

# LCFF Budget Overview for Parents

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

CDS Code: 36678760120568

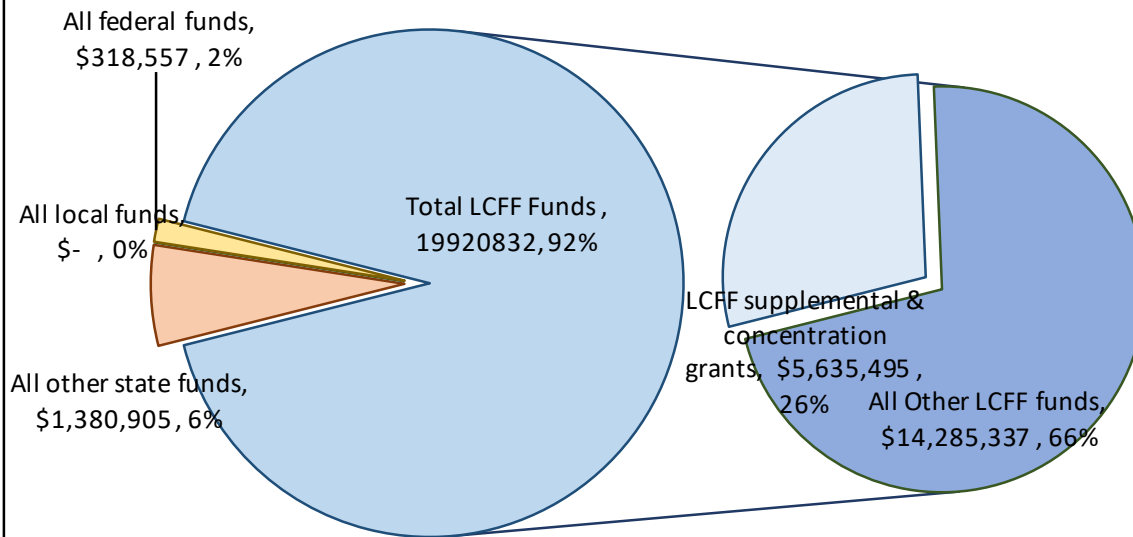
School Year: 2023-24

LEA contact information: Richard Aguilar - Principal E: raguilar@ofy.org ; P: 909-538-4288

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

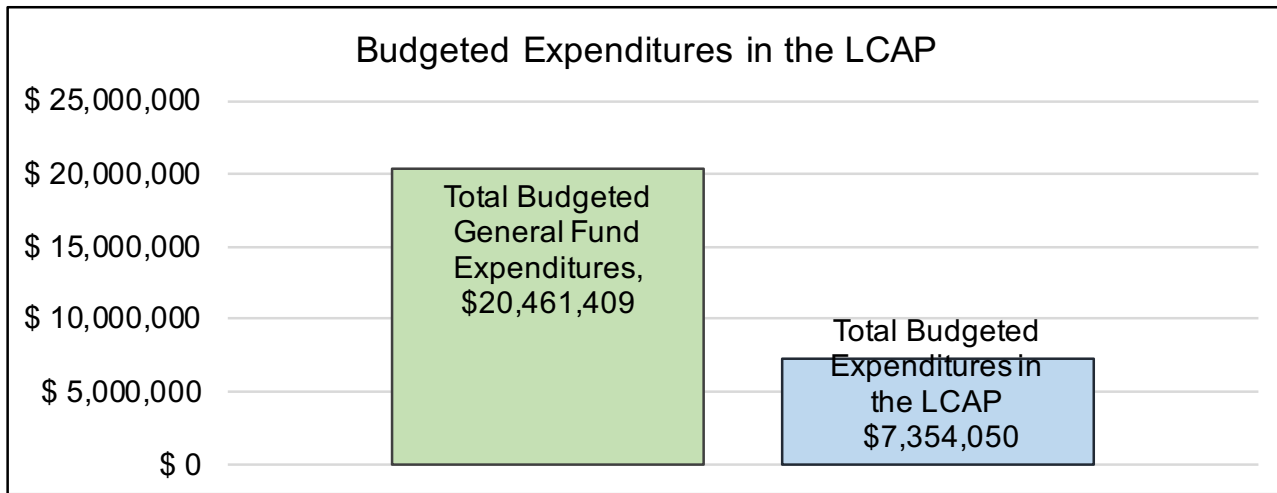


This chart shows the total general purpose revenue Options for Youth - San Bernardino expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth - San Bernardino is \$21,620,294.00, of which \$19,920,832.00 is Local Control Funding Formula (LCFF), \$1,380,905.00 is other state funds, \$0.00 is local funds, and \$318,557.00 is federal funds. Of the \$19,920,832.00 in LCFF Funds, \$5,635,495.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Options for Youth - San Bernardino plans to spend \$20,461,409.00 for the 2023-24 school year. Of that amount, \$7,354,050.00 is tied to actions/services in the LCAP and \$13,107,359.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

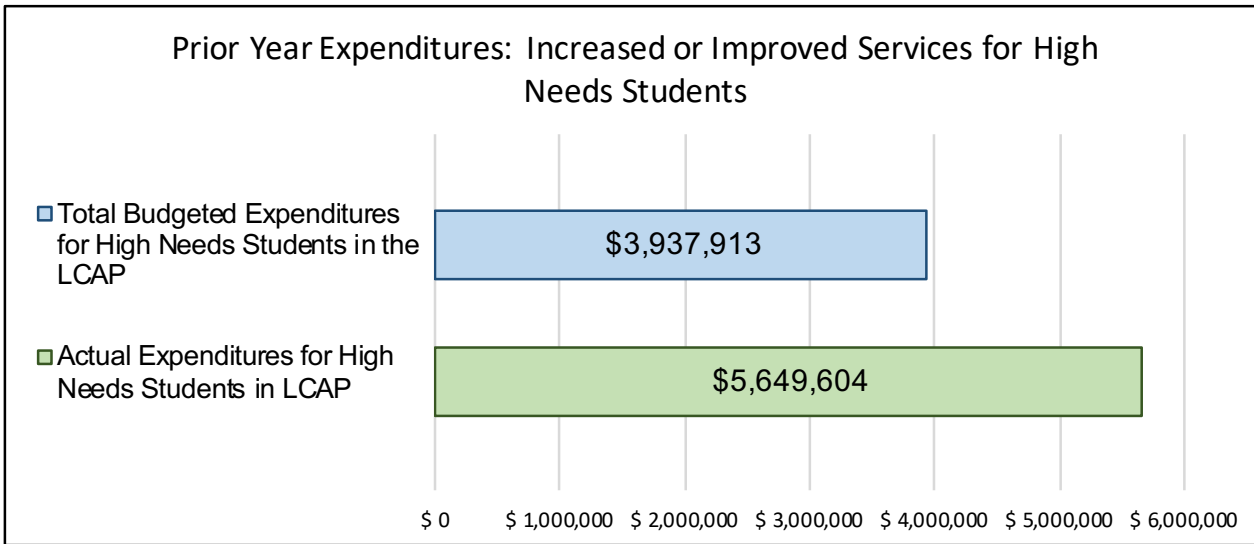
General Fund Budget Expenditures, for the 2023-24 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies), rent, general business expenses (i.e.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

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

In 2023-24, Options for Youth - San Bernardino is projecting it will receive \$5,635,495.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth - San Bernardino must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth - San Bernardino plans to spend \$5,764,796.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Options for Youth - San Bernardino's LCAP budgeted \$3,937,913.00 for planned actions to increase or improve services for high needs students. Options for Youth - San Bernardino actually spent \$5,649,604.00 for actions to increase or improve services for high needs students in 2022-23.

# Local Control and Accountability Plan

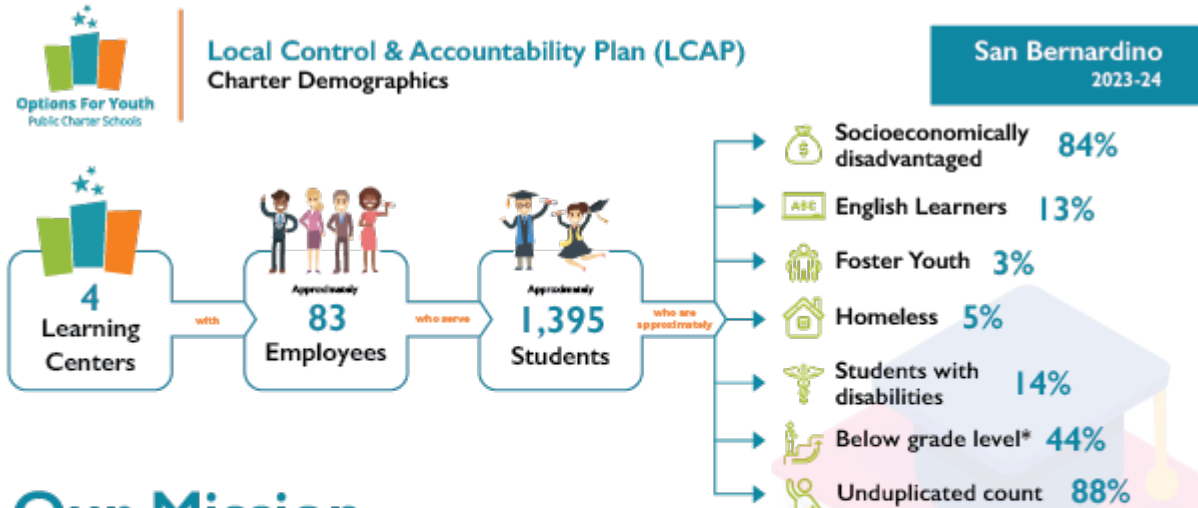
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth Public Charter Schools - San Bernardino	Richard Aguilar - Principal	E: <a href="mailto:raguilar@ofy.org">raguilar@ofy.org</a> ; P: 909-538-4288

## Plan Summary 2023-24

### General Information

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



### 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.

\*Based on DIASS eligibility percentage

**General Information:**

The Options for Youth San Bernardino Charter served approximately 1,942 students in grades 7-12 in the 2022-2023 school year. Typically, students who enroll with us are significantly credit deficient and in need of severe academic support in order to catch up and graduate on time. We have noted an increase in our FRMP population of students moving from 46% to 84%. This past year (2022-23) was our first year not being identified as a CSI school due to our increase in our DASS one-year graduation rate. It should be noted that with the change from the State to identify CSI low graduation rate schools from a one-year cohort for DASS schools to a 4-5-year grad rate cohort aligned to traditional school districts, our school has once again been identified for CSI Low Graduation rate for the 2023-24 school year. While we are still incredibly proud of the increase in our DASS one-year graduation rate, it is clear that the change in formula has impacted DASS schools to a much greater degree than traditional brick and mortar schools. We have embedded our comprehensive support and improvement (CSI) plan into our LCAP which is focused on the identification of students in need of additional support to graduate. Our LCAP has been developed and driven by a comprehensive need's assessment, resource inequity review and Educational Partner engagement and feedback. Options for Youth-San Bernardino provides an alternative educational option for youth who have experienced academic challenges, often due to skill gaps caused by both academic and external factors. Options for Youth San Bernardino 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 Philosophy:**

Options for Youth San Bernardino is committed to providing a highly personalized blended learning environment where all students are offered the opportunity to recover academically and get back on track to receive a high school diploma. Options for Youth San Bernardino believes a vital component of preparing students for college and career readiness is meeting the whole student's needs. Therefore, social-emotional learning through experiential activities and community service is embedded into the educational model. Additionally, Options for

Youth San Bernardino provides educational opportunities focused on preparing students for post-secondary learning and entering the professional market.

### **Educational Program:**

Options for Youth San Bernardino 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.” Options for Youth San Bernardino 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 an educated person in the 21st century is a life-long learner who possesses the following academic skills to contribute meaningfully to society:

- Reading and analyzing grade-level text
- Communicating with different audiences using oral and written language
- Using math to solve everyday problems
- Understanding the scientific method and how science impacts daily life

In addition, OFY-SB believes an educated person in the 21st century also exemplifies the following non-academic skills and qualities:

- Taking the initiative and being self-directed
- Adapting to and is flexible toward new situations
- Showing leadership and taking responsibility
- Being productive and accountable for work product

### **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, 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-referrals, 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.

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

OFY-SB provides all educational partners 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
- FAFSA Nights
- DELAC Committee Meetings
- Bilingual Scholars Ceremony
- Senior Sign Night
- Senior Social
- Graduation
- Sports Games
- Parents' Rights Workshops
- Pathways Parent Orientations
- School Site Council / Parent Advisory Committee Meetings

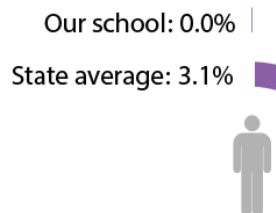
### **Title I - Schoolwide Program (SWP) / SPSA / LCAP**

Options for Youth San Bernardino applied for Title I funds and will be implementing a Schoolwide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all students, particularly for students who are not meeting academic standards'. OFY-SB has integrated its SPSA/CSI plan into its LCAP further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment and meet the needs of our students below grade level.

## **Reflections: Successes**

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

### Suspension Rate



Due to our one-on-one teacher-student appointments and small group instruction model, OFY-SB students have strong, meaningful relationships with teachers and school staff. The school is generally not faced with the same behavior and classroom management

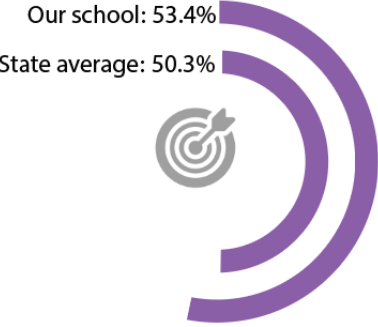


challenges students may exhibit in other settings. At OFY-SB, relationship building centered around trust and mutual respect is a top priority in our school model. For this reason, OFY-SB was able to maintain a 0% suspension rate and 0% expulsion rate for the 2022-23 school year.

## Reflections: Identified Need

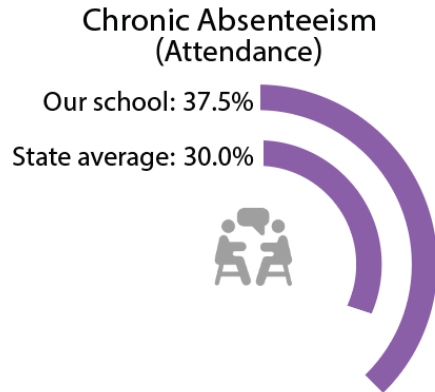
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### English Learner Progress



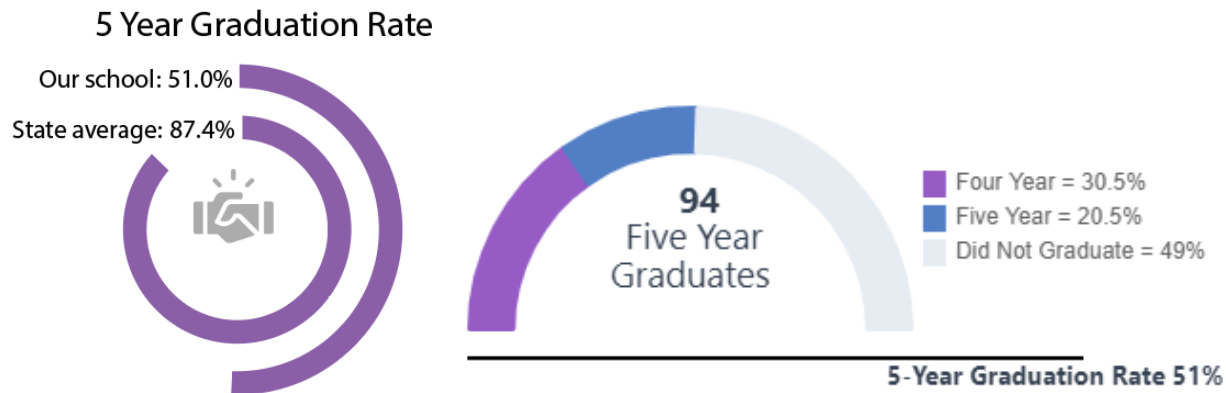
### English Learner Progress

As recorded on the 2022 CA Dashboard, 53.4% of English learners at OFY-SB are making adequate progress towards English Language Proficiency. Although this is above the state average, OFY-SB plans to increase this number by providing English Language Development support with the iLit curriculum. iLit has different levels to accommodate the different levels of literacy depending on the ability of each individual. iLit offers courses that count as English core credits that works on things like vocabulary, grammar, structure, writing skills, and reading comprehension. This is offered to not only the main four levels of literacy, but also the lower levels of newcomer students from levels 0-50 that assists students with everything to do with survival English from basic grammar, syntax and vocabulary. As students' progress and demonstrate English growth, students can progress through the levels. In order to improve outcomes in English Learner assessment scores, OFY-SB will offer intensive individualized support for English Learners requiring intervention via EL Specialist. The school will use evidence-based Interventions, such as iLit to increase access to meaningful opportunities to engage with language production and track and monitor internal assessments to identify areas of need and students requiring additional intervention.



## Chronic Absenteeism

OFY-SB continues to provide support and resources to our middle school students. Teachers actively implement intervention strategies such as communication home and setting up parent teacher conferences to address concerns with attendance and work completion. When possible, middle school cohorts are assigned to one teacher so they can receive focused instruction along with their peers.



## Graduation Rates

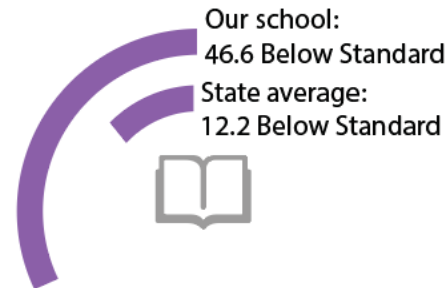
The nature of our program, in that we accept all students, a majority of whom are over-age and under-credit, makes this metric a challenging one given the parameters set in calculating graduation rates. To address this issue, a Comprehensive School Improvement Plan (CSI Plan) has been incorporated into our 2021-24 LCAP. The CSI/SPSA/LCAP 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. Based on the Fall 2022 CA Dashboard performance indicator results, OFY-SB's four- or five-year graduation rate is 51%. Due to a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a four- or five-year cohort grad rate. This change has impacted the charter by being identified for CSI for the 2023-24 academic year. The LEA plans to reflect upon current practices and adjust our program as needed.

**The following intervention recommendations have been implemented and will remain in effect to boost our graduation rates:**

- 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

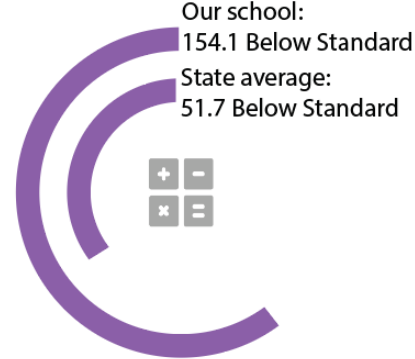
### ELA Performance Indicator



### ELA

Students who attend OFY-SB are often behind in credits and skills in English Language Arts. This is evident in the ELA Performance Indicator on the CA Dashboard. OFY-SB students scored 46.6 points below the standard which is 34.4 points below the state average. OFY-SB plans to close this gap and increase students' SBAC achievement scores by ensuring every student has access to individualized, rigorous, standards-based curriculum as well as individualized support tailored to their skill gaps. OFY-SB utilizes Exact Path, a curriculum designed to work in tandem with RenStar, our benchmark assessment, to identify student skills and provide additional support and intervention to meet those needs. Students who score Urgent Intervention and Intervention on the RenStar are referred to the Exact Path curriculum and their progress is supported by an interventionist to help them progress. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for English Language Arts. The more opportunities students have to practice reading and writing, the more they will move toward proficiency and mastery.

## Math Performance Indicator



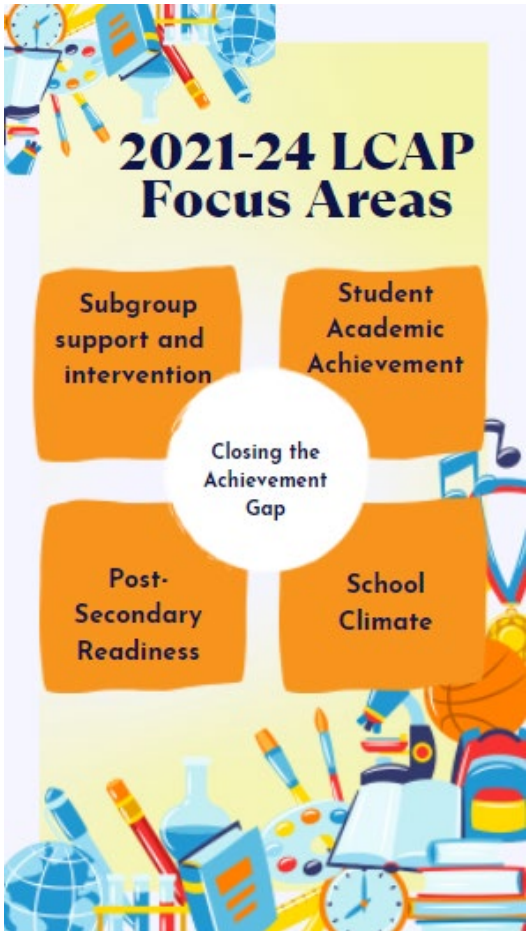
### Math

Students who attend OFY-SB are often behind in credits and mathematics skills. This is evident in the Math Performance Indicator on the CA Dashboard. OFY-SB students scored 154.1 points below the standard which is 102.4 points below the state average. OFY-SB plans to close this gap and increase students' SBAC achievement scores by ensuring every student has access to individualized, rigorous, standards-based curriculum as well as individualized support tailored to their skill gaps. OFY-SB utilizes Exact Path, a curriculum designed to work in tandem with RenStar, our benchmark assessment, to identify student skills and provide additional support and intervention to meet those needs. Students who score Urgent Intervention and Intervention on the RenStar are referred to the Exact Path curriculum and their progress is supported by an interventionist to help them progress. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for mathematics. The more opportunities students have to practice mathematical skills and processes, the more they will move toward proficiency and mastery.

## LCAP Highlights

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

The OFY-SB charter continues to remain focused on closing the opportunity gap between student groups through a number of strategic efforts outlined in our LCAP.



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, Career Pathways Coordinators, and teachers on a consistent basis, student engagement through exposure to postsecondary options, and providing opportunities for community involvement 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, counselors, and the school 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 appointments 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, family, and educator. Post-secondary Counselors and Career Pathways Coordinators 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 and career pathways coordinators work exclusively on post-graduation pathways like resume building, interviewing skills, and other career-specific events to promote career-readiness and exposure. As such, students are provided with the tools and resources necessary to become active and engaged members of society during and after high school.

## OFY SB continues to be committed to:

<b>CULTURE</b> Creating a culture of growth and improvement for all staff in order to benefit student achievement.	<b>DATA</b> Using data-driven methods to analyze and select the most effective professional development opportunities.	<b>TRAINING</b> Training all new teachers using a module-based training program that ensures consistency and best practices	<b>SUPPORT</b> Supporting teachers in providing optimal support for all students including LCAP subgroups, in order to ensure success in our instructional programs
<b>CURRICULUM</b> 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	<b>PROFESSIONAL DEVELOPMENT</b> Providing instructional development to support the effective implementation of Common Core and Next Generation Standards and corresponding state assessments	<b>SMALL GROUP INSTRUCTION</b> Providing training and coaching on effective instruction in the small group instruction environment	<b>SCIENCE</b> Providing training and coaching on effective instruction in the small group instruction environment

# Comprehensive Support and Improvement

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

## **Schools Identified**

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

Not Applicable

## **Support for Identified Schools**

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

When AB104 graduation requirements were in place, the California Dashboard reflected a 1-year cohort graduation rate, which was 94.8% for OFY-SB in the 2021-2022 school year. Starting in the fall of 2022, the California Dashboard shifted to calculating a four- and five-year graduation rate which resulted in lowering our graduation rate to 51% for the 2021-2022 school year. While this rate was below the state average it should be considered that many of the students who enroll at OFY- SB come to our program overage and credit deficient due to having fallen behind in a previous academic setting. Currently, OFY- SB has a one-year graduation rate of 55.77% for the 22-23 school year. It is anticipated that this rate will increase at the end of the Spring 2023 semester due to many students completing all coursework in order to walk in the Spring graduation ceremony.

OFY-SB’s reflection process includes sharing current indicator data with all educational partners 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.

OFY-SB plans to integrate the established goals to create an effective school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP educational partner engagement feedback through a comprehensive survey gathered once a semester and through various educational partner engagement events throughout the year. Utilizing this information, educational partners 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. OFY-SB has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA/CSI. LCAP goals that align to our SPSA/CSI focus areas are as follows: LCAP Goal 1 metrics and actions for our students below grade level and unduplicated student group performance, LCAP Goal 2 metrics and actions align to our SPSA/CSI focus areas in math/ELA, LCAP Goal 3 metrics and actions align to our grad rate and college/career SPSA/CSI focus areas, and LCAP Goal 4 metrics and actions align to our grad rate and chronic absenteeism SPSA/CSI focus areas.

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

The following observations were noted based on the data

**Graduation Rate**

Overall grad rate YTD: 62.89%%

Graduation Rate (YTD) EL: 20%

Graduation Rate (YTD) SPED: 22.22%

Graduation Rate (YTD) FRMP: 28.75%

**RenSTAR Results**

2022-2023 RenSTAR Reading Average Scaled Scores					
	Overall	ELL	Foster	FRMP	SPED
7	765.09	844.84	370	778.07	-
8	827.07	730.50	845	772.81	910.63
9	908.92	877.33	956.45	889.79	765.21
10	969.30	948.87	873	962.85	875.67
11	1025.32	996.98	989.12	1008.23	792.04
12	1064.98	1088.45	1084.25	1058.80	922.69
Avg	926.78	914.50	852.97	911.76	853.25

**2022-2023 RenSTAR Math**

Average SGP: 39.17

EL SGP: 36.22



Foster SGP: 45.59  
FRMP SGP: 39.30  
SPED SGP: 34.07

### **2022-2023 Lexile Growth**

Overall, 66.80% demonstrated growth  
EL: 65.19% demonstrated growth  
SWD: 78.26% demonstrated growth  
FRMP: 66.67% demonstrated growth  
Foster: 61.54% demonstrated growth

### **Core Course Completion:**

2019-2020 - Math: 6.95 Units, ELA: 6.46 Units  
2020-2021 - Math: 5.20 Units, ELA: 4.15 Units  
2021-2022- Math: 5.47 Units, ELA: 5.01 Units  
2022-2023- Math: 5.96 Units, ELA: 6.14 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 English learner 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
- Staff Surveys
- LCAP Survey (Once per semester)
- School Climate Survey (Biannual)

**Evidence-Based Interventions incorporated into our LCAP/SPSA/CSI Plan:**

By providing students access to these evidence-based interventions, OFY-SB 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 iLit 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 intervention strategies is based off of the following student performance data: students scored 46.6 points below standard on the ELA SBAC which is a decrease of twelve points from the previous year. The goal with the identified ELA evidenced-based interventions such as iLit is to help target instruction for EL 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.

In the upcoming year, OFY-SB 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.

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 student that took iLit with us was able to show reading growth. Average initial reading level was 6.77 and increased to 7.28 with an average of 0.51 in the year 2022-2023. Lexile growth average equaled 75.19 for the year. Initial Lexile average was 798.27 and ended with 873.46. This program and its unique design for improved English language acquisition provides an additional curricular support for our

English learner 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.

A program description of iLit can be found in the link below

[https://assets.savvas.com/asset\\_mgr/current/201851/iLit\\_CA\\_Research\\_Overview.pdf?\\_ga=2.48241062.1296961985.1603409995-1008456371.1588740253](https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253)

### **Resource Inequities**

When evaluating the CNA, assessment data, and other internal measures, the LEA determined that there were three significant resource inequities identified again during our resource inequity review:

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. Identifying and utilizing evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, and increasing educational partner 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.

### **Educational Partner Involvement**

OFY-SB collaborated with our School Site Council and parents, students, and staff to develop our Single Plan for Student Achievement (SPSA)/ CSI prompts which are now part of our 2021-24 LCAP. OFY-SB 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 SPSA/CSI plan/LCAP. OFY-SB conducted quarterly monitoring cycles to update our School site Council /Parent Advisory Committee and School Board on progress toward reaching each goal in our 2022-23 SPSA, which included graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence-based intervention is contributing to. OFY-SB 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.

Educational Partner Involvement Process (Educational Partners included parents/guardians, students, and staff)

In order to ensure all Educational Partners 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, and 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 three weeks so that responses could be gathered and analyzed to be shared with all educational partners.

The following meetings were also held in order to ensure educational partner 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
- Strategic Planning
- School Site Council Meetings
- SELPA consultation

OFY-SB also administers a biannual School Climate Survey (SCS), which took place most recently in March 2023. A school climate survey is an assessment tool used to gather information about the overall quality and character of the school. The SCS provides an opportunity for all educational partners to express their views on the school's overall culture, safety, and community. The school goals coincide with the district goals which ensure all students are meeting the same requirements. The school regularly involves Educational Partners in review of long-range planning. Charter leadership used the data from Comprehensive Needs Assessment (CNA) and LCAP/SPSA/CSI 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 educational partners including our counseling team, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

### **LCAP Educational Partner Engagement Process**

The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to all educational partners. LCAP surveys are given twice a year to students, families, and staff to provide them with the opportunity to give their feedback about the OFY-SB educational program and to inform the development of LCAP/SPSA/CSI goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP/SPSA/CSI 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 Educational Partner Engagement Activities during the 2022-2023 School Year:

- Senior Information Night - September 7, 2022
- OFY-SB Board Meeting - September 16, 2022
- Back to School Night - October 6, 2022
- OFY-SB Board Meeting - December 5, 2022

- Fall Parent Teacher Conferences - January 3-6, 2023
- OFY-SB Board Meeting - January 24, 2023
- FAFSA Financial Aid Workshop - February 9, 2023
- OFY-SB Board Meeting - March 20, 2023
- Senior Social - March 30th, 2023
- Parents' Rights Workshop - April 5, 6, 12, and 13 2023
- Social Emotional Health Workshop - May 3, 4, 10, and 11 2023
- 8th Grade Promotion - May 24, 2023
- Special Population Support Workshop - May 24, 25, 31, and June 1, 2023
- OFY-SB Board Meeting - May 26, 2023
- OFY-SB Board Meeting - June 30, 2023
- Senior Signing Night - May 10, 2023
- EL Reclassification Night- May 16,2023
- Spring Parent Teacher Conferences
- Graduation - May 19, 2023

In addition, OFY-SB held DELAC meetings five times throughout the 2022-2023 school year. The English Language Learner Specialist Coach led a presentation about programs available to English Language Learner Students at the first meeting, and there were discussion periods regarding these services at each meeting. Parents also provided feedback and comments pertaining to the English Language Learner program at each meeting.

DELAC Meeting Dates:

- Aug 17, 2022
- Sep 14, 2022
- Oct 12, 2022
- Nov 16, 2022
- May 25, 2023

The Board of Directors was updated on progress toward developing goals and metrics and received information about the proposed changes to past years LCAP goals and metrics within the new LCAP/SPSA/CSI. The Board 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 June 27, 2023 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.

- The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on June 30, 2023
- The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting will be held in June 30, 2023 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 2022 and Spring 2023. 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 educational partner 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 educational partners in review of long-range planning. Charter leadership used the data evaluated in our Comprehensive Needs Assessment and LCAP/SPSA/CSI plan 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 educational partners including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

### **CNA Educational Partner 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, the Post-secondary Counseling team, and a small group of teachers. A core CNA team reviewed the Fall 2022 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 (SSC)/Parent Advisory Committee (PAC) Process**

The SSC/PAC is a group of teachers, parents, and other school personnel who work to improve the quality of education at the school. The purpose of the SSC/PAC is to develop, review, and evaluate the school's improvement plan and budget and to make recommendations to the principal and the district governing board. Our SS/PAC meets at least six times per school year to assess the school strengths and weaknesses and identify areas for improvement, and develop strategies to address those areas.

- SSC/PAC Meeting Dates:
- October 27, 2022
- January 6, 2023
- April 20, 2023
- May 31, 2023

## **Monitoring and Evaluating Effectiveness**

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

School Site Council (SSC)/Parent Advisory Committee (PAC) represents all educational partners of the school community. The SSC/PAC meets at least four times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC/PAC'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 6 -10 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 the LCAP/SPSA/CSI Plan before each new school year.

The charter collaborated with our School Site Council (SSC) / Parent Advisory Committee (PAC) and educational partners to develop our Single Plan for Student Achievement (SPSA)/CSI Plan which is now embedded into our 2021-24 LCAP that outlines our plan for the 2023-24 school year to monitor and evaluate the effectiveness of the school's CSI focus areas. OFY-SB will continue to collect the 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 LCAP/SPSA/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. OFY-SB 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, OFY-SB will continue to monitor and evaluate the effectiveness of our LCAP/SPSA/CSI plan by using the comprehensive needs assessment completed in Spring 2024 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 one-year graduation rates that we achieved in the 2021-22 & 2022-23 school year. Current data will be analyzed with all educational partners 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 LCAP/SPSA/CSI plan.

Student Performance Data to be Pulled, Analyzed, and Shared Quarterly with OFY-SB's School Site Council and Educational Partners:

- Monthly Student Progression
- Monthly Credit Attainment
- Annual Core Completion Rates
- 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. 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. 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 in addition to in person face-to-face instruction.

### **Educational Partner Engagement Process**

OFY-SB collaborated with our School Site Council/Parent Advisory Committee, parents, students and staff to develop our LCAP/SPSA/CSI Plan. OFY-SB 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 Educational Partners. OFY-SB 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. OFY-SB surveyed our educational partners in Fall 2022 and Spring 2023 to gather feedback regarding program effectiveness.

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

Aligned to LCAP Goal 1 & 2

This goal is the broadest and most critical. To meet this goal, OFY-SB will monitor and implement 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 will offer 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, and there are Academic Intervention Specialists across the charter. Direct instruction classes and cohorts have moved toward a mastery-based scoring system that encourages students to not only pass the test but 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 at each site 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.

Aligned to LCAP Goal 3 & 4

OFY-SB offers opportunities for students to travel and learn and grow with Pathways Travels. OFY-SB offers overnight trips to Washington DC, a working ranch in Colorado, various college tours, and several international trips to places like Italy, Ireland, Cuba, and Europe. During these experiential learning opportunities, students complete a workbook tailored to the sites and cultures in which they are traveling. The activities and team building facilitated on these trips is based in SEL and builds confidence and a sense of belonging in OFY-SB students.

OFY-SB Post-Secondary Counselors host multiple college readiness events per year including College Tours to various 4-year Universities and Community Colleges in Southern California, workshops on FAFSA and the college application process, and referrals to various soft-skills training workshops hosted by Skyrocket Education. For the second semester, OFY-SB's Career Pathways Coordinators hosted a Career Week that included guest speakers from different career pathways.

OFY-SB 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 OFY-SB 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. OFY-SB offers courses that build student connectedness; these include Student Council (student leadership), sports and esports, dual enrollment in community colleges, Bilingual Scholars groups, and an Art as Expression group. 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.

OFY-SB 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 two individual events: Senior Social (an event where they prepare for graduation) and Senior Signing Night (where all four-year bound students are given special awards for their acceptance into their college of choice).

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. OFY-SB also connects with students via social media on Facebook, Instagram, and Twitter.

OFY-SB 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 independent

learning; 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.

Aligned to LCAP Goal 4

OFY-SB 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. Typically, OFY-SB 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, 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 twice per year to inform parents of their students' progress and goals.

# Engaging Educational Partners

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

**Philosophy on Educational Partner Engagement:** The LEA is committed to developing multiple opportunities to engage in 2-way communication with families. Two-way communication is sent to families from Counselors, Career Pathways Coordinators, and School Administration via, School Messenger, to increase engagement to underrepresented families and the school community as a whole. These communications include announcements for upcoming school events, newsletters, information regarding access to mental health resources and local food distributions and other valuable information. To provide families with translated copies of published school communications, we have increased the number of communications sent home in Spanish by allowing school staff to request translations for non-critical communication such as newsletters and fliers. These efforts to build relationships between school staff and families have been included in our LCAP specifically in LCAP Goal 4, action 1 Parental Involvement and Educational Partner Engagement. The LEA consulted with its educational partners listed below to review and plan the LCAP/Annual Review and Analysis development and Annual Review. All educational partner engagement meetings and activities provided insight, collaboration and direction for the LCAP goals, actions, and services. All feedback was collected, analyzed, shared, and considered prior to the finalization of the LCAP. The LEA provided a list of engagement sessions and events that were held throughout the 2022-23 academic year.

**Governing School Board Meetings:** Board meetings were held on September 16, 2022, December 5, 2022, January 24, 2023, March 20, 2023, May 26, 2023, and June 30th, 2023. The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Ed Code:

The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3)- Notice was posted on or before June 27, 2023 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.

The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1)- Board Meeting was held on June 30, 2023

The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52060(b)(2) or 52068(b)(2)- Board Meeting was held on June x, 2023 and the Board voted to Adopt the 2021-2024 LCAP.

**Principal Meetings:** OFY-SB's Leadership Team consists of our Principal, Assistant Principals, Instructional Coach, English Language Coach, and Special Education Specialist Lead. The team meets once a week to collaborate on progress towards schools goals and areas of needs. The school leadership team met to develop the Fall and Spring LCAP surveys that were administered to students, parents, and staff during both semesters. After completion of the survey windows, the school's leadership team reviewed the responses to determine what areas of focus the school needs to bring attention to to support students, parents, and staff. This was also an opportunity to reflect on the successful aspects of the school.

**Teacher/Staff Meetings/In-Services:** OFY-SB met with staff on the following dates: August 19, 2022, November 4, 2023, February 10, 2023, and April 21, 2023. Throughout the academic year, there are various opportunities for staff to meet with Principals, Assistant Principals, and/or Coaches to provide feedback, review practices, share updates, and plans to work towards achieving LCAP goals. At the start of the 22-23 school year, the Principal and Assistant Principals met with staff in smaller groups to share the vision of our school as well as LCAP goals, actions, and allocations. Throughout the year, the leadership team shared updates on LCAP goals and actions with staff and provided professional learning committee time to reflect on what the data means and what actions can take place to make progress towards reaching a goal or maintaining progress. During an in-service, all staff in attendance participated in the comprehensive needs assessment. Staff reviewed state data as well as internal data from the previous year and the current progress. There was also another CNA conducted virtually with a smaller staff group where the same data was reviewed. During both CNAs, the staff identified areas of focus, possible root causes, measurable outcomes, and identified resource inequities. In addition, Assistant Principals share weekly updates and host staff meetings where there is opportunity for open discussion on feedback, input, and ideas for improvement on the efforts the school is making to progress towards goals outlined in LCAP.

**Student Achievement Chats:** Post-secondary Counselors meet with students to identify where they are in the progress toward graduation and how the school can better support their needs and goals for graduation. These meetings are happening consistently throughout the year. Twice per year, OFY-SB hosts Parent Teacher Conferences where teachers go over student progress, expectations, guidelines, and student goals. These are excellent opportunities for educational partners to share feedback on how the school can better support the needs of their students.

**School Improvement Feedback Surveys:** Surveys are administered in the fall and the spring to staff, students, and families. The surveys solicit and collect feedback on the effectiveness of educational programs and offerings as well as perceptions and feelings regarding school safety and belonging. OFY-SB seeks the input of all educational partners and understands that through this feedback, the school will continue to grow and better meet the needs of the students.

**School Climate Survey:** OFY-SB administered the Comprehensive School Climate Inventory on January 5, 2023 through February 3, 2023. This survey is for all school personnel, students, and families to complete and is designed to assess perceptions of school climate, including feelings about safety, relationships, learning, the environment, and communication within the school.

**The SELPA Consultation:** OFY-SB participated in a SELPA Consultation on May 17, 2023 where the school presented its goals, progress in those goals, and the intention to continue with those goals for the 2023-2024 school year. The SELPA agreed that the goals were sufficient and the school should continue to work with students with disabilities in these areas.

**School Site Council (SSC)/ Parent Advisory Meetings:** OFY-SB met with its School Site Council on October 27, January 6, April 20, May 31. These collaboration meetings were held to develop our Single Plan for Student Achievement (SPSA)/CSI Plan which is now embedded into our 2021-24 LCAP that outlines our plan for the 2023-24 school year to monitor and evaluate the effectiveness of the school's CSI focus

areas. The School Site Council is made up of students, parents, and staff who all hope to provide feedback to support the ongoing improvement of the school.

A summary of the feedback provided by specific educational partners.

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

### Fall 2022 Feedback/Trends:



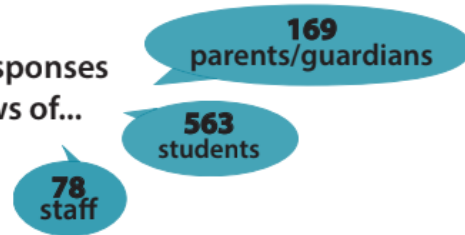
Educational Partner Engagement  
Fall Survey | 2022

San Bernardino

From **September 12 to October 28, 2022**, an online survey was administered to students and staff, and distributed to parents, asking for feedback on programs and supports for students, overall school climate, and educational partner engagement.



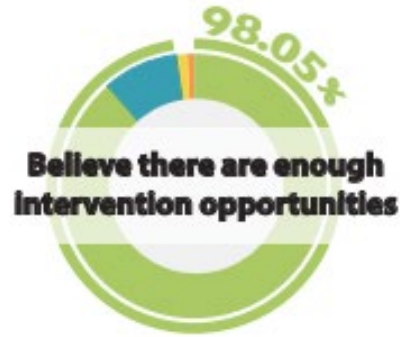
A total of **810** responses reflect the views of...



#### Parent /Guardian Insights



# Student Insights

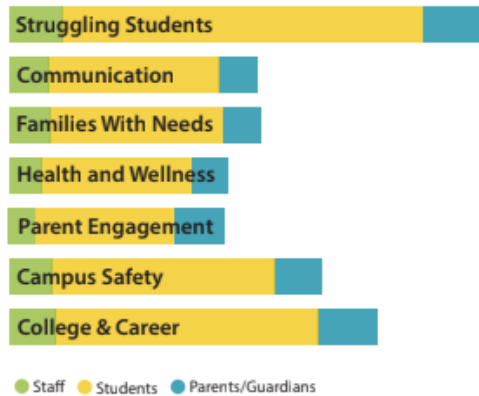


## Staff Insights

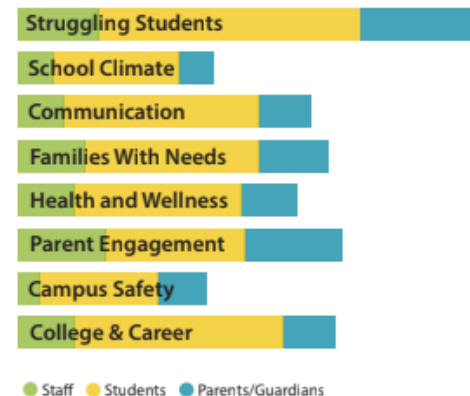


## All Educational Partners

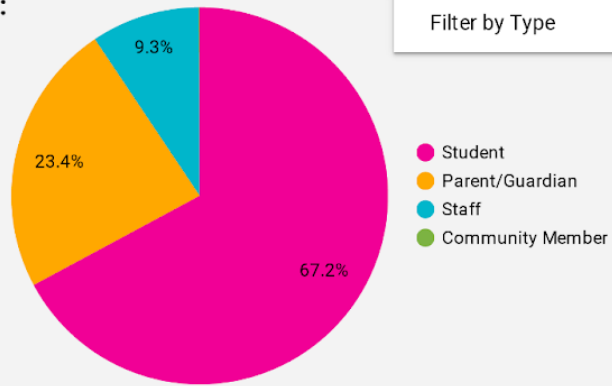
What area has shown the most improvement?



In what area does the school most need to improve?

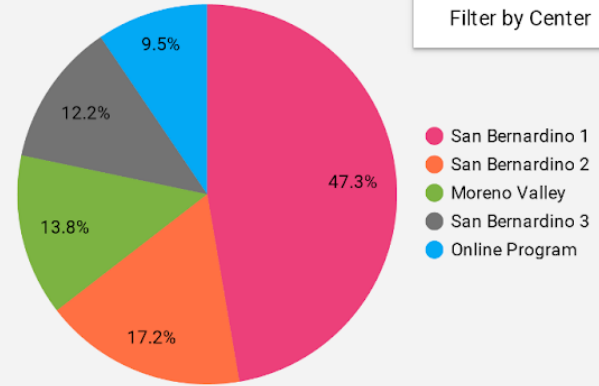


**Survey Type:**



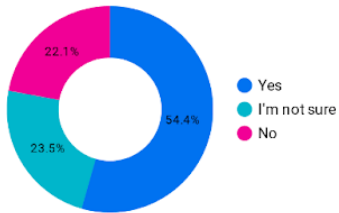
Filter by Type

**Center:**

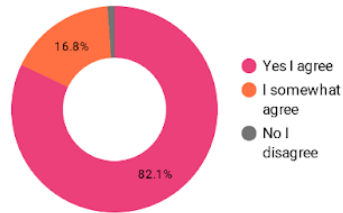


Filter by Center

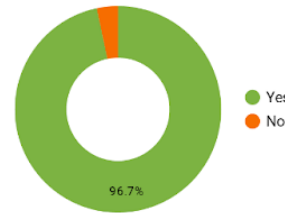
Have you had the opportunity to participate in SI Development?



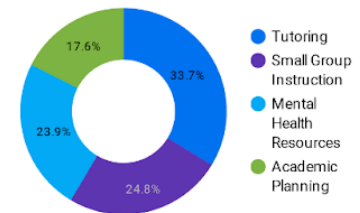
Do you agree that the SI goals help close the achievement gap?



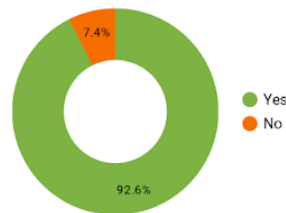
Do you believe that the school offers enough intervention opportunities?



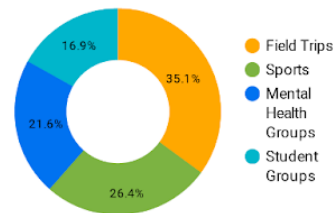
Which intervention opportunities would you like to see more of?



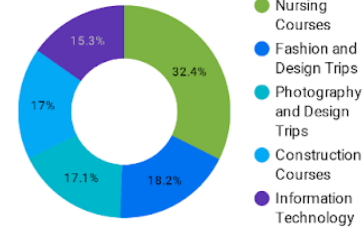
Do you believe the school offers enough student activities?



Which student activities would you like to see more of?

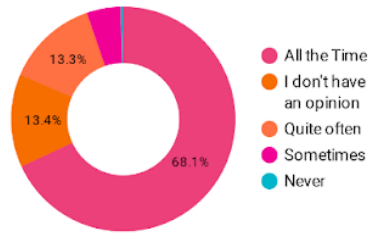


Which CTE programs would you like to see more of?

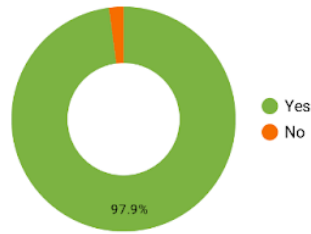




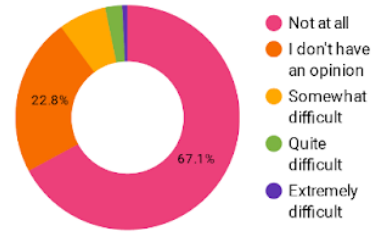
How often do you feel welcome at your school?



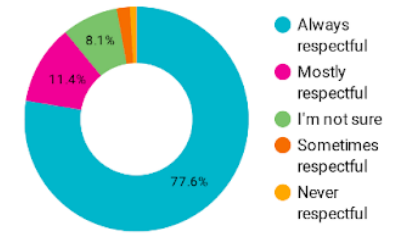
Do you feel safe at your school?



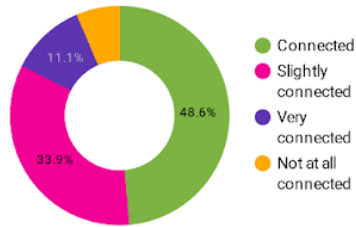
If a student is bullied at your school, how difficult is it for them to get help?



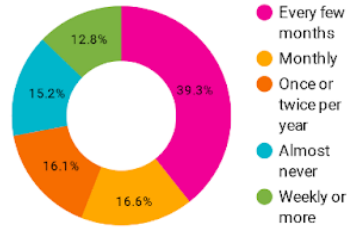
How often are the interactions between staff and students respectful?



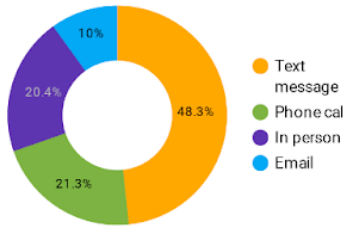
Do you feel connected to the adults at your school?



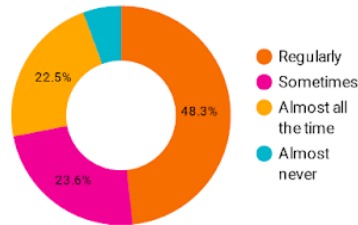
How often do you meet with staff at your student's school?



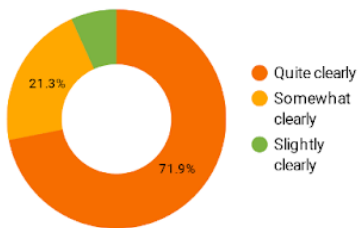
What is your preferred method of communication?



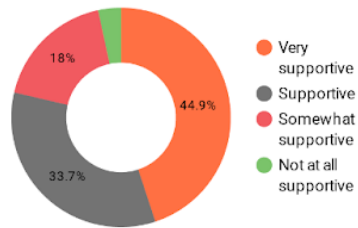
How often do you receive feedback on your work?



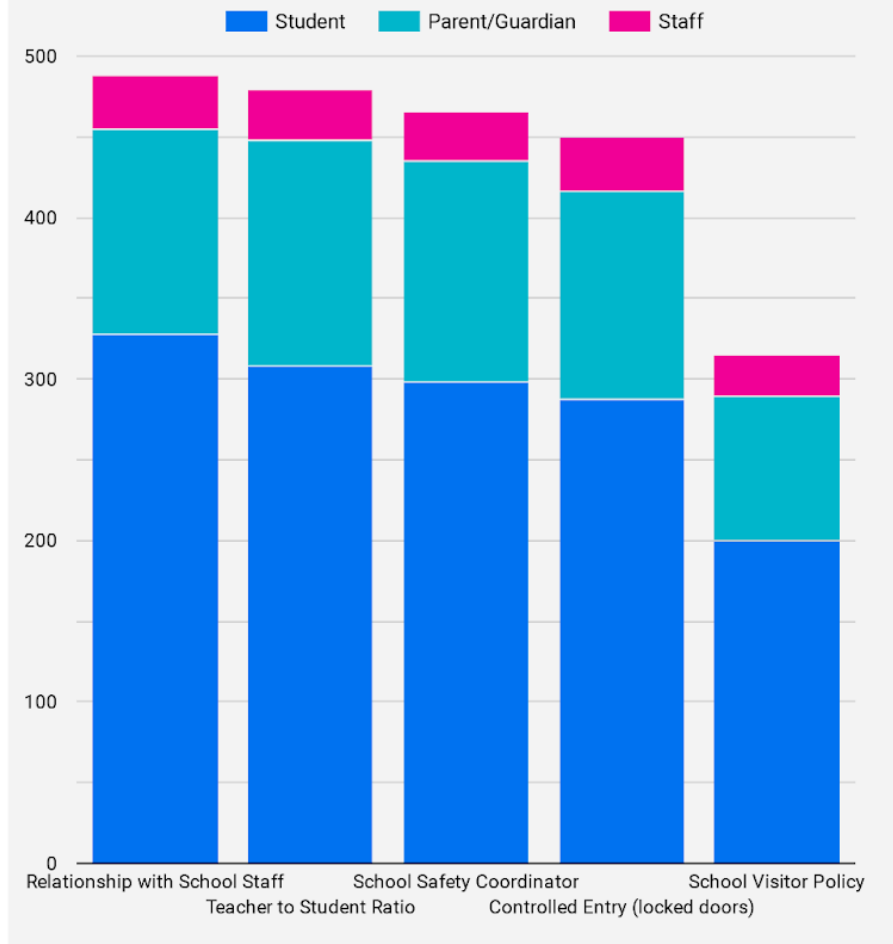
Do your school leaders identify their goals for the school clearly?



Overall, how supportive has the school been of your professional growth?



What elements of your school make you feel safe?



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

Educational partner input was obtained by parents, students, and staff and directly impacted the LCAP/SPSA/CSI Plan actions and services. The LEA's devoted commitment to the success of every student that comes through our doors is captured in the four overarching LCAP goals. Goals are carried out by strategies, actions, and services that directly impact the student academic outcomes and support. With the trends and feedback provided by our educational partners, we determined the goals, metrics and actions/services provided in the 2022-23

year are very much needed and relevant in the 2023-24 year and are continuing as laid out in the 2021-24 LCAP plan to meet our 2023-24 desired outcomes.

OFY-SB collected a variety of feedback throughout the year from all educational partners, including achievement chats, surveys, committee meetings, and parent teacher conferences.

OFY-SB'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 support for students. The Council expressed the opinion that while OFY-SB 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 May 17, 2023 as well as confirmed these being an area of focus for 2023-24 on May 17, 2023:

- 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 in 2023 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, therefore LCAP Goal 1 Metric 2 was developed. Our SELPA believes that the goals we have set forth with our students with disabilities are important and relevant.

OFY-SB met with the DELAC Committee on May 25, 2023 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 as they are aligned to the charters vision and needs for our English Learners:

- The charter aims to maintain or exceed current reclassification percentages at or above 25% by the end of the 2023-2024 school year. LCAP Goal 1 Metric 1
- 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. LCAP Goal 1 Action 5
- EL students will be offered interventions such as iLit to help aid their mastery of course material. LCAP Goal 1 Actions 1 & 2

Pathways Travels is a program that offers experiential learning trips to students with the goal of expanding their social-emotional health and intelligence. Pathways Travels 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 14 out of 130 students who attended a Pathways In Education Trip last year were students with disabilities. This means that only 10.7% 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 another extracurricular student group.

After reviewing educational partner feedback and internal data, OFY-SB determined that less than 17.5% 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 OFY-SB 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, OFY-SB will continue to include questions regarding school connectedness in the LCAP surveys sent out to all educational partners in the spring and fall semesters, as seen in Goal 4, Metric 4.

# Goals and Actions

## Goal 1

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

An explanation of why the LEA has developed this goal.

Educational partner feedback, the findings of a Comprehensive Needs Assessment (CNA), and local assessment data have indicated that OFY-SB needs to continue 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 OFY-SB 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 (84% 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.

SPSA/CSI/LCAP alignment and implementation:  
 For the 2022-23 academic year Options for Youth San Bernardino was identified for Comprehensive Support and Improvement (CSI) due to its 4th & 5th Year graduation rate being below 68%. Through the metrics and actions listed within Goal 1 which are focused on supporting our unduplicated student groups as well as student below grade level academic performance and progression. In order to support students in meeting necessary achievement goals, especially toward graduation, the LEA will focus on efforts on the continuum of assessment and instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain current EL reclassification percentages.	Above 25%	Reclassification Rates for eligible EL students was at 83.33%	Reclassification Rates for eligible EL students was at 88.89%	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%	76.37% of Special Education participated in a Pathways in Education trip or extracurricular student groups.	79.39% of Special Education participated in a Pathways in Education trip or extracurricular student groups.	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%	23.33% of students in Special Education completed a math intervention	17.5% of students in Special Education completed a math intervention	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	N/A - Data is not currently available on the CA Dashboard	Based on the Fall 2022 CA Dashboard: 53.4% making progress towards English language proficiency	Not Applicable	60% of English Language Learners will make progress on their ELPAC Level by the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Science - 5 units Mathematics - 3 units English - 4 units	Foster Youth completed the following credits this academic year: ELA = 5.33 Units/Credits Math = 4.76 Units/Credits Science = 5.90 Units/Credits Social Science = 6.29 Units/Credits  Homeless completed the following credits this academic year: ELA = 3.27 Units/Credits Math = 3.51 Units/Credits Science = 3.44 Units/Credits Social Science = 6.72 Units/Credits	Foster Youth completed the following credits this academic year: ELA = 5.57 Units/Credits Math = 4.25 Units/Credits Science = 5.87 Units/Credit Social Science = 8.68 Units/Credits  Homeless completed the following credits this academic year: ELA = 6.05 Units/Credits Math = 5.96 Units/Credits Science = 8.30 Units/Credits Social Science = 7.21 Units/Credits	Not Applicable	All foster youth and homeless students will complete an average of ELA - 4.5 units Math - 5.5 units Science - 6 units Social Studies - 6.5 units by the end of the 2023-2024 academic school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of EL students with improved Lexile measures	46% had improved Lexile measures from test one to test two	63.89% of EL students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2021-22 academic school year.	65.19% of EL students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 202-23 academic school year.	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 had improved Lexile measures from test one to test two	59.41% of FRMP students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2021-22 academic school year.	65.84% of FRMP students had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2022-23 academic school year.	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.	\$265,000.00	Y
Action #2	Math & English Intervention	Math and English support will be provided through the use of specialized instruction and interventions, which include the administration of internal benchmark assessments; utilizing research-based intervention programs; and providing Math Intervention Specialists and tutoring services. Having Math and English Interventions and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers.	\$340,704.00	Y
Action #3	Ed Tech Platforms	Charter aims to increase overall Lexile growth through specialized instruction and interventions using data analysis via our Ed Tech services.	\$327,454.00	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.	\$50,000.00	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.	\$340,000.00	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.	\$180,000.00	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 support for EL students.	\$60,092.00	Y

Action #	Title	Description	Total Funds	Contributing
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.	\$595,000.00	Y
Action #9	Homeless and Foster Youth -Title I	To increase academic success, the school will partner with Angels Closet to provide care packages that provide essential items that cater to the needs of our homeless and foster youth students. By providing these services, the school hopes to achieve their goal by effectively closing the achievement gap.	\$10,000.00	N
Action #10	EL Intervention Specialist - Title I	To enhance English Language Learning, the school will provide specialized instruction and interventions which include the administration of internal benchmark assessments. EL Specialists will be readily available to support students and teachers, as well as, improve reclassification rates through the strategies implemented.	\$70,000.00	N

## Goal Analysis for 2022-23

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

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

The planned actions for this goal were effective during the 2022-2023 school year. This year the charter focused on providing educational resources to our educational partners and supported in-person learning for all EL students, foster youth, students with disabilities (SWD), and low-income students.

**The actions outlined within Goal 1 were fully implemented as intended and identified within the LCAP.**

**Successes:** The LEA continued to support EL students with the iLit program and access to small group instruction in order to develop their English Language skills. The LEA made professional development available to all EL Specialists. The ELD team utilized the ALP (Student Academic Learning Plan) process in order to facilitate parent and student participation regarding student progress, academic goals, and post-secondary goals. The District English Language Advisory Committee (DELAC) provided information and updates about the Bilingual Scholars Program. Our ELD team hosted the Bilingual Scholars Celebration this spring to recognize EL students who have been reclassified, as well as to recognize students for their academic achievement, academic improvement, best attitude, grit, and spirit. SWD continued to

have access to individualized, in-person instruction through the Special Education Specialists and paraprofessionals, as well as with additional support staff such as English and math tutors to aid in their mastery of Common Core State Standards. 78% of SWD demonstrated an increase in overall Lexile level during the current school year. Foster youth and homeless students met with their Post-secondary Counselor, the Foster and Homeless Liaison, and Career Pathways Coordinator to identify resources needed to be successful at school as well as discuss and plan for post-secondary goals.

**Challenges:** The ratio of EL students to EL Specialists differs depending on the school site. Lexile levels for EL students and reclassified students decreased, and the percentage of students making progress towards English language proficiency decreased. To address this challenge, the LEA plans to have an additional EL support position available to the sites most in need. English and math proficiency for SWD is an identified area of growth. Graduation rates for foster youth and homeless students are currently below desired outcomes; however, this rate may increase as students reach the end of the academic school year.

**The actions outlined within Goal 1 were fully implemented as intended and identified within the SPSA**

**Successes:** With the use of Title Funds, the school implemented positions such as Career Pathways Coordinator to support our homeless and foster youth students. The program plays a vital role in increasing academic success by eliminating barriers the homeless and foster youth students face. To assist in eliminating such barriers, the program provides independent living essentials to ensure that students have the necessary resources to focus on their education, which leads to an increase in student engagement and well-being. We also created positions for EL Intervention Specialist and Academic Intervention Specialist to help support struggling students.

**Challenges:** Because these positions were new to the team and school, a challenge has been to identify and clarify roles and expectations for the positions as well as how to best support these staff members so they can be successful in supporting student populations. Hiring, training, and ongoing development of the role have all been challenges for this school year. Other challenges in meeting this goal include special populations students being far below grade level and or having academic skill gaps that need to be addressed individually. We also weren't able to hire for these positions until halfway through the year.

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

The LEA was able to fully implement the actions listed within goal 1, therefore there are no material differences to report.

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

The actions outlined within this goal were proven to be mostly effective based on the LEA's current data and monitoring of progress. The following actions were effective in making progress toward the goal:

The actions related to English Learner goal progress were proven to be mostly effective based on the results of EL students in the following metrics. EL reclassification rate increased from a baseline of 25% to 83.33% in year 2 and exceeded the desired outcome of 25% reclassification rate. 38.42% of EL students are reading at or above grade level Lexile band which increased from the previous year where only 12.16% of EL students were at or above grade level Lexile band.



**Services Directly Impact:**

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



**Demonstrates Effectiveness By:**

Increasing the rate of Special Education students participating in Extracurricular students groups to 66.44% in the 21-22 school year

**Supports our LCAP plan in:**

**Goal 1: Action 6  
Metrics 1 & 2**



**Contributes to Our Charter's Academic Success by:**



Ensuring the provision of free and appropriate public education in the least restrictive environment for all subgroups by providing research and data analysis to better support these subgroups.

The services the Diverse Learners team provide contribute to increased collaboration among special education, English language learners staff, general education, and other service providers. They work closely with our SELPAs to stay abreast of current and new legislation as it effects our at-promise youth.

They also provide professional development opportunities to special education leadership and administration, provide information on external professional development, student achievement data analysis and monitoring, policy, procedure development, and best practices implementation.



# SKYROCKET

ENGLISH LANGUAGE DEVELOPMENT

## Services Directly Impact:

**English Learners (EL)**



## Demonstrates Effectiveness by:

**Increasing EL reclassification from a baseline of 25% to 88.89% as of February 2023**

## Supports our LCAP in:

**Goal 1: Actions 1, 4, & 7  
Metrics 1, 4, & 6**



## Contributes to Charter Academic Success by:



Providing guidance and support for building a school-wide comprehensive ELD program. This includes outlining ELD program requirements established by the state and ESSA such as staffing, program entry and exit criteria, performance monitoring, instruction, intervention, and parent engagement. Their services also include research, recommendations, planning, and training staff to implement ELD curriculum for all language levels, including newcomer students, the IS desk, SGI classroom, and online. Staff receive support in using second language acquisition strategies effectively and in reviewing performance reports to trace student/class progress along with areas of growth.

They also assist with documentation and aligning the school's policies to address all state and Department of Education elements, including enrollment, academic accessibility, program options, assessment, translated materials, and parent communication. Due to the wide range of needs involved in engaging English learners and their families, they offer ongoing professional development including SIOP Training, Diverse Learners and Family Engagement workshops, ELD Roadmap planning and review, and Reclassification training.

It takes time to develop the infrastructure and capacity to support English language learners. The English Language Development team helps leaders define and shift priorities as the needs of students change.



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.

OFY San Bernardino made the decision to combine our LCAP and our SPSA/CSI Plan for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added action 9: Homeless and Foster Youth and action 10: EL Intervention Specialist, which are Title I focused into goal 1.

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

# Goal 2

Goal #	Description
Goal #2	<p>All Students will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the Implementation of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). 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.</p> <p>Priorities: 2, 7, 8</p>

An explanation of why the LEA has developed this goal.

Educational partner engagement survey data continue to indicate 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 96.79% of students did not meet state math standards in the most recently available CAASPP assessment data. Student achievement data also shows that only 66.8% 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.

Through the comprehensive needs assessment process and educational partner feedback in the 2022-23 school year, it was determined that there is a need to continue to support individual academic needs of all students based on student performance on SBAC in both math and ELA as well as Renaissance Star results in math and reading. 2021/22 Math and ELA SBAC scores indicated that a majority of 11th grade students were performing below standards. Additionally, Renaissance Star Math results were not meeting the desired outcomes. To address these identified needs, the student achievement metrics were developed as well as appropriate actions to ensure students are receiving quality instruction and support and staff are receiving professional development to provide quality instruction to students.

SPSA/CSI/LCAP alignment and implementation:

For the 2022-23 academic year Options for Youth San Bernardino was identified for Comprehensive Support and Improvement (CSI) due to its 4th & 5th Year graduation rate being below 68%. The goals and actions listed within Goal 2 are focused on the investment into programs, best practices and interventions which will support students' academic growth in Mathematics and English Language Arts. These efforts are geared to boost overall graduation rates and move toward existing CSI status. In order to support students in meeting necessary achievement goals, especially toward closing the opportunity gap, the LEA will focus on efforts on the continuum of assessment and

instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
For all students, student progression will be maintained.	59%	Student progression averages are below for all student groups: All Students: 83.48% EL: 84.95% FRMP: 84.93% Foster Youth: 81.86% Homeless: 80.86% Special Education: 84.04%	Student progression averages are below for all student groups: All Students: 89.21% EL: 89.56% FRMP: 88.58% Foster Youth: 87.41% Homeless: 82.78% Special Education: 85.43%	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	On average students completed 4.89 English credits during the 2021-22 year	On average students completed 6.15 English credits during the 2022-23 year	Not Applicable	The charter's core course completion rate for English will be 5 or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	On average students completed 5.30 Math credits during the 2021-22 year	On average students completed 5.97 Math credits during the 2022-23 year	Not Applicable	The charter's core course completion rate for math will be 6 or greater.
The charter strives to maintain or improve its internal ELA academic performance as indicated by past internal benchmark assessments in order to improve ELA CAASPP outcomes.	47.64%	56.84% of all students who took at least two Ren Star Reading assessments experienced Lexile growth.	66.80% of all students who took at least two Ren Star Reading assessments experienced Lexile growth.	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 internal math academic performance as indicated by past internal benchmark assessments in order to improve Math CAASPP outcomes.	42.95	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported an average SGP of 41.	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported an average SGP of 43.19.	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	Quality of Instruction and Academic Enhancement	Students will have access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SLOP for ELL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and Low-Income students. Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers.	\$1,400,000.00	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.	\$150,000.00	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.	\$400,000.00	Y
Action #4	Intervention/Data Tracking	The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions	\$200,000.00	Y
Action #5	Academic Intervention Specialist - Title I	This position will support students in focused intervention to support their academic success in multiple subjects. The goal is to provide students additional academic support which would increase core course completion rates.	\$140,000.00	N

Action #	Title	Description	Total Funds	Contributing
Action #6	Student Programs - Title I	The charter will host a 12 week Art Therapy group which will provide counseling for students who are struggling with anxiety, self regulation, self confidence, motivation and self image. The goal is to provide students with effective and positive strategies to eliminate barriers that are impacting their academic success.	\$20,000.00	N
Action #7	Leadership PD, Training and Workshops, Conferences - Title II	Professional development including workshops and conferences that will contribute to the continued development of current school leaders and the growth of new leaders so that they are able to continue offering individualized support for instructors to meet the needs of our students.	\$30,000.00	N
Action #8	Instructional Staff PD, Training, and Workshops - Title II	Professional development including workshops and conferences that will contribute to the continued development of our instructional staff. The goal will be to continue the development and growth mindset of all staff to support the needs of our students.	\$11,000.00	N

## Goal Analysis for 2022-23

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

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

**The actions outlined within Goal 2 were fully implemented as intended and identified within goal 2.**

**Successes:** Students continue to have access to small group instruction classes in order to support their progress in English, math, and science. Tutors are available at all school sites to support struggling students. Students have access to a plethora of academic resources from independent study workbooks, to online curriculum, to small group instruction classes, to one-on-one tutoring. OFY-SB offered professional development throughout the year with Skyrocket Education as well as with the local leadership team and third-party professional speakers. School staff use intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions which support their success and effectiveness.

**Challenges:** Staffing small group instruction classes was a challenge this year. In addition, filling the roster with students who want to take the class and can make the additional time and effort to be in the school site was difficult for some sites. While we offer many different academic resources for students, getting students to engage with those resources continues to be a challenge. With all professional development, it is hard to reach the needs and or expectations of every staff member with every professional development. In order to gauge

the desires of the staff, local leadership surveyed the instructional staff on what kinds of PD they would like to see and did its best to meet those needs.

**The actions outlined within Goal 2 were fully implemented as intended and identified within the SPSA.**

**Successes:** OFY-SB implemented an Art Therapy Student Group at each school site that focused on using art to express emotions. Topics covered were emotional regulation and mindfulness. Students attended the group weekly and the group ended with a field trip to a local museum. OFY-SB also added a new role, Academic Intervention Specialists, to help support struggling students. Academic Intervention Specialists analyzed RenStar data to identify which students were struggling most. They created trackers and logged meetings with those students as they supported them through an intervention curriculum designed to close the specific skill gaps recorded on the RenStar. In addition, the school offered various professional development speaker events where staff were invited to hear professionals speak about the importance of social emotional health support for students and families. These offerings took place in the second semester.

**Challenges:** With the addition of new positions, challenges in hiring, training, and supporting new staff are expected. We were not able to hire the Academic Intervention Specialist until the second semester, so it was a challenge to get them started, trained, and acclimated to our program. The challenges with the professional development offerings included identifying the needs of our current staff, reaching out and scheduling the speakers, and encouraging staff to attend. Not all staff attended all offerings, but the vast majority did, which was good.

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

The LEA was able to fully implement the actions listed within goal 2, therefore there are no material differences to report.

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

Actions within goal 2 were proven to be effective in working toward meeting our desired outcomes for the 2023-24 academic year. The following actions were effective in making progress toward the goal:



Services directly impact:

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



Demonstrates Effectiveness by:

ELA core course completion has increased from the baseline of 4 to 5.42 as of February of 22-23.

Contributes to charter academic success by:

Creating online and physical curriculum (Edmentum and Student Activity Workbooks), facilitating curriculum trainings and PDs, providing online resource support; direct customer relations support; and supporting with intervention software programs such as Achieve 3000, Exact Path, and Renaissance Star.

All curriculum targets core coursework and electives that aim to progress students through grade level coursework and toward graduation. The curriculum often includes assignments, activities, and assessments that are rooted in SDAIE practices and have built in EL supports. The trainings, PDs, and resources support teacher best practices and instructional growth. The intervention programs that Curriculum oversees and facilitates access to has helped to show many facets of student growth.



Services Directly Impact:

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



Demonstrates Effectiveness by:

Hosting 34 different professional development sessions attended by our staff last school year and 17 iso far this year (as of March)

Contributes to Our Charter's Academic Success by:

Providing custom charter-based professional development workshops and materials including: Equity Summit, CNA Data Dives, Conference in a Day, and the Reengagement series.

Their Equity Summit is designed for teachers and leadership, with a general topic of making access for students more equitable. Strands for the 2022 Equity Summit included "Amplifying Voices," "Building Community Partnerships," "Academic Engagement for All Learners," and "Healing Through Social Emotional Learning." Their CNA Data dives are designed to engage the charter/region in data analysis practices that result in targeting specific areas of growth that can be made into a region-wide initiative. The reengagement series was designed to help teachers reengage their students emotionally, academically, and socially post-pandemic.



Supports our LCAP plan in:

Goal 2: Action 3 - Metrics 1-5



Supports Our LCAP in:

Goal 1: Actions 4 & 7 - Metrics 1 & 4

Goal 2: Action 2 - Metrics 1-3



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.

OFY San Bernardino made the decision to combine our LCAP and our SPSA/CSI Plan for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added action 5: Academic Intervention Specialist, action 6: Student Programs, action 7: Leadership PD, Training and Workshops, Conferences, action 8: Instructional Staff PD, Training, and Workshops which are Title I & II focused into goal 2.

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

# Goal 3

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

An explanation of why the LEA has developed this goal.

Internal data continues to indicate that 60% of students are undecided in their career pathway and that only 54% of students are on an A-G planning guide. College and career readiness increase 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 2020-21, 2021-22 & 2022-23 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 continue to focus on increasing participation in mental health groups since mental health is fundamental to student success and achievement.

Through the comprehensive needs' assessment process and educational partner feedback in the 2022-23 school year, it was determined that increasing participation in college and career readiness to positively impact progress toward graduation, and post-secondary plans continues to be a needed focus at OFY-SB. The LEA concluded with a 4-5-year graduation rate of 51% and a 1-year graduation rate of 94.80% while the 1 year graduation rate is worth noting there is still work to be done to improve the 4-5 year graduation rate.

SPSA/CSI/LCAP alignment and implementation:  
 Through the goals and actions listed within the 2021-24 LCAP, Options for Youth San Bernardino anticipates an increase in graduation rates in the 2023-24 school year. All actions listed within Goal 3 are focused on the investment into programs, best practices and interventions which will support students' academic growth and post-secondary exposure. These efforts are geared to boost overall graduation rates and move toward existing CSI status. In order to support students in meeting necessary achievement goals, especially toward graduation, the LEA will focus on efforts on the continuum of assessment and instructional interventions so that students are equipped to make progress in school, which continues to be our goal in the current and upcoming years.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to increase its graduation rate to work toward exiting CSI identification.	2018-19 & 2019-20 Average = 74.4%	2018-19, 2019-20 & 2020-21 Average = 78.10%	<p>Fall 2022 CA Dashboard 2021-22 4 / 5- year grad rate average= 51% graduation rate.</p> <p>2021-22 DASS 1- year Graduation rate: 96.06%</p> <p>There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 / 5- year cohort grad rate. This has impacted the charter in its CSI Identification for the 2023-24 academic year.</p>	Not Applicable	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	38.64% of students enrolled at OFYSB are on the A-G planning guide	55.29% of students enrolled at OFYSB are on the A-G planning guide	Not Applicable	The Charter aims to maintain the percentage of students on A-G planning guide at 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Preparedness	59.2% of students are not prepared on the college/career indicator	N/A - Data is currently unavailable. The State did not release CCI performance indicator data in the Fall 2021 dashboard	N/A - Data is currently unavailable. The State did not release CCI performance indicator data in the Fall 2022 dashboard	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	\$400,000.00	Y
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, FAFSA Nights.	\$400,000.00	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.	\$170,000.00	N

Action #	Title	Description	Total Funds	Contributing
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.	\$44,000.00	Y
Action #5	Title I Career Pathways Coordinators	The purpose of the CPC is to provide academic support to students and to ensure that they have the tools to reach their post-secondary goals. CPCs' will facilitate workshops and activities that will enhance CTE and Dual Enrollment participation amongst students.	\$140,000.00	N

## Goal Analysis for 2022-23

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

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

**The actions outlined within Goal 3 were fully implemented as intended and identified within goal 3.**

**Successes:** Seniors met with their credentialed teacher and their post-secondary counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards. With the addition of a post-secondary counselor at every school site, the school is able to offer many more achievement chats and opportunities to receive academic counseling and goal-setting. The counseling team offered many opportunities for career and college preparation such as Senior Social, College Tours, Graduation, Senior Signing Day, and FAFSA Information Nights. OFY-SB continues to participate in CREW, a college readiness cohort program designed to support 11th grade students to college readiness. In the coming year, this program will expand to include 9th, 10th, 11th, and 12th grade students to increase A-G completion and college readiness.

**Challenges:** Participation in the events and offerings of the post-secondary counselors is below the desired expectation of the school. OFY-SB feels that the more students participate in these events and offerings, the more engaged with the school they will become and, therefore, be likely to graduate. Training new staff was also a challenge this year as we moved toward one post-secondary counselor per site.

**The actions outlined within Goal 3 were fully implemented as intended and identified within the SPSA.**

**Successes:** OFY-SB hired two Career Pathways Coordinators this year to better support students' post-secondary plans. These individuals worked with students to identify their career ambitions, research potential paths to those careers, and connect with community resources that will support them on those paths. These coordinators hosted soft skills workshops, resume building workshops, and field trips all geared around career development. In addition, the coordinators hosted a Career Week where they invited industry professionals to come speak with students about potential career paths.



**Challenges:** Hiring, training, and supporting new staff in this role was a challenge. Defining the position and hiring staff with the skill set and drive to work with workforce initiatives was also a challenge. Like the challenges faced by post-secondary counselor events, participation in the coordinator's events was below the desired expectation of the school. The coordinators will work closely with the counselors to increase participation in the coming year.

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

The LEA was able to fully implement the actions listed within goal 3, therefore there are no material differences to report.

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

Actions within goal 3 were proven to be effective in working toward meeting our desired outcomes for the 2023-24 academic year. The following actions were effective in making progress toward the goal:



**Services Directly Impact:**

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



**Demonstrates Effectiveness By:**

Increasing the percentage of students on the A-G planning guide from 35% to 55.53% as of February 2023



**Contributes to Our Charter's Academic Success by:**



Providing support for all of the listed student groups to overcome barriers to entry into the workforce. These sub-groups are targeted for special supports, including but not limited to: WIOA caseload participant, internships, job placement, dual enrollment, and CTE.

The services the College and Careers team provide support students through WIOA compliance, increasing the College and Career Indicator, and increasing access and engagement through additional support services.

**Supports Our LCAP in:**

**Goal 3: Action 4 - Metrics 1-3**



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.

OFY San Bernardino made the decision to combine our LCAP and our SPSA/CSI Plan for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added action 5: Title I Career Pathways Coordinators which is Title I focused into goal 3.

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

# Goal 4

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

An explanation of why the LEA has developed this goal.

SPSA/CSI/LCAP alignment and implementation:

An analysis of available data and input received from educational partners 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 Educational Partners including students, teachers, staff, leadership, families, School Site Council/Parent Advisory Committee, and DELAC.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will focus on maintaining its suspension rates.	Below 1.5%	0% suspension rate	0% suspension rate	Not Applicable	The charter will maintain Suspension Rates at or below 1.5% charter wide

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to maintain or reduce its Chronic Absenteeism rate.	68%	48.82% of middle school students were chronically absent as of April 2022. This is a 19.18% decline over 2020.	47.14% of middle school students were chronically absent as of April 2023. This is a 20.86% decline over 2020.	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% Middle School = 2.13%	High School dropout rate = 2.71% Middle School dropout rate = 0.77%	High School dropout rate = 1.01% Middle School dropout rate = 0.00%	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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain or increase the percentage of students reporting a sense of belonging and safety as reported on all Educational Partner surveys.	A baseline will be established in the 21-22 school year. This is a new area of focus for the Charter.	<p>84% of staff reported their center has a positive work environment.</p> <p>100% of parents and 90% of students are satisfied with their experience at OFY SB.</p> <p>63.15% of parents and 85% of students find their center either Very appealing or Somewhat appealing.</p> <p>95% of students felt their interactions with one another are either very supportive or somewhat supportive.</p> <p>70% of students connected to the adults in their school.</p> <p>80% of students feel a part of their school community</p>	<p>In Fall 2022, 94.8% of staff reported their center has a positive work environment.</p> <p>92.3% of parents and 92.7% of students reported they feel there are enough student activities offerings at OFY SB.</p> <p>81.8% of parents and 81.2% of students felt welcome at their school either all the time or quite often.</p> <p>89% of students felt interactions between students and staff are respectful.</p> <p>93.6% of students felt connected to the adults in their school.</p>	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 Educational Partner surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	<p>Misassignments of Teachers of EL's: 0 Total Teacher Misassignments: 0 Vacant Teacher Positions: 0</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p> <p>Number of Uniform Complaints: 0</p>	<p>Misassignments: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p> <p>Number of Uniform Complaints: 0</p>	<p>Misassignments: Teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2023 will be pre-populated by the state.</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p> <p>Number of Uniform Complaints: 0</p>	Not Applicable	<p>Misassignments of Teachers of EL's: 0 Total Teacher Misassignments: 0 Vacant Teacher Positions: 0</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p> <p>Number of Uniform Complaints: 0</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parental Involvement and Educational Partner Engagement	The charter will host various Educational Partner 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	\$320,000.00	Y
Action #2	School Safety	The charter will survey all its Educational Partners on their sense of safety and school connectedness as well as provide all Educational Partners 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 Educational Partners.	\$600,000.00	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 CDE recommendations regarding COVID-19 pandemic.	\$600,000.00	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.	\$80,800.00	N

Action #	Title	Description	Total Funds	Contributing
Action #5	Parent and Family Engagement - Title I	To increase Parent and Family involvement, the Charter will host events such as Parent Academy, Family Fun Night, and other programs and activities to increase educational partner engagement. The goal is to establish strong relationships with our families and community in order to support the academic success of our students.	\$10,000.00	N

## Goal Analysis for 2022-23

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

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

### **The actions outlined within Goal 4 were fully implemented as intended and identified within goal 4.**

**Successes:** OFY-SB hosted several educational partner engagement events throughout the 2022-2023 school year including Back to School Night, Senior Signing Night, Graduation, Senior Social, Parent Rights Workshops, Social Emotional Health Workshops, 8th Grade Promotion, English Learner Celebration, and many Pathways Travels Trip Orientations. These events were excellent opportunities for school personnel to engage with families to both create a welcoming and collaborative relationship with educational partners as well as to learn about how the school can better support students and solicit valuable program feedback. OFY-SB worked this year to hire and train a Safety Coordinator for each school site. The Safety Coordinator is tasked with monitoring entry and exit from the building as well as checking in students with student IDs. Safety Coordinators create and maintain a safe, welcoming environment at each school site. OFY-SB sent students on various experiential learning trips this year including a trip to the Rocky Mountain Pathways Ranch, Washington DC, various college tours, Cuba, Italy, Ireland, and Europe. These trips are based in SEL and are excellent opportunities for students to grow both academically and personally. The school continues to provide a free, healthy lunch and breakfast program for students.

**Challenges:** Although we had a great year of educational partner engagement, OFY-SB would like to see all partners engaged in activities and events throughout the year that will foster a stronger connection between school and community. Recruiting, hiring, and training Safety Coordinators was a challenge this year. OFY-SB hopes to send more individual students on overnight trips in the coming year. There are many students who hope to go on multiple trips, and the school wants to prioritize putting as many students on the trips as possible.

### **The actions outlined within Goal 4 were fully implemented as intended and identified within the SPSA.**

**Successes:** OFY-SB hosted several educational partner engagement events throughout the 2022-2023 school year including Back to School Night, Senior Signing Night, Graduation, Senior Social, Parent Rights Workshops, Social Emotional Health Workshops, and an



English Learner Celebration. The new positions hired during this period such as Academic Intervention Specialist, English Learner Intervention Specialist, and Career Pathways Coordinators helped promote and facilitate these events.

**Challenges:** Like mentioned in other challenges, participation in engagement events does not meet the school's expectations. The Academic Intervention Specialists, English Learner Intervention Specialists, and Career Pathways Coordinators will work to support these engagement events in the coming year to ensure higher participation. Part of the challenge was that we did not have these positions filled all year. In the coming year, they will have more opportunities to build the community connections that will fuel participation in engagement initiatives.

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

The LEA was able to fully implement the actions listed within goal 4, therefore there are no material differences to report.

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

Actions within goal 4 were proven to be effective in working toward meeting our desired outcomes for the 2023-24 academic year. The following actions were effective in making progress toward the goal: The actions outlined within this goal were proven to be mostly effective based on the LEA's current data and monitoring of progress. The following actions were effective in making progress toward the goal:

The actions related to English Learner goal progress were proven to be mostly effective based on the results of EL students in the following metrics. EL Reclassification rate increased from a baseline of 77% to 91.43% in year 2 and exceeded the desired outcome of a 20% reclassification rate. 34.89% of EL students are reading at or above grade level Lexile band which increased from the previous year where only 14.56% EL students were at or above grade level Lexile band. The desired outcome of at least 20% of EL students reading at or above grade level Lexile band was accomplished during year 2.

The intervention support and instruction for Students with Disabilities action was proven to be effective based on the number of students participating in Math intervention and social emotional support groups.

Creating the Career Pathways Coordinator (CPC) Position is a Title Fund initiative that has proven to be effective in enhancing academic support and continuous engagement for all homeless and foster youth students. Our CPCs expose students to all career and pathways after high school.



**Services Directly Impact:**

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



**Demonstrates Effectiveness by:**

Reducing chronic absenteeism from 68% to 43% as of February of the 22-23 school year

**Supports Our LCAP in:**

**Goal 4: Action 2  
Metrics 1-4**



**Contributes to Our Charter's Academic Success by:**

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

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

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



**We support direct impact to:**

- English Learners
- Foster Youth
- Low-Income Students
- Homeless Youth
- Students with Disabilities



**Demonstrates Effectiveness by:**

Cutting dropout rates from a baseline of 7.34% to 1.02% as of February of the 22-23 school year

**Supports our LCAP in:**

**Goal 4: Action 1 - Metrics 1-4**



**Contributes to charter academic success by:**

Supporting the charter's service to these subgroups by actively reaching out to community organizations and other schools that work with these subgroups so that students who need our services can learn of our school and be referred. Second, the E & O department works to streamline the enrollment process for those students by responding to their inquiries and partnering with local center staff to insure timely enrollment for these students.

In particular, the Outreach team members network with foster agencies, homeless support organizations, parole officers, pregnancy centers, school counselors, and other community groups that serve the student populations we aim to serve.



**Services Directly Impact:**

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



**Demonstrates Effectiveness by:**

Suspension rates remain at 0% this year.

**Contributes to Our Charter's Academic Success by:**

Maintaining up-to-date knowledge of education legislation pertaining to charter schools in California by attending workshops given by the California Department of Education, Charter Schools Development Center, and the CSSA. They analyze legislation and determine Charter impact, develop systems, and collaborate with school leaders and network providers to implement updated legislation into operations and ensure all schools remain in compliance.

They also develop policies that reflect the needs of the charter school and align with new or updated legislation, develop new policy materials/resources and supporting documents to be shared with school teams. They provide translated policies and forms to school staff, allowing all subgroups access to school documents in their native language.



**Supports Our LCAP in:**

**Goal 4: Action 2 - Metric 5**



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.

OFY San Bernardino made the decision to combine our LCAP and our SPSA/CSI Plan for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added action 5: Parent and Family Engagements which is Title I focused into goal 4.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 5,635,495.00	\$ 717,196.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.45%	38.80%	\$0.00	78.25%

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

## Required Descriptions

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

- The LEA will continue to implement the following actions to ensure all students continue to have access to a broad course of study and receive individualized support and instruction:
- Quality of Instruction and Academic Enhancement:** Students will have access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SIOp for EL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and Low-Income students. Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers.
  - 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. Due to taking title funds we will also have the opportunity to offer social emotional professional development opportunities to all staff.
  - 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.

- 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.
- 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.
- 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.

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-risk. 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 home even if they lack the resources or additional support outside of school.

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 need additional support to get them to reclassify and move out of the Urgent Intervention identification.

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

The above actions were developed with foster youth, EL students and FRMP students in mind as they directly influence student progression and achievement. We also took into consideration the feedback provided in the Engaging Educational Partner Section as well as data from our CNA addendum and Reflection: Identified needs section. 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. Access to resources to help aid their mastery of 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. We hope to see the following:

- 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 Educational Partner surveys.

Math & English Intervention: Unduplicated students performing below grade level will be assigned an intervention.

Intervention/Data Tracking: The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions.

As provided in our CNA addendum as well as the Engaging Educational Partners section 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. 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. 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.

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, in order to improve Lexile measure and improve overall access to the content in the independent study curriculum.

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.

We anticipate that by providing Math and English support through the use of specialized instruction and interventions, which include the administration of internal benchmark assessments; utilizing research-based intervention programs; and providing Math Intervention Specialists and tutoring services we will continue to see ELA and Math student academic growth. Having Math and English Interventions and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers. We have also added Exact Path curriculum to assist as a Math Intervention. We hope to see the following:

- 0% 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.
- 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.
- 60% of English Language Learners will make progress on their ELPAC Level by the 2023-2024 school year.
- 10% of all students in Special Education will participate in a math intervention.
- **Social Emotional Learning:** The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, student 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.
- **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
- **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.

As provided in our Reflections: Identified Needs section post-secondary awareness is a need. 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. Our internal data shows us that only 55% of Low-income and 69% of Foster Youth participated in Social Emotional Learning in the 2021-22 year. 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. As evidenced in our Goal analysis section for goal 4 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.

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. Our Career Pathways Coordinators assist in exposing students to 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.

We hope to see the following:

- The Charter aims to maintain the percentage of students on A-G planning guide at 35%
- 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.
- he Charter aims to maintain a graduation rate average at or above 70%.



Parental Involvement and Educational Partner Engagement: The charter will host various Educational Partner 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.

School Safety - The charter will survey all its Educational Partners on their sense of safety and school connectedness as well as provide all Educational Partners 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 Educational Partners.

- 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.
- Barriers to school connectedness have led to a higher chronic absenteeism rate, increased dropout rate for those who are most at-risk.
- Traditional communication methods sometimes perpetuate existing barriers in school connectedness by not providing the flexibility required to meet the needs of all Educational Partners 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.

As provided in our Engaging Educational Partners section, a recurring theme in feedback from students and families is that they appreciate the school climate of OFYSB and the various supports offered. Additionally, 99% of parents stated they feel that the school is doing enough to keep their child safe. 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. 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 family's 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 continue to host Educational Partner 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 Educational Partner voices to be heard, including families with the greatest barriers to engagement. This translates into Educational Partners 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 Educational Partners 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 Educational Partner engagement. Ensuring all Educational Partners feel safe and connected to our program is of the utmost importance to Options for Youth San Bernardino.

As provided in our goal analysis sections of goal 1-4 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.

We hope to see the following:

- The charter aims to decrease its chronic absenteeism rate by 5%.
- The charter will maintain Suspension Rates at or below 1.5% charter wide

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

English Learner (EL) actions continuing into the 2022-23 academic school year based on their effectiveness in the 2022-23 academic school year:

- 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

As provided in our Reflections: Identified Need and Engaging Educational Partner sections 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. As provided in our CNA addendum and the goal analysis section for goal 1, 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 23.19% 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 2019-20 school year. In the 2022-23 year 17.94% of our EL students participated in iLit. Additionally, 65.19% of EL students

had increased their Lexile level from the first to the second Renaissance Star administration through the implementation of standards-aligned curriculum and appropriate interventions as of the 2022-23 academic 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. To address this, need the LEA will provide Parent participation opportunities and 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 39.45%% requirement as compared to services provided to all students.

We hope to see our EL students' will continue to increase their Lexile growth between administrations of our benchmark assessments. We also anticipate that the charters Reclassification Rate will be at or above 25% by the end of the 2023-24 Academic school year and ELPAC scores will continue to make growth or maintain their ELPAC score with these actions in place. EL students will also leave Options for Youth with the knowledge to be successful in their post-secondary education.

Foster Youth actions continuing into the 2023-24 academic school year based on their effectiveness in the 2022-23 academic school year: 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 and Career Pathways Coordinator once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities to monitor their progress and provide available/necessary resources.

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. In the 2022-23 year all of our Foster Youth met with their Post-secondary counselor at least once per semester and of our enrolled foster youth seven have graduated with us in the 2022-23 year thus far. 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.

To address this need, the LEA will continue to increase the frequency of Post-Secondary counselor meetings with foster and homeless youth in order to better monitor their progress, provide specific resources, and begin interventions as necessary as quickly as possible. In addition, our foster students will be provided with the opportunity to learn more about community resources and post-secondary education supports that are in place to help be successful in life after high school. Thus, the mentioned above actions will be allocated proportionately to our student subgroups in accordance with the 39.45% requirement as compared to services provided to all students.

We anticipate our foster youth will continue to increase their core course completion. Graduation rates for foster youth students will continue to increase or be maintained due to increased resources and information about post-secondary education.

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

The LEA plans to continue to use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, low-income students and foster youth. The LEA plans to continue to use the funds in a variety of ways, which will ensure we are retaining our staff that directly impact our unduplicated student group’s academic success in our program. This will include but is not limited to retaining staff that will provide Math and English support through the use of specialized instruction and interventions, which include the administration of internal benchmark assessments; utilizing research-based intervention programs; and providing Math Intervention Specialists and tutoring services. Having Math and English Interventions and tutors readily available to provide additional support for students not only helps students but also assists teachers, which have helped to reduce teacher burnout and help the school retain high-quality teachers LCAP Goal 1 Action 2. The LEA strives to retain staff working directly with its Low-income, English Learners and Foster youth by providing students with access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies which may include SIOP for EL students, hands-on activities, such as labs, and additional instructional time for Foster Youth, Homeless, and Low-Income students. Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers that work directly with our students most in need of support and services LCAP Goal 2 Action 1.

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

## 2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,923,050	\$ -	\$ -	\$ 431,000	7,354,050	\$ 3,461,496	\$ 3,892,554

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	iLit	English Learners	\$ 265,000	\$ -	\$ -	\$ -	\$ 265,000
1	2	Math & English Intervention	All Students	\$ 340,704	\$ -	\$ -	\$ -	\$ 340,704
1	3	Ed Tech Platforms	All Students	\$ 327,454	\$ -	\$ -	\$ -	\$ 327,454
1	4	EL Professional Development	English Learners	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
1	5	EL Individualized Support and Instruction	English Learners	\$ 340,000	\$ -	\$ -	\$ -	\$ 340,000
1	6	Students with Disabilities (SWD) Professional Development	Students With Disabilities	\$ 180,000	\$ -	\$ -	\$ -	\$ 180,000
1	7	EL Professional Development for IS	English Learners	\$ 60,092	\$ -	\$ -	\$ -	\$ 60,092
1	8	Foster Youth & Homeless Student Services	Foster Youth and Homeless	\$ 595,000	\$ -	\$ -	\$ -	\$ 595,000
1	9	Homeless and Foster Youth TITLE 1 FUNDS	Foster Youth, Homeless, and students below grade level	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000
1	10	EL Intervention Specialist TITLE 1 FUNDS	Egnlish Learners, and students below grade level	\$ -	\$ -	\$ -	\$ 70,000	\$ 70,000
2	1	Quality of Instruction and Academic Enhancement	All Students	\$ 1,400,000	\$ -	\$ -	\$ -	\$ 1,400,000
2	2	Professional Development	All Students	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000
2	3	Course of Study	All Students	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000
2	4	Intervention/Data Tracking	All Students	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
2	5	Academic Intervention Specialist - TITLE 1 FUNDS	All Students	\$ -	\$ -	\$ -	\$ 140,000	\$ 140,000
2	6	Student Programs TITLE 1 FUNDS	All Students	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
2	7	Leadership PD, Training and Workhops, Conferences TITLE II FUNDS	All Students	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000
2	8	Instructional Staff PD, Training, and Workshops TITLE II FUNDS	All Students	\$ -	\$ -	\$ -	\$ 11,000	\$ 11,000
3	1	Post-Secondary Counselor	All Students	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000
3	2	Post-Secondary Events	All Students	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000
3	3	Provide College Readiness Cohorts	All Students	\$ 170,000	\$ -	\$ -	\$ -	\$ 170,000
3	4	Professional Development	All Students	\$ 44,000	\$ -	\$ -	\$ -	\$ 44,000
3	5	Title I Career Pathways Coordinators TITLE 1 FUNDS	All Students	\$ -	\$ -	\$ -	\$ 140,000	\$ 140,000



**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 14,285,337	\$ 5,635,495	39.45%	38.80%	78.25%	\$ 5,764,796	0.00%	40.35%	<b>Total:</b>	\$ 5,764,796
								<b>LEA-wide Total:</b>	\$ 4,454,704
								<b>Limited Total:</b>	\$ 1,310,092
								<b>Schoolwide Total:</b>	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	iLit	Yes	Limited	English Learners	All Schools	\$ 265,000	0.00%
1	2	Math & English Intervention	Yes	LEA-wide	All	All Schools	\$ 340,704	0.00%
1	4	EL Professional Development	Yes	Limited	English Learners	All Schools	\$ 50,000	0.00%
1	5	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 340,000	0.00%
1	7	EL Professional Development for IS	Yes	Limited	English Learners	All Schools	\$ 60,092	0.00%
1	8	Foster Youth & Homeless Student Services	Yes	Limited	Foster Youth	All Schools	\$ 595,000	0.00%
2	1	Quality of Instruction and Academic Enhance	Yes	LEA-wide	All	All Schools	\$ 1,400,000	0.00%
2	2	Professional Development	Yes	LEA-wide	All	All Schools	\$ 150,000	0.00%
2	3	Course of Study	Yes	LEA-wide	All	All Schools	\$ 400,000	0.00%
2	4	Intervention/Data Tracking	Yes	LEA-wide	English Learners and Foster Youth	All Schools	\$ 200,000	0.00%
3	1	Post-Secondary Counselor	Yes	LEA-wide	ALL	All Schools	\$ 400,000	0.00%
3	4	Professional Development	Yes	LEA-wide	ALL	All Schools	\$ 44,000	0.00%
4	1	Parental Involvement and Educational Partn	Yes	LEA-wide	All	All Schools	\$ 320,000	0.00%
4	2	School Safety	Yes	LEA-wide	All	All Schools	\$ 600,000	0.00%
4	3	Social-Emotional Learning	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 600,000	0.00%

**2022-2023 Annual Update Table**

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,226,544.00	\$ 5,824,131.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	iLit	Yes	\$ 167,375	\$ 86,913
1	2	Math & English Intervention	Yes	\$ 295,817	\$ 244,887
1	3	Ed Tech Platforms	Yes	\$ 139,772	\$ 247,767
1	4	EL Professional Development	Yes	\$ 37,687	\$ 52,594
1	5	EL Individualized Support and Instruction	Yes	\$ 200,000	\$ 101,813
1	6	Students with Disabilities (SWD) Professional Development	No	\$ 135,000	\$ 124,596
1	7	EL Professional Development for IS	Yes	\$ 37,687	\$ 52,594
1	8	Foster Youth & Homeless Student Services	Yes	\$ 100,000	\$ 410,983
2	1	Quality of Instruction and Academic Enhancement	Yes	\$ 1,142,210	\$ 996,739
2	2	Professional Development	Yes	\$ 102,375	\$ 198,195
2	3	Course of Study	Yes	\$ 98,375	\$ 404,523
2	4	Intervention/Data Tracking	Yes	\$ 106,084	\$ 203,519
3	1	Post-Secondary Counselor	Yes	\$ 685,326	\$ 310,037
3	2	Post-Secondary Events	Yes	\$ 302,350	\$ 486,852
3	3	Provide College Readiness Cohorts	Yes	\$ 71,340	\$ 338,752
3	4	Professional Development	Yes	\$ 33,687	\$ 42,658
4	1	Parental Involvement and Educational Partner Engagement	Yes	\$ 82,631	\$ 249,119
4	2	School Safety	Yes	\$ 102,318	\$ 537,375
4	3	Social-Emotional Learning	Yes	\$ 326,510	\$ 684,284



2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 5,204,122	\$ 4,031,544	\$ 5,649,604	\$ (1,618,060)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	iLit	Yes	\$ 167,375	\$ 86,913.00	0.00%	0.00%
1	2	Math & English Intervention	Yes	\$ 295,817	\$ 244,887.00	0.00%	0.00%
1	3	Ed Tech Platforms	Yes	\$ 139,772	\$ 247,767.00	0.00%	0.00%
1	4	EL Professional Development	Yes	\$ 37,687	\$ 52,594.00	0.00%	0.00%
1	5	EL Individualized Support and Instruction	Yes	\$ 200,000	\$ 101,813.00	0.00%	0.00%
1	7	EL Professional Development for IS	Yes	\$ 37,687	\$ 52,594.00	0.00%	0.00%
1	8	Foster Youth & Homeless Student Services	Yes	\$ 100,000	\$ 410,983.00	0.00%	0.00%
2	1	Quality of Instruction and Academic Enhancement	Yes	\$ 1,142,210	\$ 996,739.00	0.00%	0.00%
2	2	Professional Development	Yes	\$ 102,375	\$ 198,195.00	0.00%	0.00%
2	3	Course of Study	Yes	\$ 98,375	\$ 404,523.00	0.00%	0.00%
2	4	Intervention/Data Tracking	Yes	\$ 106,084	\$ 203,519.00	0.00%	0.00%
3	1	Post-Secondary Counselor	Yes	\$ 685,326	\$ 310,037.00	0.00%	0.00%
3	2	Post-Secondary Events	Yes	\$ 302,350	\$ 486,852.00	0.00%	0.00%
3	3	Provide College Readiness Cohorts	Yes	\$ 71,340	\$ 338,752.00	0.00%	0.00%
3	4	Professional Development	Yes	\$ 33,687	\$ 42,658.00	0.00%	0.00%
4	1	Parental Involvement and Educational Partner Engagement	Yes	\$ 82,631	\$ 249,119.00	0.00%	0.00%
4	2	School Safety	Yes	\$ 102,318	\$ 537,375.00	0.00%	0.00%
4	3	Social-Emotional Learning	Yes	\$ 326,510	\$ 684,294.00	0.00%	0.00%

# 2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 13,411,475	\$ 5,204,122	0.00%	38.80%	\$ 5,649,604	0.00%	42.13%	\$0.00 - No Carryover	0.00% - No Carryover

# Summary / Addendum Document

## Comprehensive Needs Assessment

### PURPOSE

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

### Educational Partners

**Who are the educational partners involved in the Comprehensive Needs Assessment?  
How were educational partners involved in the Comprehensive Needs Assessment?**

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

Educational partners involved in the comprehensive needs assessment included all staff members, our school site council, and DELAC committees. At our March in-service, our leadership team presented data and provided opportunities for conversation and feedback from all staff members. We also presented the data to our school site council and DELAC committees for additional feedback. This collaborative approach ensured that we had multiple perspectives and insights to inform our needs assessment and subsequent planning process. By involving all stakeholders in the process, we were able to identify gaps in our current programs and services and develop strategies and to address the needs of all students.

### 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)*

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

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

Based on the data dive table conducted as part of the LCAP process, several key findings emerged. First, there is a need to increase the number of students completing English and Math courses. The data revealed that a significant number of students are not completing these courses, which could impact their academic progress and future success. Second, the data showed that there are low SBAC scores in almost all areas, indicating a need for more targeted support for the students. To address this need, the LEA recommends providing more small group instruction classes along with EXact Path Courses, which can be personalized to meet the needs of the individual students. As a whole we are also working on increasing support to our ELL population with the use of Ilit as they are underperforming as well.

### 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.*

After conducting our comprehensive needs assessment, it has been determined that the highest priority need for our charter is to provide all students with increased math and english support. To address this need, the LEA and stakeholders recommend implementing a multifaceted approach that includes utilizing tours, providing small group instruction, and offering SBAC preparation resources. Additionally our students will be required to complete Exact Path courses to support students with practice that meets them where they are at. Furthermore, the LEA recognizes the importance of providing targeted support for our English Language Learner population. To address this need, we will increase ILIT courses, which have been shown to be effective in supporting language development and academic achievement for ELL students. By prioritizing these needs and implementing targeted strategies to address

them. the LEA can work towards improving academic outcomes for all students, particularly those who may be struggling in math and english or with a language barrier.

### **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.*

Performance gaps in schools can arise due to a variety of factors including differences in students backgrounds, learning styles, and resources available to them. In the case of our school, it appears that a significant proportion of the students enter the school already behind academically and socially. The Covid 19 pandemic has exacerbated these gaps, as many students have experienced disruptions to their education such as school closures, remote learning and limited access to support services. These disruptions may have had more significant impact on students who were already struggling , leading to further disparities in academic achievement. To address these performance gaps it may be necessary to implement targeted interventions that provide additional support to students who are behind academically and socially. This will include offering extra tutoring , academic coaching, providing access to technology and implementing social emotional learning programs that help students develop skills they need to succeed in school and life

### **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?**

Our CNA dive identified several challenges related to student engagement and academic support. One key challenge is that the same students tend to participate in all activities, indicating a need to find ways to engage other students who might not be as involved. Another challenge identified is the need to increase support for math and english, which are critical subjects for student success. Additionally, the addendum highlights the need to engage not only students but parents in the effort to improve academic outcomes

## 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.**

Charter	Date Resource Inequity Review was conducted
Options for Youth San Bernardino	3/17/23, 4/4/23 4,25/23

**Guidance and Instructions:** As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Note, responses to questions 1 through 3 need to be **actionable**. For purposes of a resource inequity, **actionable** means something that is within your locus of control and you can implement an action/servies/resource or etc to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.

<p><b>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</b></p>	<p>The charter identified several actionable inequities that need to be addressed. One key issue is the low SBAC scores, which indicate a need for more support in core academic subjects such as math and english. Another issue is the low core course completion rates which may be due to a lack of resources or support for certain students. The addendum also highlights the need for more support services for EL and Sped students, who may require additional resources to succeed academically. Overall, the inequities review addendum suggests that addressing these inequities will be essential for improving student outcomes and ensuring that all students have access to high quality education.</p>
<p><b>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</b></p>	<p>All inequities listed above are priorities and the LEA will address them by adding additional support staff, adding additional hours of opportunities for students, offering technology to students, increasing opportunities for english and math supports.</p>
<p><b>3. How does the Charter plan on addressing these inequities?</b></p>	<p>Increasing the number of support staff and support times available to students.</p>
<p><b>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</b></p>	<p>N/A</p>

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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



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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

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

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

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

# Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

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

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

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

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

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

## ***Broad Goal***

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

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

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

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

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

### ***Required Goals***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <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> or when adding a new metric.



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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Data Entry Table

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

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

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

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

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



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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

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

### ***Contributing Actions Annual Update Table***

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

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

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

### ***LCFF Carryover Table***

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

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