-19 pandemic, the school site was unable to accommodate students onsite and was aware that not all students had access to reliable technological devices or internet access to complete their assessments at home. As such, OFYSB modified the curriculum by replacing online assessments with alternative written assessments and performance tasks. We felt it would not have been equitable to require internet access as a means of participating in distance learning. Students were provided the entire semester of work (five units per class) at once to turn in as they complete. Teachers graded each unit and provided feedback and guidance via phone, Google Hangout, text, Remind, or video unit. Teachers returned units for corrections if students require further remediation or did not pass all assignments. Feedback was delivered in writing or via call/virtual meeting to discuss what was missing/areas of growth. Each completed unit counts as a credit toward graduation. Additionally, the school has continued to provide tutoring services every day during school hours. These tutoring services are done virtually, through phone calls, video conferencing, and at times, on-site for in-person support (with all health and safety guidelines being implemented).
- **Digital Curriculum & Resources:** For those students with reliable internet access, OFYSB offered online courses through the platform Edmentum. While OFYSB offered courses through this platform prior to COVID-19, we saw a significant increase in program participation as a result of the pandemic and the realities of distance learning. One of the successes of offering Edmentum throughout this time has been the continued ability of students to complete A-G approved science courses, including Biology and Physical Science.
- **Small Group Instruction Cohorts:** OFYSB was overall successful in providing an alternative to students that increased course completion and student engagement with asynchronous subject-specific cohorts. SGI teachers created video lessons, additional resources, and Google Classrooms to guide students through subject specific content in cohorts of no more than 20 students per class. Over 350 students enrolled in a cohort in the 2020-2021 school year. One of the greater successes of offering cohorts throughout this time has been the continued ability of students to complete A-G approved science courses, such as Physical Science and Biology. SGI teachers created take-home lab kits for their students to safely complete wet lab activities at home, thereby satisfying the A-G lab requirement. Physics can be completed exclusively online with virtual labs. SGI Cohorts have enabled students to continue working on their core courses with an increased level of support as compared to the traditional independent study path.

Challenges to all three offerings included a general decline in student work progression and core course completion. However, OFYSB believes that the variety of options available buffered the decline in a sense; had the charter not adapted to the realities of distance learning, the declines we have seen over the last year would likely have been drastically worse.

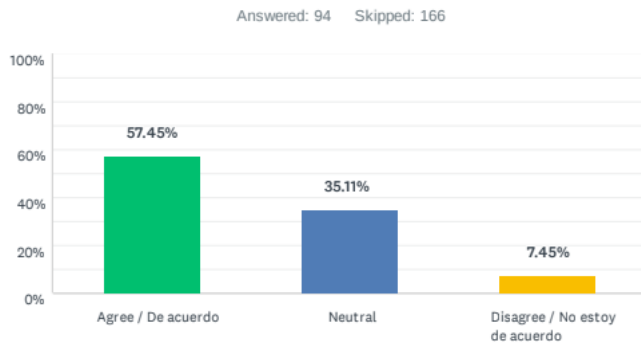
**Access to Devices and Connectivity**

Options For Youth - San Bernardino surveyed students and families to determine their technology needs through online surveys, virtual meetings, phone calls, and in person conversations. The LEA provided three different types of curriculum to ensure every need is met for our students and families. Students will have access to both online curriculum as well as Student Activity Workbooks with alternative assessments for students who do not have access to a laptop or computer, in addition to multiple platforms with which to contact teachers. Additionally, an area of great success was that the LEA purchased 500 Google Chromebooks to distribute to students in need as well as hot spots information about affordable home internet programs for all families. OFYSB also provided alternative assessments for students who needed adjustments in their distance learning format due to any digital divide. One of the challenges in ensuring access to devices and connectivity was in the distribution of said resources. Finally, students and families were offered the option of digital or in-person for IEP meetings or assessments with the school psychologist, in order to take into account access to devices and connectivity.

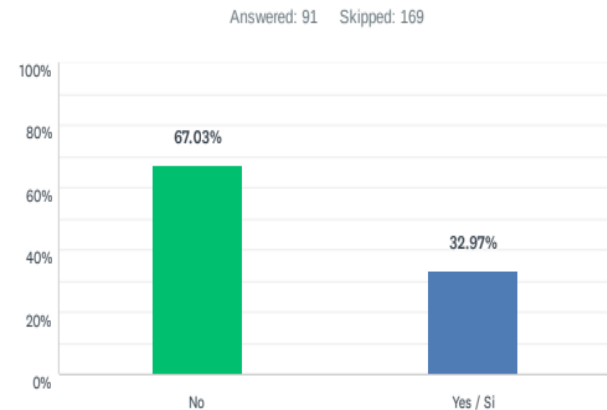
**Pupil Participation and Progress**

The majority of parents and guardians felt that the school adequately provided necessary programs and supports to help combat student learning loss, with an even larger majority believing that their students had not suffered any significant learning loss as a result of the COVID-19 pandemic. This indicates that OFYSB was successful in offering a variety of resources and supports to make both students and families feel supported and seen.

Q6 This school has enough programs/supports that help combat students learning loss due to COVID-19? ¿Esta escuela tiene suficientes programas / apoyos que ayudan a combatir la pérdida de aprendizaje de los estudiantes debido a COVID-19? (Favor de indicar si nivel de acuerdo con la declaracion abajo)



Q3 Did you/your child experience learning loss? ¿Favor de indicar si su hijo/a han experimentado pérdida de aprendizaje?



OFYSB tracks and monitors student progress through live contacts and synchronous instructional minutes. All teachers are required to meet with their students twice a week for an hour each time. As a non-classroom based school, our students are encouraged to reach out to teachers/tutors

anytime during school hours. OFY-SB wants to ensure that we are as available to our students as much as possible. OFYSB measured participation and time value of student work through internal student academic tracking data, including:

- Progression (65.98% monthly average charter wide)
- Credit attainment (19.12% turn in over 5 units per month on average)
- Core Course Completion (English: 4.705, Math: 5.863, Science: 6.015, Social Science: 6.663)
  
- Digital Attendance (93.47% monthly average)
- Participation (individually logged and monitored by teacher)

Many of our students struggled to complete units, with many factors contributing to this challenge. Students no longer have a regular routine with school, some students are forced to learn on different and new platforms, curriculum has changed for some students, and the level of teacher support and face-to-face instruction has changed. As students learned to adapt to these changes, they faced some challenges which led to an decrease in overall progression and unit completion.

Our English Learner (EL) students met with their English Learner Specialist at least once a week virtually for an hour at a time for English language development instruction and support in core courses. All EL students have an Academic Learning Plan (ALP) to ensure they receive all the support they need in their core courses. The ALP forms include testing and unit completion data, learning strategies needed to scaffold instruction, and each students' learning goals and accommodations. The forms also include an informational survey that students complete to reflect on their academic performance, goal setting, progression, areas of success, motivation and areas of improvement. These plans vary from student to student and were specifically tailored this year to address distance learning challenges and potential learning loss. The EL Department was successful in ensuring that 100% of EL students had an up-to-date ALP within 30 days of enrollment. Additionally, 25% of EL students were reclassified as English Proficient in the 2020-2021 school year.

Students with Disabilities (SWD) meet twice a week virtually with their Special Education Specialist (SES) to receive Specialized Academic Instruction (SAI), based on their individual learning needs. These needs are determined using their Individualized Education Plan (IEP), which is created via collaboration between parents, students, teachers, support providers and leadership. SWD have been offered the opportunity to attend their appointments in person as well (with proper safety measures in place) as a means of guarding against learning loss and to better support students with unique academic needs. The SpEd Department was successful in implementing intervention strategies to prevent further learning loss, as evidenced by a 20% participation rate in targeted interventions among SWD.

### **Distance Learning Professional Development**

Through Skyrocket Education, (an educational services provider), OFYSB has been able to offer synchronous and asynchronous trainings on Google Classroom, Google Forms, Edmentum, Remind, Edulastic, Google Voice, and other technology tools. One challenge that we faced in the last school year has been offering meaningful and effective professional development (PD) opportunities that meet the needs or desires of all staff. While the leadership team has endeavored to design innovative virtual sessions, some staff members have expressed that they felt relevant topics were not being addressed or discussed. We hope to offer more targeted PD opportunities for willing parties in the coming school year. In addition, each school site meets weekly to discuss strategies and best practices, enabling leadership to determine which areas are working well and where more training/PD may be needed. In addition, the school meets as a charter monthly to discuss charter policies, best practices, changes, and to participate in PD sessions.

### **Staff Roles and Responsibilities**

Nearly every role at OFY-SB has been affected by COVID-19. In the first part of the year, staff were able to choose to work onsite or at home based on their preferences, which changed the working environment immensely. Since October 2020, staff have been required to work onsite two days per week, following all safety protocols. As of May 2021, all staff will be onsite three days per week; with the expectation, all staff will return onsite full time by July 1, 2021.

Overall, OFYSB was successful in migrating to a virtual/distance learning setting in terms of staff responsibilities and roles. Center Coordinators function as the school secretaries and records department. In order to adapt to precautions necessary in light of the pandemic, they have done the following: conducting registration and orientation appointments over the phone, sharing files digitally with parents and other staff, ordering and inventorying cleaning and sanitizing products, and wiping down frequently touched surfaces in public areas to ensure sanitization. Independent study (IS) teachers now meet with students via phone call, text, email, video chat, Remind, or other available connection, while the number of students IS teachers meet with onsite has decreased to a maximum of three per teacher. SGI teachers have transitioned from small group/direct instruction classes to cohorts in which they provided guidance, materials (as necessary), and instruction or tutorial videos for students. Area Teachers implemented sanitation protocols to ensure any hard copy paperwork submitted had been left out for sufficient time as to be safe, and now scan all hard copy units or paper into a digital copy. Post-secondary counselors offered college tours, senior meetings, and other events online exclusively. Tutors met with students online, over the phone, and in certain circumstances, in person (with proper safety measures in place). All staff meetings and interactions have migrated to a digital platform. One of the challenges we saw over the school year was the lack of connection between staff members that is a hallmark of Options for Youth; staff collaborate and build meaningful relationships with one another in order to better build those relationships with students. The ease of maintaining these relationships has been strained since the start of the pandemic, but staff have found many ways to meet the moment, from virtual lunches to book club and more.

Regardless of the location or platform, all staff are still responsible for executing their job duties, including but not limited to supporting students in their academic journey and ensuring their progress. Whether in person or virtual, teachers were in frequent communication with students and following all protocols. All staff are responsible for ensuring that when on-site they are following all health and safety protocols, including wearing a mask at all times, frequently wiping down surfaces, and maintaining social distancing.

### **Supports for Pupils with Unique Needs**

Options for Youth - San Bernardino's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not been met with solutions in a traditional high school environment. OFYSB serves a population of students that have unique academic and non-academic needs. The needs are met in the local community by identifying students who are disconnected, at-promise, or in need of additional support. By addressing skill gaps with personalized, one-on-one academic support, OFY-SB provides opportunities for recovery and re-engagement through both year-round and summer school programs, sports, and experiential learning trips as well as reinforcing academic and personal growth that ultimately leads to increased district graduation rates.

One of the challenges that OFYSB has seen this school year has been the exacerbation of hindrances to students completing coursework. Our students are often with us due to issues or struggles in traditional schools, and the COVID-19 pandemic did not aid in their academic progress. These at-promise students include homeless and migrant students, students with disabilities, and English Learners. Another challenge we have faced this year has been offering one-on-one interactions with teachers that have been a hallmark of OFYSB's educational philosophy and success.

One area of success OFYSB had this year was in continuing to match students with well-qualified teachers who are trained in effective instructional strategies and are supported by knowledgeable administrators and staff members. Teachers were trained on specific academic interventions, including instructional strategies, social-emotional supports, and study skills.

OFYSB also offered additional support during distance learning specific to subgroups of English Learner (EL), foster and homeless youth, Students with Disabilities (SWD) and other students with exceptional needs.

**English Learners:**

OFYSB English Language Specialists were trained in how to administer and facilitate instruction through iLIT, a designated English Language Learner curriculum, as well as other designated evidence-based literacy interventions. EL Specialists utilized RenStar assessment data (including Lexile scores) to provide specialized intervention.

**Students with Disabilities and Unique Needs**

OFYSB's Special Education department implemented a new progression report protocol to track student credit attainment during distance learning in order to more quickly identify students in need of intervention. The SpEd department conducted weekly progress checks, which were sent out to all IS and SGI teachers, in order to track student progress and ensure the entire team was on the same page. For those SWD not meeting their monthly goals, progress review IEPs were scheduled in accordance with state and LEA procedures. Students and parents/guardians were given the option to attend these meetings virtually or in-person (observing all safety protocols) to ensure equity and parity for all stakeholders.

**Foster Youth and Students Experiencing Homelessness**

Foster youth and students experiencing homelessness were given the option to complete physical workbooks (SAWs) instead of digital curriculum to help support their needs due to lack of access to the Internet, computers, and/or the skills necessary to be successful with online coursework. If foster and/or homeless students would benefit from required access to the internet or computers for academic assignments, to complete online applications for community resources, such as county welfare services, or to attend virtual school events, they were able to make an appointment to utilize this technology in-person on campus (with proper safety protocols). In addition, all foster/homeless youth met at least once per semester with a Post-Secondary Counselor to discuss goals and be connected with appropriate resources, including employment opportunities, soft skills training, and access to food services.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| ELA and Math Intervention services - LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: RenStar, Achieve 3000, Math Intervention Specialist, and Math and English tutoring. | \$300,000.00         | \$301,376.00                  | Yes          |
| Intervention Process - The LEA will designate staff to offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided.                                      | \$100,000.00         | \$114,250.03                  | Yes          |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Options for Youth San Bernardino was able to fully implement the planned actions and budgeted expenditures for pupil learning loss, including targeted interventions. Therefore, there are no substantive differences between the planned actions and/or budgeted expenditures to report.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To most effectively monitor and address pupil-learning loss resulting from COVID-19 in the 2020-2021 school year, the LEA administered the Star Renaissance assessments in Math and English Language Arts (ELA). This assessment is administered three times per year, in the fall, winter, and spring. Students who scored in intervention or urgent intervention ranges were recommended for intervention supports, including tutoring/SGI hours and other supports. All students, regardless of their RenStar scores, were encouraged to utilize math and ELA tutoring appointments and/or cohorts.

OFYSB successfully implemented cohorts in core subjects as a means of more effectively supporting students in core classes. Math, ELA and Science cohorts allowed students to work one-on-one with highly qualified teachers who provided support and pacing for students to stay on track and complete their class in a timely manner. Because core classes have historically been so challenging for students, we hoped to encourage them to continue working on these core courses throughout their time distance learning to allow them to continue making progress toward graduation,

and help mitigate learning loss. Overall, the cohorts were relatively successful with over 350 student's charter wide enrolling in a cohort during the school year. With these cohorts, students are not only receiving academic support from a highly qualified teacher in their content area, but they are also able to interact with another adult on a regular basis as a result. These additional interactions provide students an even greater sense of routine and belonging, as well as add another student advocate to the team; this also provided students with a sense of normalcy and additional platform to share their thoughts.

### **Strategies**

To address learning loss and accelerate learning progress for pupils, OFYSB has emphasized addressing students' social-emotional wellbeing, building community as a foundation for student learning, consistently assessing students' needs and understanding, incorporating reengagement strategies, setting clear expectations, and providing individualized support. Teachers conducted weekly check-ins with students, as well as scheduled semesterly Achievement Chats with students and parents. OFYSB successfully implemented subject-specific cohorts in core content areas (Math, ELA, and Science) in which teachers utilized diagnostic assessments to identify skills/areas of growth to review so that students would not fall behind in core content areas. If students were identified as having experienced significant learning loss, teachers, parent/guardians, students, and other relevant staff members met to develop intervention plans that were specific and appropriate to each student, and included such supports as additional time with the teacher, mandatory tutoring or cohort participation, or remediation courses.

### **English Learners (EL)**

One of the challenges that the EL Department faced in the implementation of strategies to address learning loss was short staffing. There are several vacancies in the EL Department that we are struggling to find qualified applicants to fill. Despite these staffing challenges, the EL Department successfully maintained regularly scheduled appointments for ELD instruction and support in core content areas, as well as piloted an iLIT course, which is a designated English Learner Curriculum. To help combat learning loss among pupils who are English Learners, EL Specialists monitored and adjusted Academic Learning Plans (ALP) to ensure that they remained reflective of students' needs. ALP forms included testing and unit completion data, learning strategies needed to scaffold instruction, and students' learning goals and accommodations. The ALP also includes an informational survey for students to reflect on their academic performance, goal setting and progression, areas of success, and areas of improvement.

### **Students with Disabilities (SWD)**

One of the challenges OFYSB faced in serving SWD was in the difficulty many SWD had in migrating to a digital platform. SWD meet regularly with a Special Education Specialist (SES) to receive Specialized Academic Instruction (SAI) based on their individualized learning needs. Over the last school year, many students struggled with the virtual format these one-on-ones took place in as well as a lack of in-person support. Despite these challenges, the SPED Department was successful in monitoring and intervening appropriately to combat significant learning loss by adjusting IEPs, additional outreach and communication strategies, and small group tutoring modules.

### **Foster/Homeless Youth**

Post-Secondary Counselors were particularly successful in addressing the unique needs of Foster/Homeless Youth during the COVID-10 pandemic. Foster Youth and students experiencing homelessness regularly met with a Post-Secondary Counselor to develop academic plans individualized to meet the unique needs of each student. Post-secondary counselors connected foster youth and students experiencing Homelessness with relevant resources to ensure that their basic needs were being met first, so that they can focus on their academic progress towards graduation. Post-Secondary Counselors served as liaisons to appropriate supports and resources to combat learning loss, including but not limited to online or local tutoring, referrals to specialized departments, and referrals to outside agencies. Specialized departments may include the

English Learner (EL) department, Special Education Services, and/or School Psychologist referrals. In addition, Post-Secondary Counselors worked closely with the San Bernardino County Superintendent of Schools' Foster Youth and Homeless Liaisons to ensure updated information regarding local resources and policies, as well as receive potential support for students, including but not limited to school supplies, hygiene supplies, and technology tools. The Post-Secondary Counseling Department acquired and distributed free diapers and baby wipes to students, coordinated school supply pick-up, and distributed information about at least six food drives happening in the community throughout the school year.

To assess learning loss among foster and homeless youth, these student subgroups were given a series of formative assessments, specifically the triannual administration of the RenStar. Due to a potential lack of technology, these students were permitted to participate in these assessments on campus while following COVID-19 safety plans and procedures.

### **Effectiveness of Implementation**

OFYSB measured the effectiveness of supports offered to mitigate pupil-learning loss through a variety of means, including Star Renaissance benchmark assessments, formative and summative assessments, teacher observations, Achievement Chats, and monthly tracking of student progression/attendance. The triannual administration of the Star Renaissance benchmark assessment provides student achievement data for ALL students, indicating whether a learning loss has been recovered and pinpointing what gaps may still exist and require further intervention. This approach also provides data on specific subgroups to develop targeted plans that can be measured and adjusted by subgroup (EL, SWD, LI, Foster, etc.).

OFYSB has been successful in conducting formative assessments, through course completion rates and assigned interventions that indicate whether instructional and intervention strategies are successful. Core course completion and progress monitoring via monthly reports generated from internal data measure pupil engagement with coursework and helps to determine each student's ability to complete work and recover necessary credits at an appropriate pace. Charter wide, teachers conducted Achievement Chats with students and parents/guardians once per semester, with an average of 56% of families participating in at least one conference. During this time, student progress, learning gaps, areas of success, and areas of growth are shared, amongst other topics. Teachers, parents, and students can discuss possible explanations for students who were not progressing on pace or who demonstrate ongoing signs of learning loss, as well as pinpoint next steps.

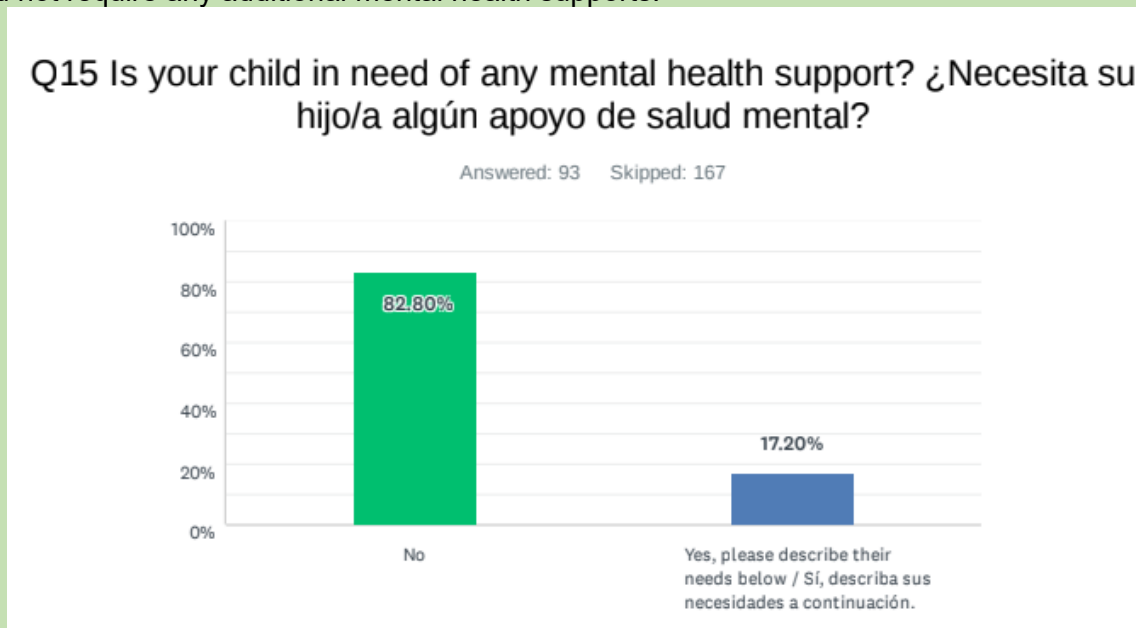
OFYSB was successful in including questions within stakeholder surveys (including the Fall 2020 and Spring 2021 LCAP) in which parents, students, and staff were able to evaluate the effectiveness of tiered intervention strategies to address learning loss. These surveys included questions specifically focusing on pupil learning loss during distance learning and whether the strategies implemented by the LEA were successful in mitigating learning loss. While OFYSB was successful in monitoring student progression and digital attendance on a monthly basis, the charter struggled to increase or maintain student progression and attendance to previous levels. Average Work Completion rates are at 65.98% charter wide in the 2020-2021 school year, as compared to 97.9% at the same point in the 2019-2020 school year.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Options for Youth San Bernardino successfully promoted the social and emotional well-being of pupils and staff throughout the year by identifying students' unique needs through the child find process, offering school based counseling support services, school psychologist office hours for check in as needed, providing monthly mental health awareness information resources, and counselors to promote post-secondary interests. Printed resources with information on such topics as returning to school, coping with grief, and managing anxiety have been available at all school sites throughout the year. Further, OFYSB ensured that the majority of resources were accessible virtually or via text message for students to access. While these services were available and advertised, at points, it was difficult to recruit students to actually utilize many of the resources in some instances.

OFYSB has been successful in adapting resources and outreach to a digital platform, as evidenced by the large number of parents and guardians reporting that their student did not require any additional mental health supports.



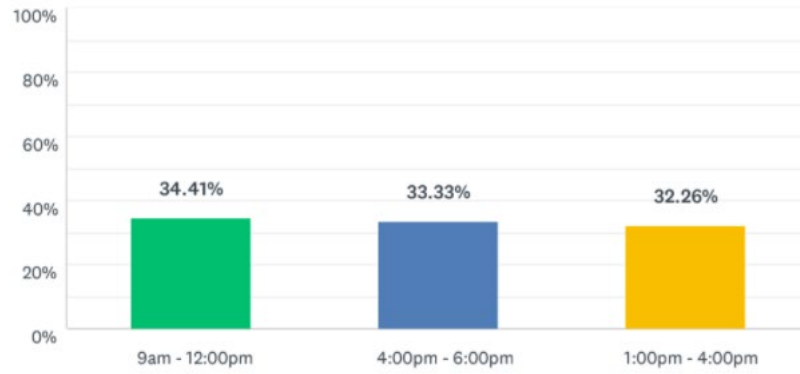
OFYSB successfully implemented an updated referral process in which post-secondary counselors conducted mental health screenings of at-risk and/or referred students in order to provide appropriate supports or resource referrals, including the school psychologist and outside agencies.

Virtual events were utilized throughout the year to promote social development and school engagement, even in distance learning. Celebrating our students and their achievements is something we at Options for Youth - San Bernardino hold dear to our hearts. We successfully held several events for student success throughout the school year such as (virtual) Senior Signing Night, a (virtual) EL reclassification ceremony, and a drive-through graduation. The Post-Secondary team hosted a wide variety of virtual events for students including college tours, career days, and soft-skills training. One area of great success was the manner in which Post-Secondary Counselors approached the creation and utilization of their website. Any counseling events that contained pertinent information (including awards ceremonies) were recorded and posted on the counseling

webpage to ensure that students and parents had access at their own convenience, as it was determined that no single timeframe was preferred by a majority of families.

Q9 What is the best time for you and your family to join a virtual meeting for informational purposes? ¿Cuál es el mejor momento o tiempo durante en día para que usted y su familia se unan a una reunión virtual con fines informativos?

Answered: 93 Skipped: 167



The Post-Secondary Counselor’s website also promotes mental health and social-emotional wellbeing through the use of a “Calming Corner”, created by post-secondary counselors to provide resources for students experiencing negative emotions or mental health struggles; a wellness center to promote physical activity and practicing self-care; and a list of local resources that include mental health services and crisis centers. While we were unable to host live group sports, the school offered both an eSports league as well as virtual yoga for students. In addition, Student Council held virtual meetings and events while the school hosted a virtual spirit week. These events allowed students to maintain a sense of connectedness to the school and their peers; however, one challenge we did find that student attendance and participation has decreased as compared to in-person events.

OFY - San Bernardino partners with Prep for Success to provide comprehensive Special Education services to students with mild to moderate disabilities or learning impairments. Prep for Success provides our students with school site psychologists that are there to support all students during their most trying times. Each month, Prep focuses on student needs and provides staff and students with awareness about specific mental health issues. Staff were provided access to the following mental health trainings in the 2020-2021 school year: Child Find Procedures, Suicide Prevention, and Crisis Response Training. Additionally, students receive monthly newsletters with resources provided to them by Prep for Success.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

While we have done our best to maintain a sense of connectedness with all stakeholders and have found creative ways to continue many OFY traditions, it is a significant challenge to present stakeholder and community engagement events without the benefit of traditional in-person settings. We have endeavored to adapt our sports programs, Pathways trips, senior events, and parent teacher conferences to the realities of the pandemic and have been relatively successful in doing so thanks to the efforts and creativity of staff.

We have implemented a monthly raffle for students completing four or more units a month, with additional incentives for students completing six or more units per month. In addition, we have successfully continued DELAC meetings and begun monthly School Site Council meetings, in which stakeholders discuss opportunities to re-engage students and families via supports, incentives, and interventions.

OFY-SB has implemented an intervention plan to re-engage pupils who become absent from distance learning in the form of a truancy. A truancy is defined as failing to attend teacher appointments and/or turn in work consistently within a four-week academic month. A student will be considered truant if they miss fifty percent of their monthly appointments or if they turn in fewer than four units in one month. Once this occurs, the student's parent/guardian is sent a truancy letter and a phone call, in English and/or Spanish that states that the student has not met the minimum requirements during the academic month. During this phone call, concerns and expectations will also be discussed. When students are truant, a plan is developed to support the student's individual academic needs and progress. The Post-Secondary Counselor and/or Assistant Principal participate in an intervention meeting to identify supports needed. If there is reason to believe that a student may qualify for an evaluation for services related to a 504 plan or Individualized Education Plan (IEP), the teacher initiates the Child Find Process with the assistance of the SPED department. If a teacher is unable to get in contact with a student, the Post-Secondary Counselor reaches out to all listed emergency contacts. One challenge in the implementation of this re-engagement plan and in connecting with families is lack of accurate phone numbers, no email, or mail not delivered to home address. The charter also has not been able to engage families in awards nights or events where we traditionally would have parents participate and engage with the school.

OFYSB has continued to prioritize students' social-emotional and mental health, while providing all possible academic support. Initial intervention meetings included discussions for potential reasons for missed appointments and low academic progress. Students were offered flexible appointment times and methods, internet service support, bus passes, tutoring, referrals to mental health services and local community resources as necessary and appropriate. OFYSB has been successful in evaluating services and progress for IEP students throughout the pandemic, and has focused on targeted interventions for those Students with Disabilities (SWD) who are truant or inadequately progressing. In addition, OFYSB has been successful in implementing our intervention plans focusing on pupil re-engagement; teachers and other staff maintain record logs of communications or communication attempts with students and families and in tracking student progression.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-classroom based charter school, OFYSB is not required to provide food services. However, the school was aware that students may be facing food insecurities due to financial hardships resulting from the pandemic and successfully offered lunch to students throughout the school year, beginning in September 2020. Students were able to pick up nutritionally balanced take-home meals each school day. Heating instructions

were provided in both English and Spanish on any meals requiring warming. In addition, the school made available for pick up pantry boxes filled with healthy snacks for families in need.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

| Section                  | Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--------------------------|---|----------------------|-------------------------------|--------------|
| Stakeholder Engagement   | The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our program. The charter will administer a school climate survey to gauge student, parent, and staff perceptions of the school environment. This action will also include the materials needed to improve engagement, charter level events, and award banquets. | \$245,000.00         | \$178,389.00                  | Yes          |
| Socioemotional learning  | The LEA will provide students with opportunities to engage in virtual field trip opportunities, curriculum, sports, student council, and student events. (Programs will be modified as recommended by CDE recommendations regarding COVID-19 pandemic)  | \$480,000.00         | \$496,375.47                  | Yes          |
| School Nutrition Program | The charter will provide students with a nutritious lunch option and healthy snacks for students.   | \$80,000.00          | \$30,125.17                   | Yes          |
| Post-Secondary Plans     | All seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data.   | \$195,000.00         | \$204,650.00                  | Yes          |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Options for Youth San Bernardino was able to fully implement all identified actions and services contributing to the improved services requirement. The charter anticipates that by the end of the school year, all allocations and budgeted expenditures will be met in socioemotional learning and

postsecondary plans. The School Nutrition Plan and Stakeholder Engagement budgeted expenditures exceeded actual expenditures due to the lack of students and stakeholders within the center. The charter offered a variety of methods for stakeholder engagement, including virtual events, digital surveys, and socially distanced outdoor activities; that being said, OFYSB was unable to host our traditional yearly Back to School Night, Family Fun Night, or Science Night - all events which provide opportunity for stakeholders to interact with one another, the school, and provide meaningful feedback to the LEA. While we were able to provide a nutritious daily lunch option for all students, the centers being closed or reduced capacity created a reduced need and made it difficult to distribute healthy snacks to students. Those funds not utilized under the School Nutrition Program or in Stakeholder Engagement were reallocated to student-specific areas such as school safety, intervention programs and educational technology resources based on the needs of the charter and student success during distant learning. Our high needs students were not negatively impacted due to any changes in allocations. Therefore, there are no substantive differences between the planned actions and/or budgeted expenditures to report.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the 2020-2021 school year, the charter has adapted our instruction to distance learning by offering students a variety of curriculum and learning options, including modified independent study packets, digital curriculum and resources, and small group instruction (SGI) cohorts. As we continued distance learning throughout the school year, concerns about student’s mental health and progression remained and were monitored, while new challenges emerged such as developing and implementing student re-engagement strategies as the school was able to move through reopening phases. OFYSB successfully implemented several intervention strategies, specifically with SWD and EL students to diagnose and implement interventions to address learning loss early and aggressively. As we move forward into the 2021-2022 school year, OFYSB has increased the actions meant to increase student progression and achievement for all students and subgroups, with a particular focus on improving EL student assessment results. We will increase our focus around diagnosing and addressing learning loss and implementing practices and strategies to further support students in current programs (iLit) and additional supports.

While developing the LCAP for 2021-2022, the LEA took into consideration lessons learned over the last school year when developing goal actions and metrics.

- Goal 1, Metric 5: The charter aims to maintain its Core Course Completion rate for foster youth and homeless students to facilitate student progression to graduation.
- Goal 2, Metric 2: The charter aims to increase core course completion in ELA achievement through offering specialized instruction and academic interventions.
- Goal 2, Metric 3: The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions.

The above actions include setting goals for minimum core course completion for all students, as well as specific core course completion goals for foster/homeless youth. These actions will help address learning loss among vulnerable populations and allow students and staff to more effectively

track student progression in the coming school year. Focusing on core course completion will also allow the LEA to accelerate the pace at which students are moving toward graduation.

- Goal 1, Metric 6: Maintain or increase the percentage of EL pupils reading at their grade level Lexile band (50%+)
- Goal 1, Metric 7: Maintain or increase the percentage of FRMP pupils reading at their grade level Lexile band (50%+)

OFYSB has also chosen to include the above actions in next year's LCAP that specifically address Lexile growth, particularly for EL and FRMP students. EL students have demonstrated an opportunity gap in Lexile level as compared to their peers. Further, because over 82% of our students are low-income, interventions or actions targeting FRMP students will benefit the majority of all students. Better readers are better writers, and better writers are better readers; both of these factors are crucial in overall comprehension and success in all content areas.

- Goal 2, Metric 4: The charter strives to maintain or improve its ELA academic performance as indicated by past internal benchmark assessments.
- Goal 2, Metric 5: The charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments.

The above actions are meant to specifically address student growth in terms of performing at or/near grade level on benchmark assessments. Because the SBAC was suspended in the 2019-2020 and 2020-2021 school years, the LEA has chosen to use Star Renaissance assessment data to monitor student progress and implement interventions as appropriate. By conducting the assessment triannually, we are better able to identify students in need of intervention and implement those strategies immediately, rather than waiting for the next school year.

One area that proved to be a significant challenge for OFYSB was in ensuring students utilized technology to complete their distance learning, as appropriate. While the school provided Google Chromebooks and hot spots to those students in greatest need, and offered information about services providing low-cost reliable internet access to all families, there was a discrepancy between accessibility and actual access by students. Lastly, the charter struggled to engage with stakeholders, despite the numerous events hosted or facilitated by OFYSB staff to maintain connectedness and engagement. Our program is built on our engagement with students and families, and supporting students with their needs in a variety of ways, including mentorship, counseling, experiential learning trips, sports, and other activities. As students and staff return to the school site full time in the 2021-2022 school year, the LEA will prioritize student mental health, social-emotional wellbeing, and academic progress. The charter has included several actions that address stakeholder engagement and connectedness, including increasing the number of SWD in Pathways trips and extracurricular groups and increasing the number of students who report a sense of belonging and safety (via stakeholder survey). OFYSB will continue to ensure that staff receive professional development on strategies to best support students with their mental health and academic progress.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The charter has implemented many interventions and supports for pupils with unique needs to assess and address learning loss. All students participate in triannual Star Renaissance assessments (fall, winter, spring) to determine if they are meeting grade level standards in English and Math. Through these assessments, staff are able to implement targeted interventions and supports to those students requiring remediation or experiencing learning loss.

**Low Income Students:** LI students will receive additional supports, including evidence-based interventions and other strategies to address learning loss. In addition, LCAP Goal 1, Metric 7 will be implemented with the purpose of increasing Lexile growth rates among FRMP students. This will be measured by student performance on the Star Renaissance Assessment. Those students requiring urgent intervention will begin working with a tutor immediately and be recommended for the most appropriate intervention supports. By administering the Star Renaissance assessment triannually, the charter aims to address learning loss as quickly and effectively as possible.

**English Learners:** English Learner supports differ from supports offered to all students in that they are specifically designed to increase language acquisition as a means of increasing access to the content. English Learner Specialists use iLit, an evidence-based designated English Language Development curriculum, which has been proven to improve Lexile measure, comprehension and literacy in English Language Learners. The Academic Learning Plan, which is utilized exclusively for EL students, has also been updated to include specific supports by subject area and instruction specific supports for independent study and direct instruction for English Language Learners. As part of the 2021-24 LCAP, the EL department will continue to implement iLit curriculum in the form of weekly lessons through specialized instruction from English Language Specialist; in addition, all staff will receive professional development on EL-specific strategies in order to better assist EL students in all content areas. Through all of these strategies to combat learning loss and to help with language acquisition, the charter aims for EL students to continue to make progress and be reclassified (Goal 1, Metric 1), improve their Lexile level on Star Renaissance Assessments (Goal 1, Metric 6) and make progress on their ELPAC scores (Goal 1, Metric 4).

**Students with Disabilities:** Special Education Specialists will adjust learning goals based on assessed learning loss or growth, so that they can provide targeted tools, strategies, and interventions for SWD. Interventions include the use of learning resources and modifications made specifically for SWD, including segmented (“chunked”) assignments, in which assignments are split up into smaller pieces so that individualized support for specific learning goals can more effectively be accomplished. The LCAP includes several goals specific to SWD to address learning loss and general wellbeing. The Charter aims to increase SWD academic progress and achievement by increasing student engagement and social-emotional wellbeing, specifically in increasing the number of SWD participating in Pathways Trips or other extracurricular groups (Goal 1, Metric 2). In order to improve student outcomes in mathematics, the charter aims to increase the number of SWD participating in a math intervention (Goal 1, Metric 3). Finally, staff will receive training on how to best serve SWD, utilizing appropriate strategies and supports, and align goals for all aspects of the program. (Goal 1, Action 6).

**Foster Youth/Students Experiencing Homelessness:** Foster and Homeless Youth must have their basic needs met before they can grow academically, let alone address meaningful learning loss. The charter provides food, counseling services, and community resources to reduce barriers for learning for these populations. Once basic needs are met, we provide remediation courses and academic support, including tutoring and cohort groups, to combat learning loss. To ensure that they are being supported and their unique needs adequately addressed, Foster and Homeless Youth will meet with Post-Secondary Counselors at least one per semester to monitor academic progress, explore workforce opportunities, and discuss necessary/available resources (Goal 1, Action 8). The 2021-2024 LCAP focuses on supporting Foster and Homeless Youth in their academic progress and graduation goals by incorporating core course completion measures (Goal 1, Metric 5).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Options for Youth San Bernardino was able to fully implement all identified actions and services contributing to the improved services requirement for our high needs students. Options for Youth San Bernardino budgeted \$4,628,000 for actions contributing to the increased/ improved services for our high needs students and has spent \$4,691,023 towards these actions. While the School Nutrition Program and Stakeholder Engagement expenditures were not fully utilized, we were able to fully implement a school lunch program throughout the year as well as safely provide healthy snacks to the limited number of students on-site later in the school year, in addition to providing numerous opportunities for all stakeholders to provide feedback and participate in school culture building. Those funds not utilized under the School Nutrition Program or in Stakeholder Engagement were spent in student-specific areas such as school safety, intervention programs and educational technology resources. Our high needs students were not negatively impacted due to any changes in allocations. Options for Youth San Bernardino budgeted \$4,628,000 for actions contributing to the increased/ improved services for our high needs students in our LCP and has spent \$4,691,023 towards these actions, therefore, there are no substantive differences between the planned actions and/or budgeted expenditures to report.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of the 2021-24 LCAP has been greatly influenced by analysis and reflection on student outcomes monitored based on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan (LCP). In the spring of 2021, the charter performed a Comprehensive Needs Assessment to analyze assessment data, student outcomes from the 2019-20 school year, Fall 2020 to determine the charter's needs. Through this analysis and reflection, OFYSB has identified many areas of focus including, but not limited to: implementing successful interventions to combat learning loss, social emotional support to re-engage our students into our charter by providing programs and extracurricular activities, and looking at opportunity gaps in learning for our pupils with unique needs. Many of our new goals are derived from the results of data dives conducted to prepare for the Comprehensive Needs Assessment, the California Dashboard, p2019-20 LCAP goals, stakeholder input, and the results of LCP implementation and analysis.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# 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 Public Charter Schools - San Bernardino | Ileana Arroyo - Principal | E: iarroyo@ofy.org<br>P: 909-531-3015 |

## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students.

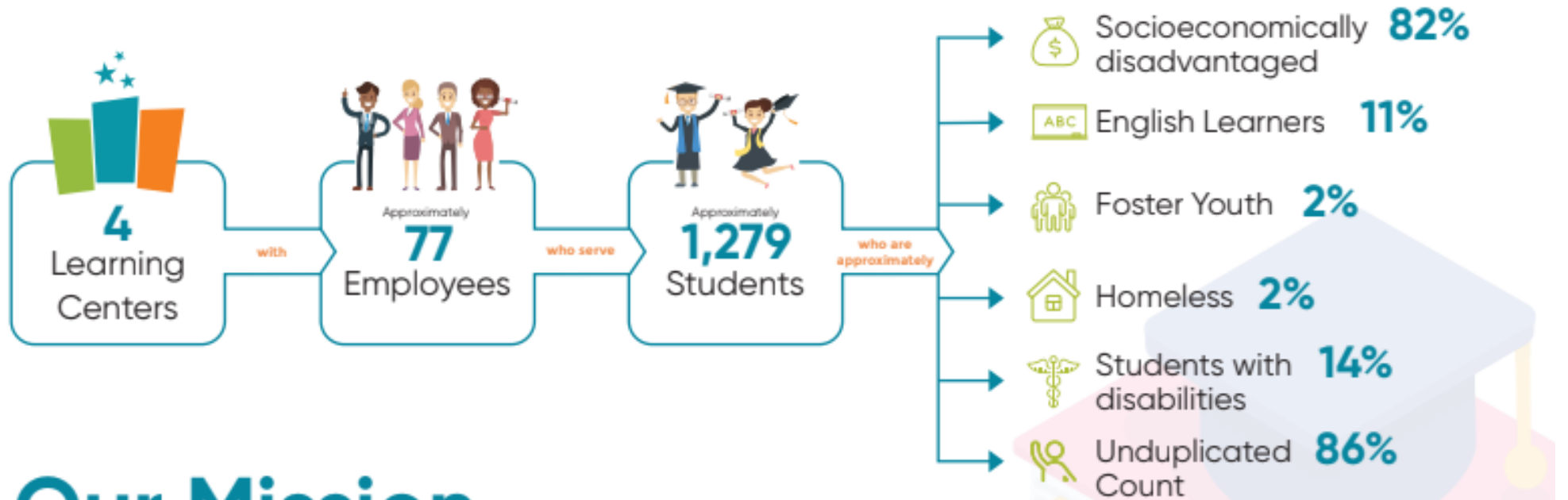
Options For Youth-San Bernardino (“OFY-SB”) provides an alternative educational option for youth who have experienced academic challenges, often due to skill gaps caused by both academic and external factors. OFY-SB provides an education that increases the number of post-secondary opportunities available to students, whether higher education or entering the professional world, thus positively impacting the community at large. We provide students with the resources to empower them in achieving their dreams and reaching their full potential.

**Educational Program:**

OFY-SB not only supports each student’s academic needs, but their social and emotional needs as well, enabling them to achieve the goal of becoming “self-motivated, competent, and lifelong learners.” OFY-SB is dedicated to providing social-emotional learning opportunities that allow students to gain insight into themselves, resolve new challenges and understand the significance of self-advocacy, leadership and influence. We know that an educated student thinks critically, poses questions, applies his/her knowledge to the world around them and is intrinsically motivated. We recognize the trend that youth in high-risk situations tend to experience school problems, social difficulties, and mental health issues at higher rates than students not living in high-risk situations. These vulnerable student populations often require increasing frequencies of specialized attention in order to progress.

OFY-SB believes that an educated person in the 21st century is a life-long learner who possesses certain academic skills necessary to contribute meaningfully to society:

- Read and analyze grade-level text
- Communicate with different audiences using oral and written language
- Use math to solve everyday problems
- Understand the scientific method, and how science impacts daily life
- An educated person in the 21st century exemplifies the following non-academic skills and qualities:
- Take the initiative and be self-directed
- Adapts to and is flexible toward new situations
- Shows leadership and takes responsibility
- Is productive and accountable for work products



## Our Mission

The mission of Options for Youth is to create an educational choice for all students. Our staff connect with students to empower and inspire them to achieve their goals and make their dreams a reality. Options for Youth will assist students as they develop supportive relationships that enable them to manage work life, and familial responsibilities. Our vision is to re-engage students by giving them the skills and the confidence to become lifelong learners who contribute to their community.

### AT-PROMISE LEARNERS

OFY-San Bernardino's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not been met with solutions in a traditional high school environment. OFY-SB serves a population of students that have unique academic and non-academic needs.

The Charter School meets the needs of the students in the local community by:

- Identifying students who are disconnected, at-risk, or in need of additional support
- Addressing skill gaps with personalized, one-on-one academic support
- Providing opportunities for recovery and re-engagement through both year-round and summer school programs, sports and experiential learning trips
- Reinforcing academic and personal growth, ultimately leading to increased district graduation rates

The at-risk student population of OFY-SB includes homeless students, migrant students, students with disabilities, and English Learners. It is imperative to give all youth, and these subgroups especially, a support network through social-emotional learning (SEL). Students transferring into the Charter School may be referred by District/administrative referrals, Court/judicial system referrals, Social Service and Community agencies, self-referral, word of mouth (often from students and siblings already attending the program), and expulsion committees.

Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student makes it possible for such issues to be uncovered in the beginning stages, thereby enabling effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff, enhanced by additional wraparound services. Frequent, one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-SB teachers, administrators, and staff consult with local government, health, and charitable entities in an attempt to ensure that each student receives all necessary economic, social, and emotional support for learning. In light of the pandemic, OFY-SB has increased our independent study packet and digital curriculum options, expanded meal service to students and their families, and continued to provide one-on-one support and interactions in the virtual setting. In addition, OFY-SB has posted pandemic related county-approved signage/safety measures, Plexiglas dividers for student and staff safety, and disposable masks for individuals entering centers without a face covering.

OFY-SB's students will be matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers will be trained on specific academic interventions such as peer tutoring, peer mentoring, study skills, and study groups.

Additional interventions include:

- Positive reinforcement of incremental student behavior improvements
- Support with transportation
- Reading and math support with interventionists
- Meetings with school psychologists
- Collaborative meetings between teachers, support staff, parents, and students

**Options For Youth - San Bernardino provides all stakeholders with extracurricular opportunities that engage in community outreach, student support, and focus on student growth. Examples of these extracurricular opportunities include:**

- Back to School Night
- Parent-Teacher Conferences
- Family Fun Night
- FASFA Nights
- DELAC Committee Board Meetings
- Bilingual Scholars Ceremony
- Senior Sign Night
- Science Night
- EDC (Engineering and Design Challenge)

- Pathways Parent Orientation

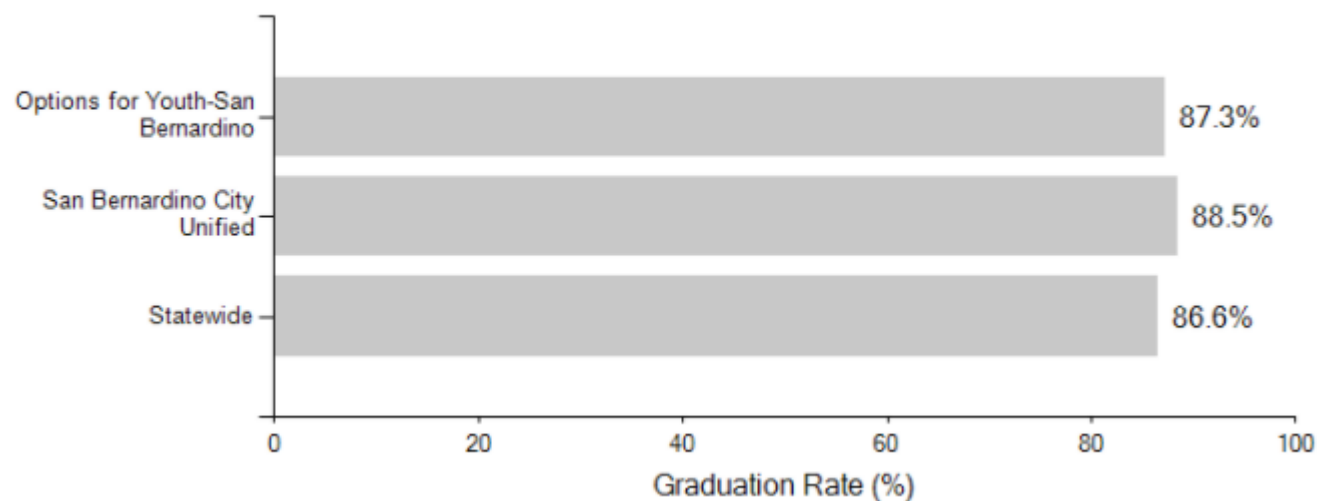
## Reflections: Successes

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

Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (CA Dashboard). Therefore the data displayed is a combination of the Local Indicators, Data released by the CDE in January 2021 for Graduation Rates and College/Career Measures, A Comprehensive Needs Assessment Findings (CNA) and Internal Data. We will continue to monitor student group data and ensure that supports, actions, and services are provided equitably as outlined in the LCAP.

OFY-SB dedicated significant resources in order to improve comparatively low graduation rates. The charter-wide graduation rate for 2019-2020 was 87.3%, a 25.9% increase from the 2018-2019 school year.

### School Graduation Rate Compared to District and State



### Chronic Absenteeism

OFY-SB works diligently to ensure our middle school population has all the resources necessary to complete the middle school courses while coming to each of their appointment times with their respective teacher. Teachers make daily calls to students who do not attend their appointment times in order to reschedule at a time that is most beneficial for the student and parent. At OFY-San Bernardino, we are constantly reinforcing the importance of coming to school and completing work so that they can reach their goals towards graduation.

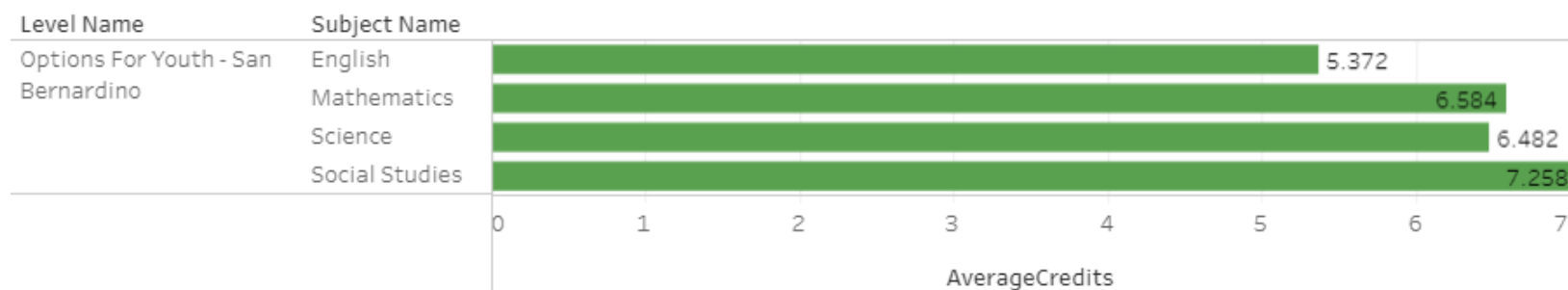
### Attendance Rates

Despite the effects of COVID-19 and having to offer distance learning, we had an average attendance rate for the 2020-21 year of 93.95% for all students. Our EL students averaged a 93.7% attendance rate, Low-Income students averaged a 93.94% attendance rate, Foster Youth averaged a 92.72% attendance rate and our Students with Disabilities had an average attendance rate of 92.3%. We contribute this to the our independent study program, which included students completing Student Activity Workbooks (SAWs) independently with an online or paper assessment administered at the school site to determine mastery. Due to the COVID-19 pandemic, the school site was unable to accommodate students onsite and was aware that not all

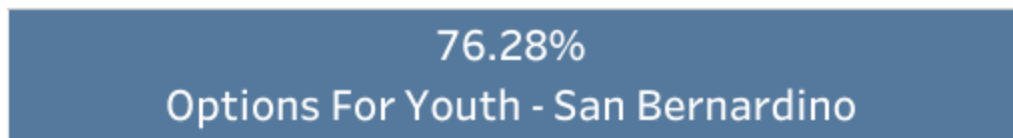
students had access to reliable technological devices or internet access to complete their assessments at home. As such, OFY-SB modified the curriculum by replacing online assessments with alternative written assessments and performance tasks. We felt it would not have been equitable to require internet access as a means of participating in distance learning. Students were provided the entire semester of work (five units per class) at once to turn in as they complete. Data shows that students despite feeling the effects of COVID-19 were still invested in their education and progressing toward their educational goals.

Students completed on averaged above five units per core course during the 2020-21 school year.

### Core Course Completion



In addition to completing over five units per core subject, we saw an increase in the percentage of students completing a social-emotional activity or course in the 2020-21 school year.



### Suspension and Expulsion Data

Because OFY-San Bernardino students have strong, meaningful relationships with teachers and school staff, the school is generally not faced with the same behavior challenges students may exhibit in other settings. At OFY-SB, relationship building, centered around trust and mutual respect, is a top priority. For this reason, Options for Youth-San Bernardino was able to maintain a 0% suspension rate and 0% expulsion rate for both the 2018-2019 and 2109-20 school years.

## Reflections: Identified Need

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

Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (CA Dashboard). Therefore the data displayed is a combination of the Local Indicators, Data released by the CDE in January 2021 for Graduation Rates and College/Career Measures, A Comprehensive Needs Assessment Findings (CNA) and Internal Data. We will continue to monitor student group data and ensure that supports, actions, and services are provided equitably as outlined in the LCAP.

**Graduation Rate:**

OFY- San Bernardino maintains a comparatively low graduation rate as compared to our county; this continues to be our greatest area of need. The nature of our program, in that we accept all students, a majority of whom is over-age and under-credit, makes this metric a challenging one given the parameters set in calculating graduation rates. To address this issue, a Comprehensive School Improvement Plan has been created. The CSI Plan was created based upon evidence, intervention strategies, and recommendations, cited in the U.S. Department of Education's Preventing Dropout in Secondary Schools report published in the What Works Clearinghouse. This plan was incorporated and enacted in the 2020-2021 school year. Based on the Fall 2019 CA Dashboard performance indicator results, OFYSB's one-year graduation rate is 61.4% and the school maintained College/Career student outcomes over last year with 8.8% of students prepared for post-secondary pathways. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. However, through the implementation of our 2020-21 CSI plan, we increased our 2-year graduation rate to 74.4% and our 1-year graduation rate for 2019-20 to 87.3%.

**The following intervention recommendations were implemented and will remain in effect:**

- Tracking and monitoring of student progress and unit completion
- Intensive Individualized support for seniors for strategic planning and academic progress
- Parent/Student Conferences focused on strategic planning, student achievement, and academic progress
- Assistant Principal and Post- Secondary Counselors monthly tracking of all 12th graders' progress
- Students meeting with both their Post-Secondary Counselor and IS teacher once they have turned in 180 units
- Senior cohorts (teams) - these students meet with their Post-Secondary Counselor at least 3 times per month to motivate one another and for academic support/tutoring.

**Core Course Credit Completion:**

At OFY SB, students have the option to complete their curriculum independently with independent study packets or by completing their coursework on a digital platform, using Edmentum Software educational programs. On average, students completed four English/language arts units and five math units in the 2020-2021 school year; these figures are a decrease from 2019-2020 averages. Due to the COVID19 pandemic, students struggled with a variety of issues including internet and technological access, illness, hunger and other challenges, which caused an overall decline in student progression. In order to assist in improving course credit completion rates, OFYSB enacted and will continue to promote a variety of interventions addressing both root causes and the overarching need for improvement in student progression.

**In order to improve outcomes in core course completion, OFY-SB will offer the following:**

- Tracking and monitoring of student progress and unit completion
- Monthly achievement chats with IS teachers to discuss progress, understanding of content, and needed supports
- Subject-specific support (via tutoring)
- Reliable technological access
- Distance learning adapted curriculum

**EL Assessment Scores:**

The discrepancy between the assessment scores of the general population and English Learner (EL) students is an area requiring improvement. 72.2% of EL students did not meet SBAC ELA standards, compared to 30.31% of the general student population. Further, 100% of EL students did not meet SBAC math standards, compared to 73.23% of the general student population. While EL students have previously been offered specialized intervention and support, we plan to introduce a larger breadth and depth of intervention strategies to help reduce this opportunity gap.

**In order to improve outcomes in English Learner (EL) assessment scores, OFY-SB will offer the following:**

- Intensive Individualized support for English Learners (ELs) requiring intervention via EL Specialist
- Evidence-based Interventions, such as iLit to increase access to meaningful opportunities to engage with language production
- Tracking and monitoring of internal assessments to identify areas of need and students requiring additional intervention

**College/Career:**

The number of students who are college and/or career ready has remained an area requiring improvement. In addition, the percentage of students who are on an A-G planning guide or are taking AP-level courses and examinations could be improved. There are no significant performance gaps between subgroups and all students. The nature of our program, in that we accept all students, a majority of whom are over-age and under-credit, makes this metric a challenging one. Students who are behind in credits tend to choose to either enter the workforce or attend a community college after high school. However, OFY - San Bernardino offers an A-G, university-bound path to all students.

**Percentage of Students by CCI Level for each Student Group**

| CCI Level                       | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---------------------------------|--------------|------------------|-----------------|-------|----------|----------|------------------|-------|-------------------|------------------|------------------------------|----------------------------|-----------------|-------------------|
| Percentage Prepared             | 14.0%        | *                | --              | *     | --       | 14.6%    | *                | 11.8% | *                 | *                | 14.3%                        | *                          | *               | *                 |
| Percentage Approaching Prepared | 26.8%        | *                | --              | *     | --       | 25.2%    | *                | 47.1% | *                 | *                | 24.1%                        | *                          | *               | *                 |
| Percentage Not Prepared         | 59.2%        | *                | --              | *     | --       | 60.2%    | *                | 41.2% | *                 | *                | 61.6%                        | *                          | *               | *                 |

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

**In order to improve outcomes in postsecondary planning, OFY-SB will offer the following:**

- Service learning trips and college tours in local, state, and national segments (currently virtual, will be hosted in person when safe and appropriate)
- Mandating regular strategic planning and goal setting with teachers and/or postsecondary counselors
- Expanding college/career events such as career fairs and admissions representative visits
- Offering more career-focused electives through Edmentum in order to hone student interest in postsecondary goals and options
- An additional component in our orientation incorporating A-G planning that facilitates intentional conversations concerning student goals and objectives.

The LEA has created specifically designated positions, Career Pathways Coordinator and Postsecondary Counselors, to provide and engage students in college and career readiness through conversations and planning for post-secondary paths, intervention/retention plans, career fairs and community outreach. Postsecondary counselors, in conjunction with teachers and parents, will facilitate twice-yearly achievement chats (biannual meetings to discuss student academic progress and evaluate strategic planning). Achievement chats serve as an opportunity to review and reevaluate student planning (including A-G pathways), career goals, and other post-secondary objectives.

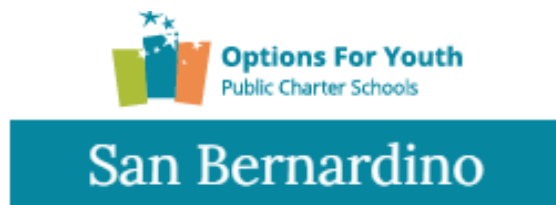
## LCAP Highlights

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

The OFY-San Bernardino charter remains focused on closing the opportunity gap between student groups through a number of strategic efforts.

OFY- San Bernardino has created four LCAP goals to focus on in the 2020-2021 school year:

- Goal 1: Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP) will be provided designated and specialized instruction tailored toward mastery of standards aligned instruction to improve academic achievement, reclassification rate (EL) and progress toward post-secondary goals by the end of the 2023-24 academic school year.
- Goal 2: All Students will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the Implementation of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and socioeconomically disadvantaged pupils (FRMP). In turn, the charter strives to see positive pupil outcomes outlined within Priority 8 in applicable adopted courses of study for grades 7 to 12 and in English Language Arts (ELA) and Mathematics (Math) in both local and state assessments.
- Goal 3: To promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5, the LEA will ensure the achievement and attendance of all students, and particularly for Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP), will be implemented through the metrics and actions outlined in Goal 3 to expose all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness.
- Goal 4: Through the implementation of the metrics and actions listed within Goal 2 the charter will ensure progress within Priority 3 and 6 by cultivating a safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful Stakeholder Engagement opportunities and ensuring all stakeholders feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP). Priority 1 will be implemented to ensure the maintenance, operations, facilities and Teacher assignments are in good standing. The LEA will monitor their progress annually to determine if this goal needs to be structured or prioritized.



OFY-SB is committed to:

- Creating a culture of growth and improvement for all staff in order to benefit student achievement.
- Using data-driven methods to analyze and select the most effective professional development opportunities
- Training all new teachers using a module-based training program that ensures consistency in best practice. These modules include information about our school model, student population, curricular and instructional practices, accountability measures, best practices in effective teaching in a non-classroom based environment, available support services, and other important aspects of the charter
- Providing instructional professional development to support the effective implementation of Common Core and Next Generation Standards and corresponding state assessments.
- Supporting teachers in providing optimal support for all students, including LCAP subgroups, in order to ensure success in our instructional programs
- Training teachers on the charter's curriculum for all program models including, but not limited to: independent studies, small group instruction, and online learning platforms
- Providing training and coaching on effective instruction in the small group instruction environment including, but not limited to: lesson planning, reaching learning targets, student engagement, classroom culture, feedback, checking for understanding, student grouping, and other effective teaching strategies
- Maintaining/increasing our participation rate for all 8th and 12th graders taking the California Science Test (CAST) and increasing the percentage of students at level 3 of standards met for CAST.

Options for Youth San Bernardino is focused on increasing graduation rates and ensuring that there are post-secondary plans in place for each of our students. The primary means of achievement will be accountability through meeting with post-secondary counselors and teachers on a consistent basis, student engagement through exposure to postsecondary options, providing opportunities for community outreach by facilitating community service within the city. Educators will be accountable for achievement chats (progress and strategic planning meetings), student progress trackers, and graduation trackers. Trackers will be shared with a community of educators including teachers, English language specialists, special education teachers, student counselors and the leadership team, to ensure that all students are held accountable for completing their educational plan in a timely manner. Students will attend achievement chats, senior activities and homework cafes that encourage engagement in school, as well as a willingness to commit to goals and expectations. Fostering parent involvement in achievement chats creates open communication between student, parent and educator. Student counselors will work with students on targeting career and educational paths. Counselors will meet with seniors bi-weekly to ensure students are meeting goals and objectives to graduate in a timely manner. Post-secondary counselors work exclusively on post-graduation pathways. As such, students are provided with the tools and resources necessary to become active and engaged members of society.

## Comprehensive Support and Improvement

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

### Schools Identified

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

Options for Youth San Bernardino - CDS Code: 36678760120568

### Support for Identified Schools

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. LEAs may not move off CSI until the CA Dashboard is released to determine if they have a graduation rate average above 68% and majority of their performance indicators are not in the red and orange to trigger them for CSI or TSI. OFY - San Bernardino plans to continue its efforts outlined in our 2020-21 SPSA throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

Options for Youth Public Charter School San Bernardino (hereafter OFYSB) was identified for Comprehensive Support and Improvement (hereafter CSI) due to a 66.90% two-year graduation rate average in 2019. The purpose of the CSI plan is to review best practices, make ongoing adjustments, and continue to move forward in the 2021-22 school year in order to increase graduation rates. OFYSB's reflection process includes sharing current indicator data with all stakeholders and collaboratively establishing program practice goals based on the following indicators: college and career readiness, graduation rates, ELA and Math SBAC scores, English language learner progress, suspension rates, and chronic absenteeism.

OFYSB used the CA Dashboard results from the Fall 2019 release and our 2020-21 Comprehensive Needs Assessment. Data and findings from the CA Dashboard and Comprehensive Needs Assessment were analyzed with stakeholders to find root causes and determine the school's needs for a continuous school improvement. Our CSI plan was updated using this data and subsequent analysis, including the identification of evidence-based interventions and resource inequities identified for implementation. Through the implementation of our 2020-21 CSI plan, we increased our 2-year graduation rate to 74.4%, our 1-year graduation rate for 2019-20 to 87.3%, and our College/Career Preparedness increased to 5.2%. Therefore, OFYSB

will continue with the established goals because they have proven to be successful. All interventions implemented will be evaluated grounded on evidence-based research with moderate to strong findings.

OFYSB plans to integrate the established goals to create an effective school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP stakeholder engagement feedback by utilizing stakeholder feedback through a comprehensive survey gathered once a semester and through various stakeholder engagement events throughout the year. Utilizing this information stakeholders selected the evidence-based interventions that they would like to use to address our performance indicators that are in the red and/or orange on the CA Dashboard to help boost our student performance outcomes. OFYSB has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

### **Comprehensive Needs Assessment Findings:**

The following observations were noted based on the data:

#### Graduation Rate

Overall grad rate YTD: 32.71%

Graduation Rate (YTD) EL: 20%

Graduation Rate (YTD) SPED: 22.22%

Graduation Rate (YTD) FRMP: 28.75%

#### SBAC Results

100% of EL students did not meet SBAC math standards in 2018-2019, compared to 73.23% of all students.

72.2% of EL students did not meet SBAC ELA standards in 2018, 2019, compared to 30.31% of all students.

#### RenStar Results

2017/2018 Renstar Reading - Average Scaled Score: 801.6

ELL: 563.9

Foster: 853.9

FRMP: 798.9

SPED: 629.7

2017/2018 Renstar Math - Average SGP: 42.7

EL SGP: 44.35

Foster SGP: 50.11

FRMP SGP: 39.21

SPED SGP: 42.59

#### Lexile Growth

Overall, 47.62% demonstrated growth

EL: 46.15% demonstrated growth

SWD: 46.43% demonstrated growth

FRMP: 50.33% demonstrated growth

Foster: 50% demonstrated growth

#### Stakeholder Engagement

Data indicates parent participation for virtual engagement events has decreased during the 2020-2021 school year.

### Core Course Completion:

2019-2020 - Math: 6.95 Units, ELA: 6.46 Units

2020-2021 - Math: 5.20 Units, ELA: 4.15 Units

### **Comprehensive Needs Assessment Root Cause Analysis Findings:**

Increasing student achievement in Math and English Language Arts with added support to subgroups will provide students with more opportunities to meaningfully engage with content. Stronger readers become stronger writers, and stronger writers become stronger readers. It is necessary to build foundational skills in core subjects in order to build student confidence and aptitude before focusing on any higher order skills. In short, ensure students have a mastery of basic skills before they can improve assessment scores or graduation rates. Students need more opportunities to apply their knowledge in math and ELA in order to gain mastery; doing so will allow them to perform better on assessments, increase their level of achievement, and graduate more successfully.

### **Comprehensive Needs Assessment Trends/Themes Identified:**

Overall, our greatest area of focus appears to be EL student achievement. The achievement gap seems to be most significant between the general student population and English Learners (ELs). EL students had the greatest discrepancies in SBAC and RenStars scores, graduation rates, and Lexile level increases as compared to the general student population. We must invest more resources into tracking, intervention, and support for our EL students in order to close this achievement gap and ensure their academic success.

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

The charter pulled data from multiple platforms to analyze student performance data which included student group data as applicable to the data source.

Data pulled included:

- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
- Graduation Rate
- A-G Enrollment and Completion Rates
- Lexile Growth Percentages
- Surveys
- LCAP Survey (Once per semester)
- School Climate Survey (Biannual)

### **Evidence-Based Interventions incorporated into our CSI Plan:**

By providing students access to these evidence-based interventions, OFYSB strives to see graduation rates increase and ultimately work toward closing the opportunity gap specifically amongst our foster/homeless youth, EL Learners, students with an IEP and special education needs, and free and reduced lunch qualifying subgroups of students. The need to increase the use of our evidence-based interventions was identified in our Comprehensive Needs Assessment (CNA). School site staff was supported in identifying evidence-based interventions through the implementation of action research study teams to evaluate current and authenticated evidence-based interventions and supports that meet the needs of the students.

Evidence-based interventions and supports include the following: iLit, Expository Reading and Writing Course (hereafter ERWC), and subject specific tutoring. Based off of the CNA, internal data tracking, and student performance outcomes on the CA Dashboard, the need to increase the use of Achieve

3000 and ERWC were based off of the following student performance data: students scoring 30.3 points below standard on the ELA SBAC which has increased 14.7 points, ELA SBAC increased by only 9 points, and the 2-year graduation rate average of 66.9% (which is below ESSA requirement of 68% or above). The goal with the identified ELA evidenced-based interventions such as iLit is to help target instruction for ELL students to help prepare them with the tools and resources needed to increase their scores and ultimately get them to graduate and succeed in college-level coursework.

Through the implementation of our 2020-21 CSI plan, we increased our 2-year graduation rate to 74.4%, our 1-year graduation rate for 2019-20 to 87.3%, and our College/Career Preparedness increased to 5.2%. OFYSB anticipates that with the needed intervention programs cited above, this graduation rate will maintain or increase. However, based on the Fall 2019 CA Dashboard performance indicator results, OFYSB's one-year graduation rate is 61.4% and the school maintained College/Career student outcomes over last year with 8.8% of students prepared for post-secondary pathways. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released.

In the upcoming year, OFYSB will continue using RenStar assessments and benchmarking as well as student achievement data to place students in targeted interventions and support in order to help them meet grade-level standards for college and career readiness. RenStar benchmark scores, teacher observation, and other student achievement data will inform not only who has the highest level of need for intervention, but also what specific interventions are needed to support growth toward grade-level learning goals. The expected outcome of this action is that students are prepared for the demands of higher education and the workforce.

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

Achieve 3000 will be used to target students performing in the urgent intervention level and work toward math and English literacy. These evidence-based interventions will not only serve to increase SBAC performance outcomes, but also prepare students for grade-level core course curriculum. OFYSB will continue to use Achieve 3000 to provide appropriate interventions and instruction to students who demonstrate a high level of need in English Language Arts. Identified students will be placed in cohorts where a trained teacher will facilitate lessons through the Achieve 3000 curriculum. This intervention will be used as supplemental resources while students complete core English courses through either Independent Study coursework or Small Group Instruction classes. Throughout each semester, these students will be exposed to a number of activities and lessons that will enhance and strengthen their literacy skills. Activities include, but are not limited to, learning objectives related to vocabulary acquisition, comprehension skill building, and writing competence. Over time, student achievement will be continuously measured to determine whether or not the student is in need of continued ELA intervention and to what extent.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts (fiction and nonfiction) to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an average increase of 20 percent in vocabulary, 23 percent in sentence comprehension, and 5 percent in overall comprehension as compared to students overall. This program and its unique design for improved English language acquisition, provide an additional curricular support for our English Learner (EL) population, which directly correlates to the increased success of students overall. Further, it provides English Learners in our program the opportunity to increase their language skills as they work towards reclassification to Fluent English Proficient.

#### **Resource Inequities**

When evaluating the CNA, assessment data, and other internal measures, the LEA determined that there were three significant resource inequities identified within the school:

1. The EL Department is not adequately staffed due to a combination of staff departures, insufficient applicants, and budgetary constraints. A lack of targeted support and staff has resulted in insufficient support for EL students charter wide.
2. There are significant gaps in the assessment scores of English Learner (EL) students as compared to the general student population.

3. Students with Disabilities (SWD) do not participate in Pathways in Education trips or other extracurricular activities at the same rate the general student population does

To Address these Inequities, the LEA plans to implement the following:

1. Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population
2. Evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, increasing stakeholder engagement to better support EL students in and out of the classroom
3. The charter will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload.

### **The Charter plans on addressing these inequities**

Lack of English Learner (EL) Support:

Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population

Test performance discrepancies: Evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, increasing stakeholder engagement to better support EL students in and out of the classroom

Lack of SWD participation in extracurriculars:

The charter will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload.

### **Stakeholder Involvement**

OFYSB collaborated with our School Site Council and parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB collected data from various avenues, including outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. OFYSB conducted quarterly monitoring cycles to update our School site Council and School Board on progress toward reaching each goal in our SPSA, which included graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence based intervention is contributing to. OFYSB worked with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. As our School Site is the decision making authority of the SPSA/CSI Plan, they made any necessary updates needed based on the analysis of student performance data and budget updates reviewed in our School Site Council Meetings.

We utilized data and subsequent analysis from all stakeholders, including the identification of evidence-based interventions and resource inequities identified for implementation . The LEA integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder engagement events to effectively meet ESSA requirements as well as alignment with our Local Control and Accountability Plan in the development and updates necessary to use in our 2021-22 CSI Plan.

### **Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff)**

In order to ensure all stakeholders had the opportunity to provide feedback, the LCAP survey was promoted in a variety of ways. Parent/Student letters were sent home with an invitation to participate in an online survey, survey links were sent out directly to students and parents/caregivers. Online survey links were provided to all staff along with designated time during meetings to complete the surveys. Surveys were closed after 3 weeks so that responses could be gathered and analyzed to be shared with all stakeholders.

The following meetings were also held in order to ensure stakeholder feedback, input, and collaboration in the development of our school-wide goals:

- LCAP LEA Update meetings
- Budgeting meetings were held at the corporate level to integrate the Instructional team with the Finance team.
- Board meetings with our charter-level Board of Managers
- DELAC/ELAC Committee Meetings (by-monthly)
- Strategic Planning
- School Site Council Meetings
- SELPA consultation

OFYSB also administers a biannual School Climate Survey (SCS), which took place most recently in April 2021. The SCS provides an opportunity for all stakeholders to express their views on the school's overall culture, safety, and community. The school goals coincide with the district goals which ensures all students are meeting the same requirements. The school regularly involves stakeholders in review of long range planning. Charter leadership used the data from Comprehensive Needs Assessment (CNA) and LCAP needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual student's post-secondary goals. This is accomplished with all stakeholders including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

### **LCAP Stakeholder Engagement Process**

The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. LCAP surveys are given twice a year to students, parents, and staff to provide them with the opportunity to give their feedback about the OFY - San Bernardino educational program and to inform the development of LCAP goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP goal progression and how to best ensure that the needs of all students are being met. Additionally, the leadership team attends conferences and professional development events to ensure that they are up to date with all educational policies.

Options For Youth San Bernardino held the following Stakeholder Engagement Activities during the 2020-2021 School Year:

- OFY-SB Board Meeting - September 17, 2020
- OFY-SB Board Meeting - November 19, 2020
- OFY-SB Board Meeting - December 9, 2020
- OFY-SB Board Meeting - February 4, 2021
- OFY-SB Board Meeting - March 11, 2021
- OFY-SB Board Meeting - April 8, 2021
- OFY-SB Board Meeting - May 20, 2021
- OFY-SB Board Meeting - June 23, 2021
- Virtual FAFSA Workshop - February 4, 2021
- Virtual Senior Signing Night - May 25, 2021
- Drive through graduation - June 10, 2021

In addition, OFY - San Bernardino held DELAC meetings six times throughout the 2020-2021 school year. The English Language Specialist led a presentation about programs available to English Language Learner Students at the first meeting; there were discussion periods regarding these services at each meeting. Parents are also invited to provide feedback and comments pertaining to the English Language Learner program at each meeting.

### **DELAC Meeting Dates:**

- Aug. 28, 2020
- Oct. 9, 2020
- Nov. 6, 2020
- Jan. 22, 2021
- Mar. 19, 2021
- April 16, 2021

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

- The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on May 17, 2021 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.
- The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on May 20, 2021
- The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting will be held in June 2021 and the Board will vote to Adopt the 2021-24 LCAP.

Parents, students, and staff have been participating in LCAP surveys during the fall and spring semesters over the past several years with the most recent in Fall 2020 and Spring 2021. The surveys reach out to parents, students, and staff to ask questions about where they would like to see the school improve. In addition, the survey asks them if they are aware of the current LCAP Goals and Funding Model so we have data on how we are doing at disseminating that information. Furthermore, meetings are regularly held to gain stakeholder participation, input, and support. The school goals coincide with the district goals which ensures all students are meeting the same requirements. The school regularly involves stakeholders in review of long range planning. Charter leadership used the data evaluated in our Comprehensive Needs Assessment and LCAP needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual student's post-secondary goals. This is accomplished with all stakeholders including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

Options for Youth San Bernardino has integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder Engagement events to effectively meet ESSA requirements, as well as in alignment with our Local Control and Accountability Plan (LCAP). These surveys were given once a semester to all stakeholders which included parents/guardians, students and staff. We plan to use feedback that was given on behalf of our School Site Council, who met monthly and helped formulate and evaluate goals for the coming school year. Additionally, we utilized the Comprehensive Needs Assessment (CNA) completed within the charter, along with our resource inequity review, to determine needs for the students and used this information to select the evidence-based interventions that will help us target areas of need as identified in this process.

### **CNA Stakeholder Engagement Process**

The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, and a small group of teachers. A core CNA team reviewed the Fall 2020 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

### **School Site Council Process**

The School Site Council (SSC) meets at least six times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

## Monitoring and Evaluating Effectiveness

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

The School Site Council (SSC) is a decision-making body that represents all stakeholders of the school community. The SSC meets at least six times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

The School Board meets approximately 9 -12 times per year to review goals and policies and ensure that actions taken within the charter are aligned with those goals. The School Board also reviews and approves both the LCAP and SPSA before each coming school year.

The charter collaborated with our School Site Council and Stakeholders to develop our Single Plan for Student Achievement (SPSA) and LCAP CSI prompts that outline our plan for the 2021-22 school year to monitor and evaluate the effectiveness of our SPSA. Options for Youth San Bernardino - will continue to collect the data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. Identified quarterly monitoring cycles and an annual analysis of implementation progress and impact on student learning will continue to be conducted to continually monitor the implementation and effectiveness of the CSI plan. Options for Youth San Bernardino - will continue to work with staff to coordinate the review and analyze data to support progress and provide feedback on the impact on student outcomes. Additionally, Options for Youth San Bernardino - will continue to monitor and evaluate the effectiveness of our CSI plan: by using the comprehensive needs assessment completed in Spring 2021 to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs.

The LEA is currently still developing this section with all necessary stakeholder groups and will add updated data here for any interventions for student performance data available.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. LEAs may not move off CSI until the CA Dashboard is released to determine if they have a graduation rate average above 68% and majority of their performance indicators are not in the red and orange to trigger them for CSI or TSI. OFY - San Bernardino plans to continue its efforts outlined in our 2020-21 SPSA and CSI prompts submitted and approved by the State Board of Education in January 2021 throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

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

OFYSB collaborated with our School Site Council and parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. OFYSB will be conducting quarterly monitoring cycles to update our School site Council and School Board on progress toward reaching each goal in our SPSA, which includes graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence-based intervention is contributing to. OFYSB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based

intervention data to support progress and provide feedback on the impact on student outcomes. As our School Site is, the decision-making authority of the SPSA/CSI Plan they will make any necessary updates needed based on the analysis of student performance data and budget updates reviewed in our School Site Council Meetings.

Additionally, OFYSB will continue to monitor and evaluate the effectiveness of our CSI plan by performing a comprehensive needs assessment (CNA) annually to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs. To effectively meet the ESSA requirements of having a graduation rate at or above 68%, the plan will continue to reflect and evaluate current programs and practices to work toward maintaining the increase in our overall graduation rates that we achieved in the 2019-2020 school year. Current data will be analyzed with all stakeholders through a collaborative process that will include college and career student performance, graduation rates, ELA/math SBAC scores, EL student progress, and chronic absenteeism in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan.

#### **Student Performance Data to be Pulled, Analyzed and Shared Quarterly with OFYSBs School Site Council and Stakeholders:**

- Progression
- Credit Attainment
- RenStar Assessment Data
- Graduation Rates
- Chronic Absenteeism

#### **Small Group Instruction (SGI)**

OFY-SB offers small group instruction (hereafter SGI) classes for students to support them in English, Math, and Science. Due to COVID-19 and restrictions on in-person learning, the school is no longer able to offer these classes in an in-person setting. Instead, SGI teachers are offering cohorts where they create video instruction to support students through their core classes. SGI teachers are fully credentialed and highly qualified in the subject in which they teach. They have analyzed the curriculum and created videos based in areas they believe students will struggle. In addition to creating content-specific videos, SGI teachers have dedicated time to tutoring students and building connections in a one-on-one setting. Creating video instruction that can be accessed by students at any time is the best way to reach as many students as possible under the current circumstances. Some students have challenges with reliable computer access, and others are working or taking care of their siblings while their parents are at work. Due to the different situations students face, OFY-SB anticipated it would be difficult for students to log in synchronously for virtual classes. Uploading videos that students can watch at any time and scheduling individual tutoring appointments seem to be the type of support students need at the moment. With time, the school will offer virtual lessons to give students the opportunity to ask questions while they are learning and experience the classroom discussions that drive student learning.

#### **Stakeholder Engagement Process**

OFYSB collaborated with our School Site Council, parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan and share the findings with our stakeholders. OFYSB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. OFYSB will survey our stakeholders in Fall 2021 and Spring 2022 to gather feedback from our stakeholders on their perception of the effectiveness of the CSI plan to support student academic improvement and measure stakeholder connectedness and sense of safety in our schools.

#### **Monitoring and Evaluation Process for Analysis Finding 1: Increase student achievement in Math and English Language Arts with added support to subgroups Increase student achievement in math and ELA with added support to subgroups.**

This goal is the broadest and most critical. To meet this goal, OFYSB has will monitor implemented many new policies and programs. The school will resume requiring students to complete at least one English unit and one math unit per month to ensure completion of these critical subjects over time. The school hopes to return to offering direct instruction courses in these areas as well to help students complete the courses with more support. Instructional staff has worked together to create supplemental study guides for English courses in addition to using revised and updated curriculum in both English and math. Each school site has hired at least one math tutor. Direct instruction classes and cohorts have moved toward a mastery-based scoring system that encourages students to not only pass the test, but to achieve mastery and show improvement over time. For EL students in particular, the school has developed a program called Bilingual Scholars that aims to support EL students' language development through one-on-one tailored ELD lessons with an English Language Specialist. We've hired English Learner Specialists and an EL Coach to support this subgroup of students. These students have appointments with their EL Specialists twice a week; similar to their Independent Study Teachers. At the end of the year, the school holds a Bilingual Scholars Banquet and awards night where EL students' successes are recognized and celebrated. The Bilingual Scholars program also has achievement incentives each month for students moving forward on their language development or unit progress. Because it is not always known which students are classified as EL, the school ensures 100% SDAIE course enrollment at all times for all students.

**Monitoring and Evaluation Process for Root Cause Analysis Finding #2: Increase student achievement by helping students feel connected to the school.**

Due to COVID-19, many of these events that were suggested and identified as needed in the CNA were cancelled, postponed, or reimagined. To help combat the effects this may have on student engagement, the OFYSB Post-Secondary Counselors hosted virtual events in their place. These virtual events included three Virtual College Tours to various 4-year Universities and Community Colleges in Southern California, a Virtual College Week with workshops on FAFSA and the college application process, and referrals to various soft-skills training workshops hosted by Pathways College. For the second semester, OFYSB Post-Secondary Counselors hosted three Career Chats that included guest speakers from different career pathways. All virtual events were recorded and posted to the Post-Secondary Counselors' website so that students who are unable to attend can still benefit from this opportunity. Virtual community service opportunities have also been implemented. This includes participation in a letter writing project through Operation Gratitude and a virtual children's book reading project that will take place during the second semester.

OFYSB also has classes and programs that build student communities. College Readiness Explore the World (hereafter CREW) is a program that offers 11th and 12th grade college-bound students guidance and community. CREW also awards scholarships for OFYSB students who want to attend universities or community colleges. These students meet monthly with their CREW facilitator to receive support and guidance through their college application process. OFYSB offers courses that build student connectedness; these include Student Council (Student Leadership), sports, Expository Reading and Writing, Dual Enrollment in community colleges, and the Bilingual Scholars groups. All new students take a course called New Student Seminar, which serves as an introduction to their new school site and staff; provides answers to questions students might have upon enrollment, and asks students to identify different staff roles and interview them to increase connectedness for positions that may be of support in the future.

Although COVID-19 has impacted the instructional method of these classes and programs, many of these programs have transitioned to online/virtual instruction. This includes monthly virtual CREW meetings and one-on-one check in's with their facilitator, center-based virtual Student Council meetings, virtual dual enrollment support courses for online college courses and check in's with the dual enrollment program manager. Additionally, a virtual Pathways Travels Crime Scene Investigation course has been implemented, an e-sports online gaming league has begun, and a virtual yoga course has been introduced to help encourage students' overall well-being.

OFYSB also hosts events that help bring students together. Every year at the end of October, the school sponsors a spirit week where students are encouraged to dress up according to a theme to show their school spirit. Seniors receive recognition for their accomplishments at three individual events: Senior Social (an event where they prepare for graduation), Senior Breakfast (an event where they celebrate and bid farewell to other seniors and school staff members), and Senior Signing Night (where all four-year bound students are given special awards for their acceptance into their college of choice).

Due to COVID-19, spirit week was hosted virtually and included a chance to win raffle prizes for online participation. Senior Signing Night was transitioned to a virtual platform as well.

In addition to these trips, courses, and events, students and staff can feel the connectedness everyday around the school site. Students use student planners with their teacher's help to plan their success. Students and teachers bond over trials and achievements daily. Teachers are challenged to find new ways to connect with students on a weekly basis by their site leadership. Celebration bells are rung when students complete their final units. Students wear their school shirts, sweatshirts, and lanyards with pride. Student apparel is earned by completing units for stamps and trading them in for items. OFYSB also connects with students via social media on Facebook, Instagram, and Twitter.

Although students are not at the school sites at this time due to COVID-19, OFYSB still strives to foster connection with students through the following: social-emotional check-ins with teachers, post-secondary counselors, and/or a school psychologist; interactive posts on social media platforms that include tips for successfully navigating online distance learning; recognition for students of the month at each center; and the implementation of a post-secondary counseling website. This website allows all students to have access to important information and support (like the career exploration page, a community resources tab, and a calming corner that helps students regulate their emotions) at their leisure beyond normal school hours.

### **Monitoring and Evaluation Process for Root Cause Analysis Finding #3: Increase Parent Connectedness to the school.**

OFYSB believes that parent participation is vital for student growth, academic success, and social/emotional well-being. Therefore, the school continues to find methods that will promote parent engagement despite COVID-19 restrictions. Typically, OFYSB holds several events throughout the school year to engage and connect with parents and families. Back to School Night is held each year at each school site. Family Fun Night is also an annual event, which began five years ago where families are invited for dinner, games, prizes, and a chance to give valuable feedback about our school. Families of students participating in Pathways trips are invited to a trip orientation that outlines the trip itinerary and expectations. Parent/Teacher Conferences are held each year to inform parents of their students' progress and goals. Parents are also invited to attend all virtual meetings hosted by the Post-Secondary Counselors throughout the school year. This includes students' graduation progress meetings, mental health check-ins, FAFSA nights, and other informational events.

## **Stakeholder Engagement**

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. LCAP surveys are given twice a year to students, parents, and staff to provide them with the opportunity to give their feedback about the OFY - San Bernardino educational program and to inform the development of LCAP goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP goal progression and how to best ensure that the needs of all students are being met. Additionally, the leadership team attends conferences and professional development events to ensure that they are up to date with all educational policies.

### **Options For Youth San Bernardino held the following Stakeholder Engagement Activities during the 2020-2021 School Year:**

- OFY-SB Board Meeting - September 17, 2020
- OFY-SB Board Meeting - November 19, 2020
- OFY-SB Board Meeting - December 9, 2020
- OFY-SB Board Meeting - February 4, 2021

- OFY-SB Board Meeting - March 11, 2021
- OFY-SB Board Meeting - April 8, 2021
- OFY-SB Board Meeting - May 20, 2021
- OFY-SB Board Meeting - June 23, 2021
- Virtual FAFSA Workshop - February 4, 2021
- Virtual Senior Signing Night - May 25, 2021
- Drive through graduation - June 10, 2021

In addition, OFY - San Bernardino held DELAC meetings six times throughout the 2020-2021 school year. The English Language Specialist led a presentation about programs available to English Language Learner Students at the first meeting; there were discussion periods regarding these services at each meeting. Parents are also invited to provide feedback and comments pertaining to the English Language Learner program at each meeting.

**DELAC Meeting Dates:**

- Aug. 28, 2020
- Oct. 9, 2020
- Nov. 6, 2020
- Jan. 22, 2021
- Mar. 19, 2021
- April 16, 2021

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

- The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3)
- Notice was posted on May 17, 2021 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.
- The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on May 20, 2021
- The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June 17, 2021 and the Board voted to Adopt the 2021-24 LCAP

**A summary of the feedback provided by specific stakeholder groups.**

OFYSB collected a variety of feedback throughout the year from all stakeholders, including achievement chats, surveys, committee meetings, and parent teacher conferences.

In monthly achievement chats with their teachers, a sizable number of students reported that they would benefit from additional support in core content areas as well as expanded social-emotional programs and extracurricular activities. Overall, students are aware of current offerings provided and how to participate in them.

OFY-San Bernardino’s School Site Council has advocated for the reallocation of resources and funding in order to provide additional or more comprehensive social-emotional and post-secondary supports for students. The Council expressed the opinion that while OFYSB is providing adequate academic services and rigor, they would like to see more invested in the social-emotional health and future successes of our students.

OFY- San Bernardino’s SELPA agreed with our two goals for students with disabilities on March 11, 2021:

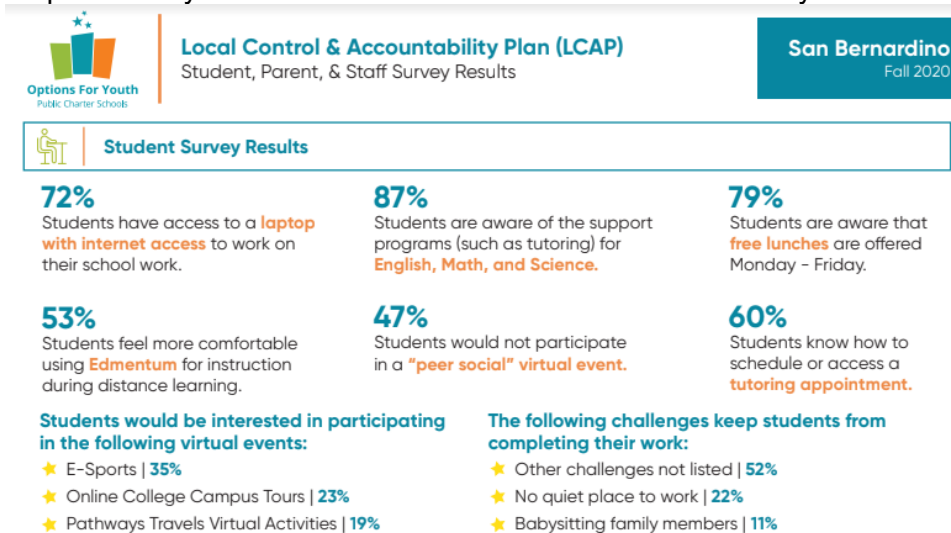
- 10% of all students in Special Education will participate in Pathways in Education trips or extracurricular student groups.
- 10% of all SWD will participate in a math intervention.

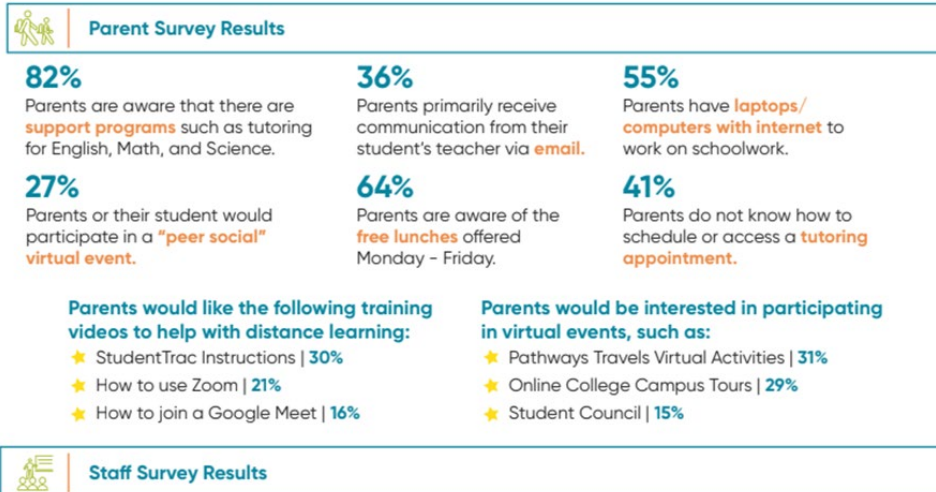
The feedback provided by the SELPA was to make sure we are setting a fair baseline for our students with disabilities. The SELPA would like us to encourage more students to participate in Pathways in Education trips or extracurricular student groups.

OFY-San Bernardino met with the DELAC Committee on March 19, 2021 to ensure the committee approved the goals for our English Learners. The DELAC Committee voted unanimously to keep all goals the same for the upcoming LCAP term:

- The charter aims to maintain or exceed current reclassification percentages at or above 25% by the end of the 2023-2024 school year.
- English Learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.
- EL students will be offered interventions such as iLit to help aid their mastery of course material

Below is a high-level overview of feedback provided by our stakeholders in our Fall 2020 LCAP survey:





**A description of the aspects of the LCAP that were influenced by specific stakeholder input.**

Pathways In Education is a program that offers experiential learning trips to students with the goal of expanding their social-emotional health and intelligence. Pathways in Education provides access to different cultures and experiences all over the country and world. When discussing these opportunities with the SELPA, we learned that Students with Disabilities (SWD) do not take advantage of these trips compared to the general population. Overall, only 9 out of 160 students who attended a Pathways In Education Trip last year were students with disabilities. This means that only 5% of our Students with Disabilities (SWD) are taking advantage of these experiences. We learned that this needs immediate attention and will work on promoting these trips for Students with Disabilities (SWD) in the next year. After evaluating this discrepancy in participation as compared to the general student population, we have implemented a metric focused on actively recruiting SWD for participation in Pathways in Education trips or other extracurricular student groups. Goal 1, Metric 2 in OFYSB's LCAP states that at least 10% of Students with Disabilities will participate in a Pathways in Education trip or other extracurricular student group.

After reviewing stakeholder feedback and internal data, OFYSB determined that less than 5% of our Students with Disabilities (SWD) participate in an ELA or math intervention or support. In response, we implemented a metric revolving around SWD participation in math interventions, such as math tutoring or evidence-based intervention and enrichment programs. Goal 1, Metric 3 states that at least 10% of students will participate in a math intervention.

A recurring theme in feedback from students and families is that they appreciate the school climate of OFYSB and the various supports offered. In order to ensure that we continue to offer a welcoming learning environment and positive school culture, the school will continue to administer a School Climate Survey biannually. In addition, OFYSB will continue to include questions regarding school connectedness in the LCAP surveys sent out to all stakeholders in the Spring and Fall semesters, as seen in Goal 4, Metric 4.

OFY-San Bernardino’s School Site Council advocated for the reallocation of resources and funding in order to provide additional or more comprehensive social-emotional and post-secondary support for students, including from the postsecondary counseling team. As such, OFYSB has created actions revolved around meeting with post-secondary counselors, college and career readiness pathways, and professional development opportunities for post-secondary counselors. These actions align Goal 4 with stakeholder feedback.

## Goals and Actions

### Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder feedback, the findings of a Comprehensive Needs Assessment (CNA), and local assessment data have indicated that Options for Youth San Bernardino needs to prioritize designated and specialized instruction for English Learners (ELs), Students with Disabilities (SWD), Foster and Homeless Youth, and FRMP students in order to improve academic achievement outcomes and post-secondary progress. The LEA has identified the need to ensure that these subgroups have the support needed to meet their academic goals and help reduce any opportunity gaps. Students often enroll with OFYSB with significant content area gaps and behind on credits, and students in these subgroups face additional barriers to achievement. Our root cause analysis indicates that EL students have additional academic barriers, including lower reading comprehension and language fluency, which affects their academic progress. In focusing on reading interventions and improving Lexile level for SWD and EL students, the charter believes that student progression, core course completion, and graduation rates will increase overall. By focusing on improving academic and progression outcomes for FRMP students (82% of the student population), we anticipate an increase in student progression and achievement for the general student population overall. By focusing on increasing core course completion rates for foster and homeless youth, the charter aims to increase student progression and graduation rates among those subgroups. In focusing on targeted and proactive interventions for subgroups, the charter believes that credit attainment and core course completion toward graduation will improve for the general student population overall

### Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2022–23   |
|---|-----------|----------------|----------------|----------------|---|
| The charter aims to maintain current EL reclassification percentages. | Above 25% | Not Applicable | Not Applicable | Not Applicable | Reclassification Rates for eligible EL students will meet or exceed 25% by the end of the 2023-2024 academic school year. |

|  |  |                |                |                |   |
|--|--|----------------|----------------|----------------|---|
| Students in Special Education will participate in Pathways in Education trips or extracurricular student groups.                                     | 9/160 = Less than 5%   | Not Applicable | Not Applicable | Not Applicable | 10% of all students in Special Education will participate in Pathways in Education trips or extracurricular student groups.   |
| Students in Special Education will participate in a math intervention.   | Less than 5%   | Not Applicable | Not Applicable | Not Applicable | 10% of all students in Special Education will participate in a math intervention.   |
| ELPAC Progress   | 59.3% making progress towards English language proficiency                                 | Not Applicable | Not Applicable | Not Applicable | 60% of English Language Learners will make progress on their ELPAC Level by the 2023-2024 school year.  |
| The charter aims to maintain its Core Course Completion rate for foster youth and homeless students to facilitate student progression to graduation. | Social Studies: 6 units<br>Science - 5 units<br>Mathematics - 3 units<br>English - 4 units | Not Applicable | Not Applicable | Not Applicable | All foster youth and homeless students will complete an average of<br>ELA - 4.5 units<br>Math - 5.5 units<br>Science - 6 units<br>Social Studies - 6.5 units<br>by the end of the 2023-2024 academic school year.   |
| Increase the percentage of EL students with improved Lexile measures   | 46% had improved Lexile measures from test one to test two                                 | Not Applicable | Not Applicable | Not Applicable | 50% of EL students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic school year.   |
| Maintain or increase the percentage of FRMP pupils reading at their grade level Lexile band  | 44.07% of FRMP students were reading at their grade level                                  | Not Applicable | Not Applicable | Not Applicable | 50% of FRMP students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic school year. |

## Actions

| Action #  | Title                       | Description   | Total Funds  | Contributing |
|-----------|-----------------------------|---|--------------|--------------|
| Action #1 | iLit                        | Charter aims to increase overall Lexile growth for English learners as well as develop their speaking and listening skills to help aid their progression toward reclassification. | \$300,000.00 | Y            |
| Action #2 | Math & English Intervention | Unduplicated students performing below grade level will be assigned an intervention.  | \$150,000.00 | Y            |

|           |   |   |              |   |
|-----------|---|---|--------------|---|
| Action #3 | Ed Tech Platforms   | Charter aims to increase overall Lexile growth for Students with Disabilities (SWD) through specialized instruction and interventions using data analysis via our Ed Tech services.   | \$9,600.00   | N |
| Action #4 | EL Professional Development                               | Annual Professional Development will be provided to English Language Specialists to keep them up-to-date on current policies and practices.   | \$100,000.00 | Y |
| Action #5 | EL Individualized Support and Instruction                 | EL students will have access to individualized support through English Language Specialists to help aid their mastery of common core state standards.   | \$300,000.00 | Y |
| Action #6 | Students with Disabilities (SWD) Professional Development | Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices.  | \$50,000.00  | N |
| Action #7 | EL Professional Development for IS                        | Annual Professional Development will be provided to all classified staff to keep them up to date on best practices, intervention strategies, and supports for EL students   | \$50,000.00  | Y |
| Action #8 | Foster Youth & Homeless Student Services                  | Foster youth and homeless students will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities to monitor their progress and provide available/necessary resources. | \$100,000.00 | Y |

## Goal Analysis Not Applicable

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

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

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not Applicable

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

Not Applicable

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

Not Applicable

## Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder engagement survey data indicated that all groups, students, parents, and instructional staff, strongly believe students need the most targeted instruction and intervention in English Language Arts (ELA) and mathematics. This is also reflected in student achievement data, which reveals that students turned in fewer average math credits over the course of the school year and that 77.33% of students did not meet state math standards in the most recently available assessment data. Student achievement data also shows that only 47.64% of students demonstrated growth in their Lexile score, which is a critical indicator in academic success, both in ELA specifically and across the curriculum. We know that in order to support students in meeting achievement goals, especially toward graduation, the LEA will need to focus efforts on the continuation of assessment and instructional interventions so that students are meeting their full potential to make progress in school.

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2022–23   |
|--|---|----------------|----------------|----------------|---|
| For all students, student progression will be maintained.  | 59%   | Not Applicable | Not Applicable | Not Applicable | Student progression will be maintained at or above 85% for all students.    |
| The charter aims to increase core course completion in ELA achievement through offering specialized instruction and academic interventions.  | On average students completed 4 English credits during the 2020-21 year | Not Applicable | Not Applicable | Not Applicable | The charter's core course completion rate for English will be 5 or greater. |
| The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions. | On average students completed 5 Math credits during the 2020-21 year    | Not Applicable | Not Applicable | Not Applicable | The charter's core course completion rate for math will be 6 or greater.    |

|   |        |                |                |                |   |
|---|--------|----------------|----------------|----------------|---|
| The charter strives to maintain or improve its ELA academic performance as indicated by past internal benchmark assessments.  | 47.64% | Not Applicable | Not Applicable | Not Applicable | 50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth.   |
| The charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments. | 42.95  | Not Applicable | Not Applicable | Not Applicable | Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher. |

## Actions

| Action #   | Title                      | Description  | Total Funds  | Contributing |
|------------|----------------------------|--|--------------|--------------|
| Action # 1 | Basic Services             | Students will have access to fully credentialed teachers to help aid their progression in core courses.  | \$991,000.00 | Y            |
| Action #2  | Professional Development   | Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction to specific subgroups, as well as all students in general.   | \$123,300.00 | Y            |
| Action #3  | Course of Study            | Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum, as well as necessary supplies and supports. | \$476,000.00 | Y            |
| Action #4  | Intervention/Data Tracking | The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions   | \$77,600.00  | Y            |

## Goal Analysis **Not Applicable**

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

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

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not Applicable

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

Not Applicable

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

Not Applicable

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

**Goal**

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

An explanation of why the LEA has developed this goal.

Internal data indicates that 13% of students are undecided in their career pathway and that only 36.72% of students are on an A-G planning guide. College and career readiness increases student engagement and academic focus allowing students to make informed decisions about their future college/career plans and increases their commitment to graduation. The LEA recognizes that not all students will be college bound and wants to ensure that all students are adequately prepared for Post-Secondary opportunities based on their chosen career path. College bound students need to be assigned the A-G planning guide as early as possible. The earlier a student selects a career path, the soon they can be provided the resources and opportunities to build momentum towards graduating. The LEA has offered mental health opportunities but the CNA identified that just offering the opportunities was not sufficient since only a small number of students actively participated in our mental health groups. The LEA will shift the focus to increasing participation in mental health groups since mental health is fundamental to student success and achievement.

**Measuring and Reporting Results**

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2022–23  |
|---|---|----------------|----------------|----------------|--|
| The Charter aims to increase its graduation rate to work toward exiting CSI identification. | 2018-19 & 2019-20 Average = 74.4%                               | Not Applicable | Not Applicable | Not Applicable | The Charter aims to maintain a graduation rate average at or above 70%.              |
| The Charter aims to maintain the percentage of students on A-G planning guide.              | 35% of students enrolled at OFYSB are on the A-G planning guide | Not Applicable | Not Applicable | Not Applicable | The Charter aims to maintain the percentage of students on A-G planning guide at 35% |

|                             |  |                |                |                |  |
|-----------------------------|--|----------------|----------------|----------------|--|
| College/Career Preparedness | 59.2% of students are not prepared on the college/career indicator | Not Applicable | Not Applicable | Not Applicable | The charter aims to decrease the percentage of students not prepared on the college/career indicator to 55% or less by the end of the 2023/2024 school year. |
|-----------------------------|--|----------------|----------------|----------------|--|

## Actions

| Action #  | Title                             | Description  | Total Funds  | Contributing |
|-----------|-----------------------------------|--|--------------|--------------|
| Action #1 | Post-Secondary Counselor          | Seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards  | \$405,000.00 | N            |
| Action #2 | Post-Secondary Events             | Post-Secondary Events - The LEA will host/develop the following events: College & Career Fair, Senior Social, College Tours (virtual as applicable), Graduation, College Signing Day, and FAFSA Nights.  | \$30,000.00  | N            |
| Action #3 | Provide College Readiness Cohorts | Provide College Readiness Cohorts - Charter aims to provide a post-secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in postsecondary life. The program will provide students with a supportive community, access to technology, skill development, and mentoring. | \$110,000.00 | N            |
| Action #4 | Professional Development          | Annual Professional Development will be provided to Post-Secondary Counselors and Career Pathway Coordinators to keep them up-to-date on current policies and practices.   | \$100,000.00 | Y            |

## Goal Analysis Not Applicable

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

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

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not Applicable

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

Not Applicable

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

Not Applicable

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

**Goal**

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

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified any areas of focus or concerns within Priorities 1, 3, 5, or 6. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven effective in maintaining outcomes within these areas and reflect input from stakeholders including students, teachers, staff, leadership, families, School Site Council, and DELAC.

**Measuring and Reporting Results**

| Metric   | Baseline                                     | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2022–23  |
|--|--|----------------|----------------|----------------|--|
| The charter will focus on maintaining its suspension rates.                        | Below 1.5%                                   | Not Applicable | Not Applicable | Not Applicable | The charter will maintain Suspension Rates at or below 1.5% charter wide   |
| The Charter aims to maintain or reduce its Chronic Absenteeism rate.               | 68%  | Not Applicable | Not Applicable | Not Applicable | The charter aims to decrease its chronic absenteeism rate by 5%.   |
| The middle school and high school dropout rates will be reduced and/or maintained. | High School = 7.34%<br>Middle School = 2.13% | Not Applicable | Not Applicable | Not Applicable | The middle school dropout rate will be maintained at or below 3% and high school dropout rates will be maintained at or below 10%. |

|   |   |                |                |                |   |
|---|---|----------------|----------------|----------------|---|
| The charter aims to maintain or increase the percentage of students reporting a sense of belonging and safety as reported on all stakeholder surveys. | A baseline will be established in the 21-22 school year. This is a new area of focus for the Charter. | Not Applicable | Not Applicable | Not Applicable | At least 80% students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by stakeholder surveys |
|---|---|----------------|----------------|----------------|---|

## Actions

| Action #  | Title   | Description  | Total Funds | Contributing |
|-----------|---|--|-------------|--------------|
| Action #1 | Parental Involvement and Stakeholder Engagement | The charter will host various stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to seek feedback in the development and growth of our program.  | \$41,000.00 | Y            |
| Action #2 | School Safety                                   | The charter will survey all its stakeholders on their sense of safety and school connectedness as well as provide all stakeholders the necessary PPE, ensure facilities are in good repair, provide cleaning services, safety equipment/personnel, resources and trainings to meet to all federal, state, and local health requirements to ensure the health and safety of all stakeholders.   | \$89,000.00 | Y            |
| Action #3 | Social-Emotional Learning                       | The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. Programs will be modified as recommended by CDC recommendations regarding COVID-19 pandemic. | \$90,000.00 | Y            |
| Action #4 | School Lunch Program                            | The LEA will offer a no-cost healthy lunch option to ensure FRMP students have access to at least one nutritious meal per day.   | \$31,500.00 | Y            |

## Goal Analysis Not Applicable

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

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

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not Applicable

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

Not Applicable

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

Not Applicable

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 32.81%                                     | \$ 3,013,821.00  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

### **The LEA will implement the following actions to ensure all students have access to a broad course of study and will receive individualized support and instruction:**

- Students will have access to fully credentialed teachers to help aid their progression in core courses.
- Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction to specific subgroups, as well as all students in general.
- Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum, as well as necessary supplies and supports.
- The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions

### **How do these actions consider foster, EL, and FRMP students? How are they effective in meeting goals for these students?**

The above actions were made with foster youth, EL students and FRMP students in mind as they directly influence student progression and achievement. Providing credentialed teachers with access to professional development opportunities ensures that staff are sufficiently trained to meet the needs of all students, particularly underserved subgroups. A broad course of study provides foster, EL, and FRMP students a variety of curriculum and content to utilize whatever learning style and needs they may have, rather than a single-source curriculum or regiment. Intervention trackers will be most impactful for underserved subgroups, as it will allow the LEA to identify opportunity gaps early and implement and adjust appropriate interventions for targeted support.

- The LEA will implement the following actions to cultivate a safe and healthy learning environment and school climate:
- The charter will maintain Suspension Rates at or below 1.5% charter wide
- The charter aims to decrease its chronic absenteeism rate by 5%.
- The middle school dropout rate will be maintained at or below 3% and high school dropout rates will be maintained at or below 10%.
- At least 80% students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by stakeholder surveys (baseline will be established in 21-22) school year).

### **How do these actions consider foster, EL, and FRMP students? How are they effective in meeting goals for these students?**

The above actions were made with foster youth, EL students and FRMP students in mind, as a positive school climate is not always prioritized for students of these subgroups. Foster and FRMP students especially often report higher suspension, chronic absenteeism, and dropout rates; by focusing on student retention and attendance, the LEA will improve those figures among all subgroups. Further, student attendance is the precursor to student academic achievement, which is most important for those subgroups requiring additional interventions (such as EL students) and those students with transportation or home issues (such as foster and FRMP students).

The LEA aims to ensure that at least 80% of students, parents, and staff report a positive school climate and sense of connectedness. Foster, EL, and FRMP students are often excluded, or at the least not purposefully included, in school events or activities; OFYSB actively recruits and encourages foster, EL, and FRMP students to participate in activities, encourages staff to develop relationships with these students and their families, and hosts a variety of events designed to honor the diversity of our student population and include all subgroups. Further, studies show that students who feel a sense of connectedness with their school have significantly better academic outcomes; this especially holds true for foster, EL, and FRMP student groups.

|   |  |
|---|--|
| <p>Actions being offered on a school-wide basis to ALL Students</p> | <p><b>Basic Services:</b> Students will have access to fully credentialed teachers to help aid their progression in core courses.</p> <p><b>Professional Development:</b> Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction to specific subgroups, including English Learners, foster youth, homeless students, and low-income students, as well as all students in general. &amp; Annual Professional Development will be provided to Post-Secondary Counselors and Career Pathway Coordinators to keep them up-to-date on current policies and practices.</p>  |
| <p>Subgroups benefiting the most from these Actions</p>             | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ Low-Income (LI)</li> <li>✓ English Learners (EL)</li> </ul>  |
| <p>Needs, conditions and circumstances</p>                          | <ul style="list-style-type: none"> <li>● On average students come to Options for Youth San Bernardino credit deficient, especially in core courses. Low-Income and Foster Youth students are no exception to this trend in enrollment: our CNA findings show that there is a gap between Foster Youth completion of ELA and Mathematics compared to other students.</li> <li>● Low-Income and Foster Youth students are faced with additional social, emotional and language barriers that impact their engagement in learning, as evident by only having 27% of our foster youth partaking in a social-emotional activity or course as well as only 32% of our low-income students.</li> <li>● In order to receive the appropriate specialized instruction required for academic English language acquisition, English Learners must have access to highly qualified and fully credentialed teachers who understand and can apply appropriate instructional strategies for English Learner success: our data shows that 100% of EL students did not meet the standard in the most recently administered SBAC assessment.</li> </ul> <p>These actions are being offered on a charter wide basis but are principally directed toward Low Income, English Learners, Low-income and Foster Youth students in that highly qualified, fully credentialed teachers are able to bridge subject matter content and students' skill levels in order to close the opportunity gap for students most at-promise. This will be effective in meeting the requirements of increasing and improving services for Low-Income, English Learners and Foster Youth students as highly qualified, fully credentialed teachers, who receive professional development in standards-aligned and data-driven instruction, play a critical role in helping students fully access curriculum across content areas so that they gain the skills to work more independently at</p> |

|  |  |
|--|--|
|  | <p>home even if they lack the resources or additional support outside of school.</p> <p>Highly qualified, and fully credentialed, teachers have access to the tools and resources required to scaffold assignments, apply interventions, and differentiate instruction as necessary for English Learners. As we know, Spanish is the primary language of dominance in our English Learner households and these students do not have someone to support them at home. This is why having a fully credentialed staff to help them with the academic support is needed. Highly qualified, fully credentialed teachers have content knowledge that allows for greater facilitation of instruction to foster a positive learning environment, which is essential for these subgroups of students, as they may not have had a positive home and school connection. Highly qualified, fully credentialed teachers are trained in SDAIE instruction and strategies and know how to differentiate the curriculum to aid in EL student success; this will ultimately help our English Learners in that they are in need of additional support to get them to reclassify and move out of the Urgent Intervention identification.</p> <p>Additional professional development for teachers provides opportunities for data-driven, evidence-based, instructional strategies to be implemented in the classroom in order to address the specific needs of these students as it pertains to any gaps incurred by lack of time in school or resources as it applies to Foster Youth who are often transient, in order to keep up with demands of core content curriculum. Our fully credentialed staff tend to have higher subgroup students on their rosters, which requires them to develop the skills and knowledge of how to address the learning gaps for each student group specific to them. This is done by ensuring our staff is abreast of all their students' needs and circumstances and ensuring their needs are met in a timely manner. In building these trusting relationships with their students, we hope to see higher core course completion rates as well as improved Lexile measures for our Foster Youth and English Learners. This is especially important to do with our Foster youth as they tend to come to us with previous relationships rooted in trauma and lack a trusting relationship with an adult outside of the resource center</p> |
| Expected Outcomes  | <ul style="list-style-type: none"> <li>• Foster students will meet with their post-secondary counselor at least once per semester</li> <li>• Increase the English Learner Reclassification rate to at or above 25%</li> <li>• 60% of English Learners will have an increase in Lexile measure.</li> <li>• Students will complete an average of 5 English and 6 math credits each school year.</li> <li>• 50% of students will have an increase in Lexile measure.</li> </ul>   |
| Actions being offered on a school-wide basis to ALL Students | <p><b>Math &amp; English Intervention:</b> Unduplicated students performing below grade level will be assigned an intervention.</p> <p><b>Intervention/Data Tracking:</b> The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions.</p>  |
| Subgroups benefiting the most from these Actions             | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ English Learners (EL)</li> </ul>   |

|  |   |
|--|---|
| <p>Needs, conditions and circumstances</p> | <ul style="list-style-type: none"> <li>● Foster Youth students face additional barriers in that they are often very transient and relocate several times throughout the school year, this ultimately impacts their academic performance, such as gaps in time spent in an academic setting and a disconnect between school and home support.</li> <li>● We have found that many Low-Income students that enroll with us do not have resources for additional support to bridge the learning between school and home, and require specialized interventions to not only address any gaps in learning while at school, but also provide students with tools to use when completing assignments at home, independently.</li> <li>● English Learners face additional barriers that impact their academic performance, such as academic language acquisition, and this may be why English Learners also make up 20% of our student population requiring intervention instruction in Mathematics. A smaller percentage of Low-Income students are completing ELA interventions than other students, which tells us we need to direct our efforts toward providing these students access to interventions and the tools to complete them successfully. We hope that with regular benchmark assessment cycles, and targeted intervention to help bridge the achievement gap in math and ELA, we will see significant gains for our Low-income and English Learner students' performance and that of those identified for Urgent Intervention we can get them to start mastering core content and move out of that Urgent Intervention identification. Our findings show that EL students improved in Lexile Measure at a slightly lower rate than all students and other subgroups: with 46.15% demonstrating improvement, as compared to nearly 48% of the general student population.</li> </ul> <p>These actions are being offered on a charter-wide basis but are principally directed toward our English Learners and Foster Youth students in that it provides us with immediate score feedback, and allows immediate instructional planning and intervention implementation to target students who need the most support. This will be effective in meeting the requirements of increasing and improving services for English Learners and Foster Youth students as they are provided individually tailored instruction based on literacy skill areas they are most deficient, in order to improve Lexile measure and improve overall access to the content in the independent study curriculum.</p> <p>Lexile measure, as a reading indicator, has a direct correlation with student success in an independent study program that relies heavily on reading to access the content. Benchmark assessment data provides us with a snapshot of both student achievement and student growth throughout the school year so that we can continue to tailor instructional choices to each student's present needs. Interventions for English Learners and Foster Youth students also bridge the gap between school and home support and provide an extra layer of scaffolding for access to curriculum content when they are not at school with their credentialed teacher. Identifying achievement gaps and creating a timely and intentional plan for intervention is important to address the areas of highest academic need for English Learners and Foster Youth students, and to create a positive learning environment so that these students can thrive. Without these necessary interventions, we know undoubtedly that our unduplicated students would fall even further behind, and ultimately widen the achievement gap.</p> |
| <p>Expected Outcomes</p>                   | <ul style="list-style-type: none"> <li>● 60% of English Learners will have an increase in Lexile measure.</li> <li>● 50% of students will have an increase in Lexile measure.</li> </ul>  |

|   |  |
|---|--|
| Action being offered on a school-wide basis to ALL Students | <b>Course of Study:</b> Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Digital Edmentum curriculum, as well as necessary supplies and supports.   |
| Subgroups benefiting the most from this Action              | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ Low-Income (LI)</li> <li>✓ English Learners (EL)</li> </ul>  |
| Needs, conditions and circumstances                         | <ul style="list-style-type: none"> <li>• Foster Youth are typically more transient and may experience a loss of time in school or stable housing, which can lead to a lack of access to consistent instruction or academic achievement and postsecondary planning. We have seen this directly impacting our Foster Youth academic performance outcomes as it relates to core course completion rates and graduation rates.</li> <li>• Low-Income students face the additional barrier of lacking resources for additional tutoring and postsecondary planning support outside of school.</li> <li>• Our data shows that English Learners underperform all students in Lexile Measure across all grade spans. English Learners require additional support in English Language acquisition through exposure to relevant, standards-aligned curriculum and instruction. This is especially true for those whose parents do not speak the English language and cannot support students academically at home due to the language barrier.</li> </ul> <p>This action is being offered on a charter-wide basis but is principally directed toward Foster Youth, Low-Income and English Learners in that it provides each subgroup with both core content and workforce-related curriculum in order to bridge any gaps created by previous barriers to access. Career and Technical Education is effective in meeting the requirements of increased and improved services for these subgroups by aiding in both content-specific language acquisition and exposing students to workforce experience they may not otherwise have. College and Career Readiness is effective in meeting the requirements of increased and improved services for these subgroups by ensuring they have the tools, resources and information necessary to succeed in a secondary and postsecondary setting, regardless of any language, academic or personal obstacles. Historically, we have seen that the majority of our unduplicated students do not know where they want to be post high school. Providing our unduplicated student groups the resources and opportunity to be exposed to workforce opportunities, as well as attend college tours, is vital to their academic success and ensuring they are fully invested in their own education. Common Core and other state college and career readiness standards define the skills and knowledge that students need to have in order to be prepared for postsecondary education, the workforce and independent living. Standards alignment also guides the goals that educators must work toward in order to help students find success in school and beyond.</p> |
| Expected Outcomes   | <ul style="list-style-type: none"> <li>• Students will complete an average of 5 English and 6 math credits each school year.</li> <li>• The LEA will reduce the percentage of students identified as Not Prepared in college/career readiness indicators by 4.92% to 55%</li> </ul>  |
|   |  |

|   |  |
|---|--|
| Action being offered on a school-wide basis to ALL Students | <p><b>Social Emotional Learning:</b> The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. Programs will be modified as recommended by CDC recommendations regarding COVID-19 pandemic.</p>  |
| Subgroups benefiting the most from this Action              | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ Low-Income (LI)</li> <li>✓ English Learners (EL)</li> </ul>  |
| Needs, conditions and circumstances                         | <ul style="list-style-type: none"> <li>● Foster Youth and Low-Income students typically have limited exposure to different career pathways and opportunities in different industries resulting in a large population of these students being undecided. Our data indicates that 19% of our Foster Youth are undecided as to what career pathway interests them.</li> <li>● English Learners are at risk of loss of school connectedness brought on by both language barriers and the decreased access to the school community, which breaks down those barriers. Our data reflects that only 30% of our English Learner population has participated in an extracurricular activity, course, group or trip, which is a telling story as to why they do not feel as connected to our program.</li> <li>● Foster Youth and Low-Income students have a greater likelihood of actively experiencing trauma brought on by the financial, social and emotional burdens of socio-economic disadvantages and high mobility.</li> <li>● Foster Youth and Low-Income students who experience daily hardships typically rely on social emotional learning to aid in an increased sense of safety and belonging, in addition to the motivation to stay academically engaged and connected to the school community.</li> </ul> <p>This action is being offered on a charter-wide basis but is principally directed toward Foster Youth and Low-Income students in that it exposes them to an array of different workforce pathways, and resources for access to them, which may have been lacking otherwise due to financial hardships and transient conditions. This action will be effective in meeting the requirements of exposing Foster Youth and Low-Income students to multiple postsecondary pathway options and supporting them in choosing a pathway to explore and ultimately pursue. Experiential learning activities support the social emotional wellbeing of students as they navigate through the challenges brought on by distance learning, including the lack of school connectedness, and loss of peer interaction, and reconnecting at the school site. Experiential learning activities also provide these student groups with exposure to post-secondary avenues that may not have otherwise been presented to them, outside of school. Experiential learning trips, camps and field trips provide students with a unique learning experience outside of the classroom, where they are able to apply academic and social-emotional skills toward real-life situations. Students within one or more of the subgroup categories would often not otherwise be able to afford an experiential learning trip away from home. However, the experience and curriculum offered on these experiential learning trips have proven to grow students socially, emotionally, and academically. We have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. This is especially the case for our student subgroups, as these programs offer them an opportunity to find connection and belonging within our school.</p> |

|  |  |
|--|--|
|  | <p>When Foster Youth and Low-Income students are not exposed to different career pathways, they have a limited view of careers they may pursue in order to make a living after high school. WIOA alignment provides students with information about various career pathways and the avenues in which to pursue those careers through exposure to industry professionals at workshops, in career chats, and on field trips. This action is principally directed toward Foster Youth and Low-Income Learners in that they provide access to the additional resources for emotional well-being, in order to ease the burden of additional obstacles they are facing in and out of school. Extracurricular activities and courses that support the social emotional wellbeing of students may reduce the stress of challenges brought on by the past year of distance learning which resulted in a lack of school connectedness, and loss of peer interaction. Social Emotional Development activities and courses are effective in meeting the requirements of increasing and improving services for these subgroups by specifically curating resources, support services, and engagement opportunities to meet the unique needs of these students, especially in the way of peer engagement activities to supplement academic social supports that may be lacking at home.</p>   |
| <p>Expected Outcomes</p>   | <ul style="list-style-type: none"> <li>● Maintain the number of students on the A-G planning guide at 35%.</li> <li>● The LEA will reduce the percentage of students identified as Not Prepared in college and career readiness indicators by 4.92% to 55%.</li> <li>● The LEA will have a one-year graduation rate at or above 70%.</li> </ul>  |
|  |  |
| <p>Action being offered on a school-wide basis to ALL Students</p> | <p><b>Parental Involvement and Stakeholder Engagement:</b> The charter will host various stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to seek feedback in the development and growth of our program.</p>   |
| <p>Subgroups benefiting the most from this Action</p>              | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ Low-Income (LI)</li> <li>✓ English Learners (EL)</li> </ul>  |
| <p>Needs, conditions and circumstances</p>                         | <ul style="list-style-type: none"> <li>● English Learners, Low Income, and Foster Youth students and families traditionally have greater barriers to school connectedness and access to all available academic and postsecondary options.</li> <li>● Barriers to school connectedness have led to a higher chronic absenteeism rate, increased dropout rate for those who are most at-promise.</li> <li>● Traditional communication methods sometimes perpetuate existing barriers in school connectedness by not providing the flexibility required to meet the needs of all stakeholders in these student groups and feedback from parents of these subgroups informs the need to provide opportunities to access information in home languages and events that accommodate parent and guardian schedules.</li> </ul> <p>This action is being offered on a charter wide basis but is principally directed toward Foster Youth, Low-Income, and EL students in that offering English Learners, Low Income and Foster Youth students and families multiple ways to access resources for academic planning and have conversations about academic progress improves student and parent/foster connectedness. It is our hope we can host stakeholder engagement events that provide options that are more flexible for parents and students to engage with the school community. We have found that utilizing flexible technology (in the students' home language as well)to administer surveys with the goal of eliciting feedback from students and parents to be effective, as it provides a platform for all stakeholder voices to be heard, including families with the greatest barriers to engagement.</p> |

|  |   |
|--|---|
|  | <p>This translates into stakeholders having a sense of connectedness to the Charter and ultimately leads to a positive school climate. Achievement chats create opportunities to empower students and parents through actively participating in the academic planning process, which also strengthens home and school partnerships. Ensuring our Foster Youth and English Learner guardians have a voice in their student's education and can understand what their student's academic goals and aspirations are is an area we feel can only be done by offering these types of actions. Working alongside our stakeholders is what we have found to be the most effective way in not only improving our implicated student groups' academic performance but also shaping how we view meaningful stakeholder engagement. Ensuring all stakeholders feel safe and connected to our program is of the utmost importance to Options for Youth San Bernardino. Thus, Parental Involvement and Stakeholder Engagement will be allocated proportionally to our student subgroups in accordance with the 28.60% requirement as compared to services provided to all students.</p>  |
| <p>Expected Outcomes</p>   | <ul style="list-style-type: none"> <li>● The LEA will maintain suspension rates at or below 1.5%</li> <li>● The LEA will reduce the number of students who are chronically absent by at least 5%, based on current 2020-21 enrollment.</li> <li>● The LEA will maintain or reduce Middle School dropout rate, at or below 3%.</li> <li>● The LEA will maintain or reduce the High School dropout rate, at or below 10%.</li> </ul>  |
| <p>Action being offered on a school-wide basis to ALL Students</p> | <p><b>School Lunch Program:</b> The LEA will offer a no-cost healthy lunch option to ensure FRMP students have access to at least one nutritious meal per day.</p>  |
| <p>Subgroups benefiting the most from this Action</p>              | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ Low-Income (LI)</li> </ul>  |
| <p>Needs, conditions and circumstances</p>                         | <ul style="list-style-type: none"> <li>● Many of our Low-Income and Foster Youth students have limited access to at least one healthy meal per day.</li> <li>● California Assembly Bill 1871, requires all California schools to provide nutritionally sound meals to students who attend school more than two hours in one day.</li> </ul> <p>This action is being offered on a charter wide basis but is principally directed toward Low-Income and Foster Youth students in that meals included in the National School Lunch Program provide adequate nutrients and nutritional education that may be lacking in their daily lives. When basic needs, such as nutritionally dense food, of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers. Meals offered through the National School Lunch Program provide nutritionally balanced, low-cost or free lunches to all students. This action will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by making, reduced cost or free, nutrient-dense meals accessible each day school is open. It is our goal that by providing our low-income and Foster Youth with meals we can reduce the dropout rates amongst these students as well as our chronic absenteeism rates. By providing students with basic resources, such as healthy snacks, we ensure that students are able to be fully present and engaged while in our resource centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations because they often go without these needs being met. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options that align with our Wellness Program, we not only quickly re-engage them in their learning but also prevent them from leaving</p> |

|   |  |
|---|--|
|   | the center during work times in order to get food. We will also continue to use this opportunity to teach students about making healthy nutritional choices and how making those choices impact their overall wellbeing.   |
| Expected Outcomes   | <ul style="list-style-type: none"> <li>• The LEA will maintain suspension rates at or below 1.5%</li> <li>• The LEA will reduce the number of students who are chronically absent by at least 5%, based on current 2020-21 enrollment.</li> <li>• The LEA will maintain or reduce Middle School dropout rate, at or below 3%.</li> <li>• The LEA will maintain or reduce the High School dropout rate, at or below 10%.</li> </ul>   |
| Action being offered on a school-wide basis to ALL Students | <b>School Safety:</b> The charter will survey all its stakeholders on their sense of safety and school connectedness as well as provide all stakeholders the necessary PPE, ensure facilities are in good repair, provide cleaning services, safety equipment/personnel, resources and trainings to meet to all federal, state, and local health requirements to ensure the health and safety of all stakeholders.   |
| Subgroups benefiting the most from this Action              | <ul style="list-style-type: none"> <li>✓ Foster Youth (FY)</li> <li>✓ Low-Income (LI)</li> </ul>   |
| Needs, conditions and circumstances                         | <ul style="list-style-type: none"> <li>• Foster Youth and Low-Income students historically have limited access to medical care and, with the increased risks associated with COVID-19, they are at even higher risk of being exposed to the virus and not receiving the timely care needed to mitigate the associated effects.</li> <li>• Due to financial burdens placed on Foster and Low-Income youth, they may have limited access to personal protective equipment at home, which further increases their risks associated with contracting COVID and experiencing learning loss because of illness and absence.</li> <li>• Because Foster Youth and Low-Income students also face additional barriers to academic success in comparison to their more affluent peers, it is essential to provide a safe and well-maintained learning environment in order to promote closing the opportunity gap as much as possible.</li> <li>• Our Learning Continuity and Attendance Plan survey indicated that 57.6% of stakeholders stated they were either not comfortable/unsure about returning to in-person instruction. Our hope is that providing Personal Protective Equipment and a safe learning environment will contribute to a high return rate, especially for students who may not otherwise have access to such resources.</li> </ul> <p>This action is being offered on a charter-wide basis but is principally directed toward Foster Youth and Low Income students as it is vital we keep them safe and lowering their risk of contracting COVID-19 while attending resource centers, especially given their sometimes limited access to expedient medical care. Personal protective equipment and other safeguards are vital to reducing exposure to the virus and limiting the risk of spreading it among the school community. School safety is effective in meeting the requirements of increasing and improving services for Foster Youth and Low Income students by providing them with the safety equipment they may not otherwise be able to access and ensuring they are protected from the risks associated with contracting COVID-19. Ensuring this subgroup of students has a safe and well-maintained environment is vital in lowering their stressors while at school so that they are in optimal conditions for both mitigating learning loss and accelerating learning.</p> |

|                   |  |
|-------------------|--|
| Expected Outcomes | <ul style="list-style-type: none"> <li>• The LEA will maintain suspension rates at or below 1.5%</li> <li>• The LEA will reduce the number of students who are chronically absent by at least 5%, based on current 2020-21 enrollment.</li> <li>• The LEA will maintain or reduce Middle School dropout rate, at or below 3%.</li> <li>• The LEA will maintain or reduce the High School dropout rate, at or below 10%.</li> </ul> |
|-------------------|--|

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

**English Learners (EL)**

**Actions:**

- iLit: Charter aims to increase overall Lexile growth for English learners as well as develop their speaking and listening skills to help aid their progression toward reclassification.
- EL Professional Development: Annual Professional Development will be provided to English Language Specialists to keep them up-to-date on current policies and practices.
- EL Individualized Support and Instruction: EL students will have access to individualized support through English Language Specialists to help aid their mastery of common core state standards.
- EL Professional Development for IS: Annual Professional Development will be provided to all classified staff to keep them up to date on best practices, intervention strategies, and supports for EL students

**Expected Outcome(s):**

- Maintain or increase the English Learner Reclassification rate to at or above 25%
- 60% of English Learners will have an increase in Lexile measure.

**How are these services being increased or improved upon?**

English Learner students need to develop the necessary skills to achieve English Proficiency as well as postsecondary education and workforce readiness. Furthermore, English Learners benefit from individualized support from highly qualified instructors for both designated and integrated English Language Development instruction. Our most recent SBAC ELA data shows that our English Learners are meeting the standard at disproportionately lower rates than their primarily English Speaking peers: 0% of English Learners met the standard compared to 17.33% of all students. iLIT is a tier 1 ESSA approved intervention for English Learners and has been proven to be an effective instructional program and led to accelerated growth in literacy skills among the group of students who piloted the program in the 2019-2020 school year.

English Learners students and families traditionally have greater barriers to school connectedness and in turn greater barriers to accessing all available information about academic and postsecondary options. Parent participation opportunities open a space that empowers students and parents to actively participate in the academic planning process, which also strengthens home and school partnerships. Thus, iLit, EL Professional Development, EL Individualized Support and Instruction and Designated English Language Development will be allocated proportionally to our student subgroups in accordance with the 32.81% requirement as compared to services provided to all students.

**Foster and Homeless Youth and Socioeconomically Disadvantaged Students Action:**

- Foster Youth & Homeless Student Services: Foster youth and homeless students will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities to monitor their progress and provide available/necessary resources.

**Expected Outcomes:**

- All foster youth and homeless students will complete an average of 4.5 ELA units, 5.5 Math units, 6 Science units, and 6.5 social studies units by the end of the 2023-2024 school year.
- 50% of FRMP students will increase their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions by the end of the 2023-24 academic school year.

When Foster Youth students enroll in our program, they may have experienced a loss of time in school or gone without stable housing, which can lead to a lack of access to consistent instruction or academic achievement and postsecondary planning. Foster Youth students face the additional barrier of an increasing disconnect between school and home support. When foster students have access to support and academic planning uniquely tailored to meet their needs they are more likely to realize successes in school and gain skills required to complete work independently at home. Low-Income students and students at risk of experiencing homelessness face the additional burden of intangible obstacles, such as balancing school and work, the stress of unstable housing, or food insecurity. Low-Income students and students at risk of homelessness often lack access to tangible goods that promote academic growth; Postsecondary Counselors provide students with the appropriate resources to reduce their barriers to success.

**How are these services being increased or improved upon?**

The LEA plans to focus on further increasing Lexile growth for English Learners (ELs) with the implementation of iLit, an evidence-based intervention, specifically for this subgroup. This will provide the students the opportunity to engage in meaningful language production with additional supports as a means of increasing their language proficiency and overall academic performance. Annual professional developments for EL specialists and EL-specific PD for other teachers ensures that EL students have sufficient language support and that staff are implementing best practice and up to date strategies to improve student language proficiency and academic performance. The LEA is increasing the frequency of Post-Secondary counselor meeting with foster and homeless youth in order to better monitor their progress, provide specific resources, and begin interventions as necessary as quickly as possible. Thus, the mentioned above actions will be allocated proportionately to our student subgroups in accordance with the 32.81% requirement as compared to services provided to all students.

# **Local Control and Accountability Plan (LCAP) Expenditure Tables Template**

Developed by the California Department of Education, January 2020

# Total Expenditures Table

| Totals | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$ 3,064,846 | \$ -              | \$ 559,154  | \$ -          | \$ 3,624,000 | \$ 1,744,505    | \$ 1,855,495        |

| Goal # | Action # | Action Title  | Student Group(s)                              | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|---|---|------------|-------------------|-------------|---------------|-------------|
| 1      | 1        | iLit  | English Learners                              | \$ 300,000 | \$ -              | \$ -        | \$ -          | \$ 300,000  |
| 1      | 2        | Math & English Intervention                               | Foster Youth, English Learners and Low-Income | \$ 150,000 | \$ -              | \$ -        | \$ -          | \$ 150,000  |
| 1      | 3        | Ed Tech Platforms   | Foster Youth, English Learners and Low-Income | \$ 787     | \$ -              | \$ 8,813    | \$ -          | \$ 9,600    |
| 1      | 4        | EL Professional Development                               | English Learners                              | \$ 100,000 | \$ -              | \$ -        | \$ -          | \$ 100,000  |
| 1      | 5        | EL Individualized Support and Instruction                 | English Learners                              | \$ 300,000 | \$ -              | \$ -        | \$ -          | \$ 300,000  |
| 1      | 6        | Students with Disabilities (SWD) Professional Development | Students with Disabilities                    | \$ -       | \$ -              | \$ 50,000   | \$ -          | \$ 50,000   |
| 1      | 7        | EL Professional Development for IS                        | English Learners                              | \$ 50,000  | \$ -              | \$ -        | \$ -          | \$ 50,000   |
| 1      | 8        | Foster Youth & Homeless Student Services                  | Foster Youth and Homeless                     | \$ 100,000 | \$ -              | \$ -        | \$ -          | \$ 100,000  |
| 2      | 1        | Basic Services  | All   | \$ 991,000 | \$ -              | \$ -        | \$ -          | \$ 991,000  |
| 2      | 2        | Professional Development                                  | All   | \$ 123,300 | \$ -              | \$ -        | \$ -          | \$ 123,300  |
| 2      | 3        | Course of Study   | All   | \$ 476,000 | \$ -              | \$ -        | \$ -          | \$ 476,000  |
| 2      | 4        | Intervention/Data Tracking                                | All   | \$ 77,600  | \$ -              | \$ -        | \$ -          | \$ 77,600   |
| 3      | 1        | Post Secondary Counselor                                  | All   | \$ 33,187  | \$ -              | \$ 371,813  | \$ -          | \$ 405,000  |
| 3      | 2        | Post Secondary Events                                     | All   | \$ 2,458   | \$ -              | \$ 27,542   | \$ -          | \$ 30,000   |
| 3      | 3        | Provide College Readiness Cohorts                         | All   | \$ 9,014   | \$ -              | \$ 100,986  | \$ -          | \$ 110,000  |
| 3      | 4        | Professional Development                                  | All   | \$ 100,000 | \$ -              | \$ -        | \$ -          | \$ 100,000  |
| 4      | 1        | Parental Involvement and Stakeholder Engagement           | All   | \$ 41,000  | \$ -              | \$ -        | \$ -          | \$ 41,000   |
| 4      | 2        | School Safety   | All   | \$ 89,000  | \$ -              | \$ -        | \$ -          | \$ 89,000   |
| 4      | 3        | Social-Emotional Learning                                 | All   | \$ 90,000  | \$ -              | \$ -        | \$ -          | \$ 90,000   |
| 4      | 4        | School Lunch Program                                      | All   | \$ 31,500  | \$ -              | \$ -        | \$ -          | \$ 31,500   |

# Contributing Expenditure Table

| Totals by Type           | Total LCFF   |              |
|--------------------------|--------------|--------------|
|                          | Funds        | Total Funds  |
| <b>Total:</b>            | \$ 3,019,400 | \$ 3,019,400 |
| <b>LEA-wide Total:</b>   | \$ 2,169,400 | \$ 2,169,400 |
| <b>Limited Total:</b>    | \$ 850,000   | \$ 850,000   |
| <b>Schoolwide Total:</b> | \$ -         | \$ -         |

| Goal # | Action # | Action Title  | Scope    | Unduplicated Student Group(s)                 | Location    | LCFF Funds | Total Funds | Contributing to Increased or Improved Services? |
|--------|----------|---|----------|---|-------------|------------|-------------|---|
| 1      | 1        | iLit  | Limited  | English Learners                              | All Schools | \$ 300,000 | \$ 300,000  | Yes   |
| 1      | 2        | Math & English Intervention                               | Limited  | Foster Youth and English Learners             | All Schools | \$ 150,000 | \$ 150,000  | Yes   |
| 1      | 3        | Ed Tech Platforms   | LEA-wide |   | All Schools | \$ 787     | \$ 9,600    | No  |
| 1      | 4        | EL Professional Development                               | Limited  | English Learners                              | All Schools | \$ 100,000 | \$ 100,000  | Yes   |
| 1      | 5        | EL Individualized Support and Instruction                 | Limited  | English Learners                              | All Schools | \$ 300,000 | \$ 300,000  | Yes   |
| 1      | 6        | Students with Disabilities (SWD) Professional Development | Limited  |   | All Schools | \$ -       | \$ 50,000   | No  |
| 1      | 7        | EL Professional Development for IS                        | LEA-wide | English Learners                              | All Schools | \$ 50,000  | \$ 50,000   | Yes   |
| 1      | 8        | Foster Youth & Homeless Student Services                  | LEA-wide | Foster Youth                                  | All Schools | \$ 100,000 | \$ 100,000  | Yes   |
| 2      | 1        | Basic Services  | LEA-wide | Foster Youth, English Learners and Low-Income | All Schools | \$ 991,000 | \$ 991,000  | Yes   |
| 2      | 2        | Professional Development                                  | LEA-wide | Foster Youth, English Learners and Low-Income | All Schools | \$ 123,300 | \$ 123,300  | Yes   |
| 2      | 3        | Course of Study   | LEA-wide | Foster Youth, English Learners and Low-Income | All Schools | \$ 476,000 | \$ 476,000  | Yes   |
| 2      | 4        | Intervention/Data Tracking                                | LEA-wide | Foster Youth and English Learners             | All Schools | \$ 77,600  | \$ 77,600   | Yes   |
| 3      | 1        | Post Secondary Counselor                                  | LEA-wide |   | All Schools | \$ 33,187  | \$ 405,000  | No  |
| 3      | 2        | Post Secondary Events                                     | LEA-wide |   | All Schools | \$ 2,458   | \$ 30,000   | No  |
| 3      | 3        | Provide College Readiness Cohorts                         | LEA-wide |   | All Schools | \$ 9,014   | \$ 110,000  | No  |
| 3      | 4        | Professional Development                                  | LEA-wide | Foster Youth, English Learners and Low-Income | All Schools | \$ 100,000 | \$ 100,000  | Yes   |
| 4      | 1        | Parental Involvement and Stakeholder Engagement           | LEA-wide | Foster Youth, English Learners and Low-Income | All Schools | \$ 41,000  | \$ 41,000   | Yes   |
| 4      | 2        | School Safety   | LEA-wide | Foster Youth and Low-Income                   | All Schools | \$ 89,000  | \$ 89,000   | Yes   |
| 4      | 3        | Social-Emotional Learning                                 | LEA-wide | Foster Youth, English Learners and Low-Income | All Schools | \$ 90,000  | \$ 90,000   | Yes   |
| 4      | 4        | School Lunch Program                                      | LEA-wide | Foster Youth and Low-Income                   | All Schools | \$ 31,500  | \$ 31,500   | Yes   |



# San Bernardino

## Summary / Addendum Document 2020-21 Comprehensive Needs Assessment

### PURPOSE

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

### STAKEHOLDERS

**Who were the stakeholders involved in the Comprehensive Needs Assessment?  
How were stakeholders involved in the Comprehensive Needs Assessment?**

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

The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, and a small group of teachers. A core CNA team reviewed the Fall 2020 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

### DATA SOURCES / Phase 1 (Data Collected and Analyzed)

**What data sources did stakeholders review (qualitative and quantitative)?**

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

The charter pulled data from multiple platforms to analyze student performance data, which included student group data as applicable to the data source. Data pulled included:



- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
  - Graduation Rate
  - A-G Enrollment and Completion Rates
  - Lexile Growth Percentages
- Surveys
  - LCAP Survey (Once per semester)
  - School Climate Survey (Biannual)

### RESULTS / Phase 2 (Data Dive Summary Table)

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

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

#### Graduation Rate

- Overall grad rate YTD: 32.71%
- Graduation Rate (YTD) EL: 20%
- Graduation Rate (YTD) SPED: 22.22%
- Graduation Rate (YTD) FRMP: 28.75%

#### SBAC Results

- 100% of EL students did not meet SBAC math standards in 2018-2019, compared to 73.23% of all students.
- 72.2% of EL students did not meet SBAC ELA standards in 2018, 2019, compared to 30.31% of all students.

#### RenStar Results

- 2017/2018 RenSTAR Reading - Average Scaled Score: 801.6
  - ELL: 563.9
  - Foster: 853.9
  - FRMP: 798.9
  - SPED: 629.7
- 2017/2018 RenSTAR Math - Average SGP: 42.7
  - EL SGP: 44.35
  - Foster SGP: 50.11
  - FRMP SGP: 39.21
  - SPED SGP: 42.59

### Lexile Growth

- Overall, 47.62% demonstrated growth
- EL: 46.15% demonstrated growth
- SWD: 46.43% demonstrated growth
- FRMP: 50.33% demonstrated growth
- Foster: 50% demonstrated growth

### Stakeholder Engagement

- Data indicates parent participation for virtual engagement events has decreased during the 2020-2021 school year.

### Core Course Completion:

2019-2020 - Math: 6.95 Units, ELA: 6.46 Units

2020-2021 - Math: 5.20 Units, ELA: 4.15 Units

### PRIORITIZED NEED

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

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

The following are the four areas that will be the charter's priorities in the upcoming school year:

- Increasing assessment performance for all groups, specifically EL students
- Increasing Lexile growth for all students and subgroups
- Increasing overall graduation rate, particularly among EL students
- Increasing student achievement in Math and ELA

### ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

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

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

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

Increasing student achievement in Math and English Language Arts with added support to subgroups will provide students with more opportunities to meaningfully engage with content. Stronger readers become stronger writers, and stronger writers become stronger readers. It is necessary to build foundational skills in core subjects in order to build student confidence and aptitude before focusing on any higher order skills. In short, ensure students have a mastery of basic skills before they can improve assessment scores or graduation rates. Students need more opportunities to apply their knowledge in math and ELA in order to gain mastery; doing so will allow them to perform better on assessments, increase their level of achievement, and graduate more successfully.

**Trends / Themes - (Data Dive Summary Table)**

**What concerns or challenges were identified?**

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

Overall, our greatest area of focus appears to be EL student achievement. The achievement gap seems to be most significant between the general student population and English Learners (ELs). EL students had the greatest discrepancies in SBAC and RenSTAR scores, graduation rates, and Lexile level increases as compared to the general student population. We must invest more resources into tracking, intervention, and support for our EL students in order to close this achievement gap and ensure their academic success.



# San Bernardino

## RESOURCE INEQUITIES REVIEW ADDENDUM

Document Purpose: This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

| Date Resource Inequity Review was conducted  |   |
|--|---|
| <b>March 8, 2021</b>   |   |
| <b>Guidance and Instructions:</b> 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 <b>actionable</b> . For purposes of a resource inequity, <b>actionable</b> means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. <i>As a reminder, resource inequity identification is an LEA decision and is locally controlled and determined.</i> |   |
| <p>1. What actionable inequities did the Charter identify during their Resource Inequity Review?</p>   | <p>The EL Department is not adequately staffed due to a combination of staff departures, insufficient applicants, and budgetary constraints. A lack of targeted support and staff has resulted in insufficient support for EL student’s charter wide.</p> <p>There are significant gaps in the assessment scores of English Learner (EL) students as compared to the general student population.</p> <p>Students with Disabilities (SWD) do not participate in Pathways in Education trips or other extracurricular activities at the same rate the general student population does</p> |
| <p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>  | <ul style="list-style-type: none"> <li>Staffing challenges in EL Department</li> <li>Discrepancies in test results/progress between general population and EL students</li> <li>Lack of participation among Students with Disabilities (SWD) in offered and available extracurricular activities</li> </ul>   |



|  |   |
|--|---|
| <p>3. How does the Charter plan to address these inequities?</p>   | <p><b>Lack of English Learner (EL) Support:</b><br/>Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population</p> <p><b>Test performance discrepancies:</b> Evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, increasing stakeholder engagement to better support EL students in and out of the classroom</p> <p><b>Lack of SWD participation in extracurriculars:</b><br/>The charter will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload.</p> |
| <p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p> | <p>N/A</p>  |

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

# Introduction and Instructions

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.