

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities For Learning - William S. Hart

CDS Code: 19 65136 1996263

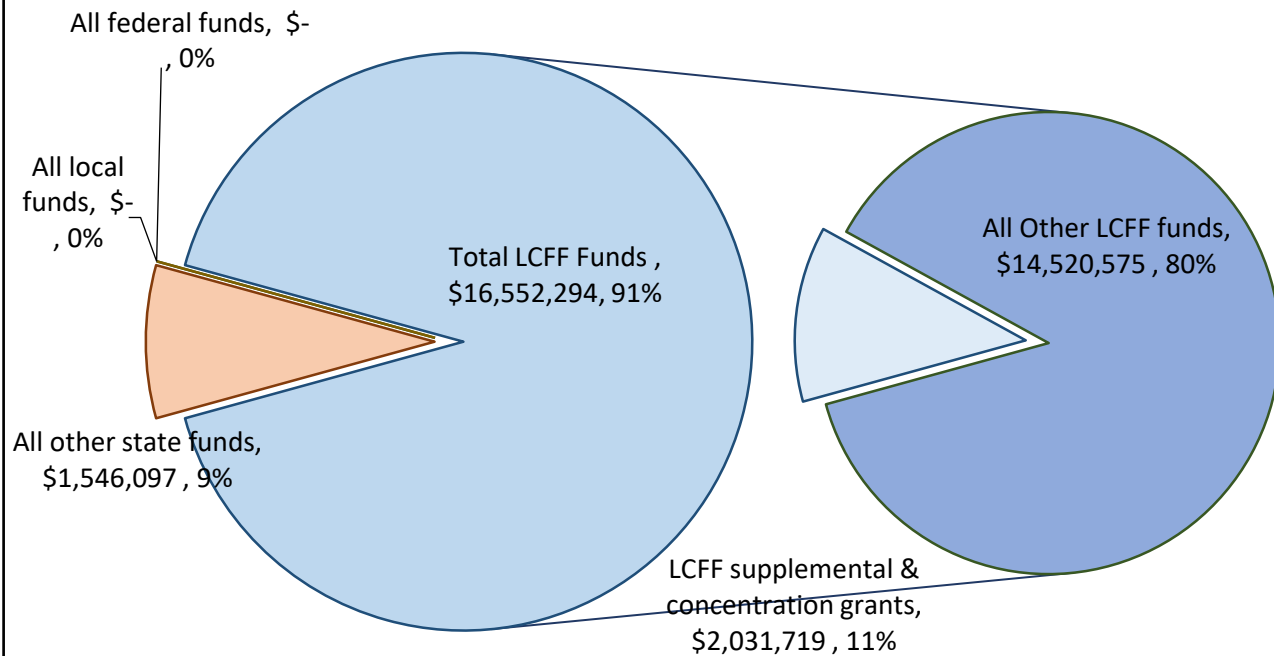
School Year: 2022 – 23

LEA contact information: Yelena Shapiro, Principal, E : yshapiro@oflschools.org, P: 661.429.4776

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 2022 – 23 School Year

Projected Revenue by Fund Source

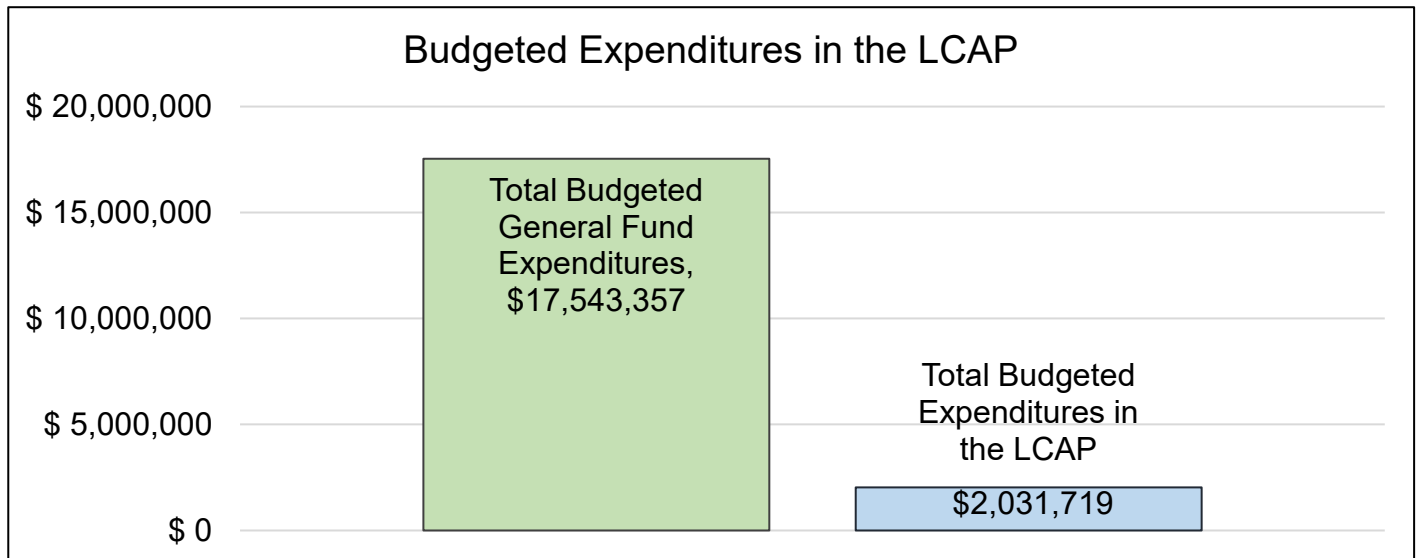


This chart shows the total general purpose revenue Opportunities For Learning - William S. Hart expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning - William S. Hart is \$18,098,391.00, of which \$16,552,294.00 is Local Control Funding Formula (LCFF), \$1,546,097.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$16,552,294.00 in LCFF Funds, \$2,031,719.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Opportunities For Learning - William S. Hart plans to spend for 2022 – 23. 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: Opportunities For Learning - William S. Hart plans to spend \$17,543,357.00 for the 2022 – 23 school year. Of that amount, \$2,031,719.00 is tied to actions/services in the LCAP and \$15,511,638.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

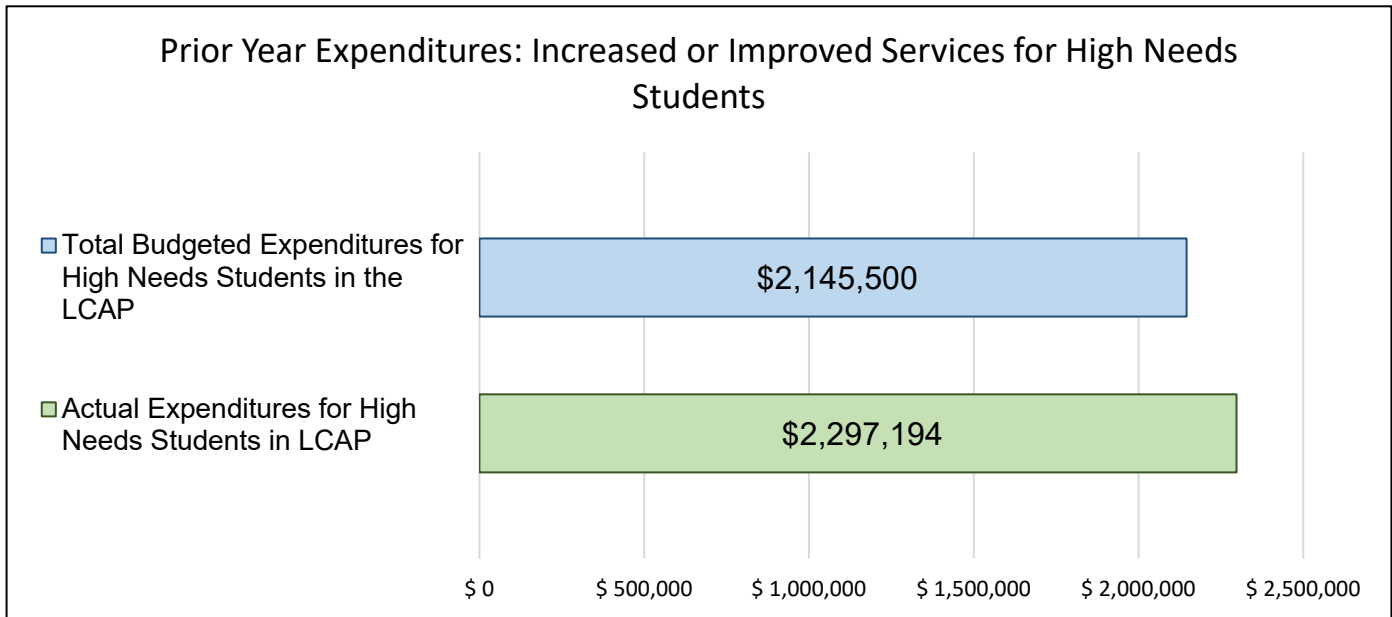
General Fund Budget Expenditures that are not included cover a number of operational and business costs that include but are not limited to non-instructional salaries, additional duties for hourly staff based on student and/or LEA needs, management and vendor fees, rent, general expenses (i.e. taxes and licensing costs), business expenses (i.e. office supplies and technology), other student information system upgrades and data tracking improvements, and summer program and district administrative fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Opportunities For Learning - William S. Hart is projecting it will receive \$2,031,719.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning - William S. Hart must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning - William S. Hart plans to spend \$2,035,000.00 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 2021 – 22



This chart compares what Opportunities For Learning - William S. Hart budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunities For Learning - William S. Hart 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 2021 – 22, Opportunities For Learning - William S. Hart's LCAP budgeted \$2,145,500.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning - William S. Hart actually spent \$2,297,194.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning - William S. Hart	Yelena Shapiro Principal	yshapiro@oflschools.org 661 429-4776

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA was eligible to apply and/or receive the following funds:

Learning Loss Mitigation Funding - \$293,848 (The LEA did not accept the Learning Loss Mitigation Funding)

ESSER I - \$0

ESSER II - \$0

ESSER III - \$0

In Person Instruction - \$0

The LEA did not accept any funds through the Budget Act of 2021. Therefore the LEA did not engage, or plan to engage, its educational partners on the use of funds due to not accepting any funding within the budget act of 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The school will receive the 15% add-on. Based upon the school's uncertified enrollment, unduplicated pupils and projected P-2 ADA as of October 2021, the add-on amount is \$91,359. Because the amount received was not enough for new hires we chose to use the funding in a way that allowed the LEA to retain the staff we already have to provide unduplicated students the needed services. The LEA had a decrease in projected revenue due to lower than projected enrollment and subsequent Average Daily Attendance.

The add-on funding has enabled the school to retain two Area 1 teachers. Area 1 teachers serve as full time staff who provide one-on-one tutoring and support to students. Due to the add-on funds, the school was able to retain these two positions without adversely affecting the school budget and potential expenditure cuts that might have resulted due to the decrease in revenue projections. The Area 1 Teachers are able to provide the needed one-on-one targeted support that our low-income, English Learners, and foster youth needed to address learning loss due to Covid. These populations were more sensitive to learning loss and educational hardships as a result of Covid and needed targeted and one-on-one support to help mitigate opportunity gaps. Area 1 Teachers provided the extra appointment times and intervention strategies in order to support these students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA only received the ELO grant which is partially funded by federal dollars for the 21-22 school year. The LEA did apply for the Expanding Learning Opportunities (ELO) Grant. The LEA was allocated \$ 1,292,473.00. At this time, the LEA is determining whether the school is in need of these funds. To date, none of these funds have been spent.

When the LEA originally applied for the funds, the LEA used feedback from educational partners to determine the use of these funds, and the school's initial plans focused on re-engagement of all students and closing learning and credit gaps. If the LEA determines that it will use the funds, the LEA will use educational partner's feedback and input from past surveys and the surveys conducted in the Fall semester sent out to staff, students, and parents to further identify school goals and learning recovery efforts. The school has been regularly asking for feedback during parent conferences, student meetings, staff in-services and virtual meetings to ensure all educational partners have an opportunity to voice ideas and engage in the planning process. When the LEA applied for the grant, the LEA used the feedback from past surveys to determine the programs and initiatives identified by the educational partners. If the school is not able to fund these extra programs and initiatives within the current budget, the school will engage educational partners again, in an effort to reevaluate the plan and to take into account any changes needed. The school will host parent/guardian meetings in spring ('22), summer and fall semesters, where parents will be invited to come and learn about the funds provided through the ELO Grant and the different support opportunities. During the Comprehensive Needs Assessment, the use of these funds will be evaluated. Teachers and instructional staff will continue to communicate with students' parents/guardians through email, phone call or text, whichever is most convenient for parents to encourage participation in additional instructional supports.

The LEA, with the assistance of the school's accounting and budgeting team as well as the Charter Management Organization, concluded that additional funding beyond the ELO grant was not necessary to fully implement the school's goals and actions. The LEA has already included targeted initiatives to address learning loss with expanded interventions and instructional supports, 21st century learning and technology accessibility, mental health and student wellness programs, Covid-19 PPE supplies, and increased professional development opportunities, therefore no additional COVID-19 relief funding grants were needed.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The LEA did not accept the American Rescue Plan Act, ESSR I,II,III or Title Funds. The school has maintained a healthy budget and strong reserve funds that have enabled the LEA to implement and fund all LCAP goals and actions and to address learning loss,

as well as support the instructional and operational needs due to Covid-19. All safety protocols and procedures deemed necessary by state and federal agencies to support a return to in-person learning have been implemented within the school's regular budget allocations.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The LEA did not receive any additional fiscal resources such as the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. Using the school's LCFF funding, the LEA was able to implement a safe return to in-person instruction, including all health and safety protocols deemed necessary by state and local agencies, provide extended learning opportunities and supports, implement LCAP goals and actions, and provide access to technology and mental health opportunities. Since these expenditures were already embedded in the school's budget and expenditure plan, no additional funds were deemed necessary.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the **Budget Act of 2021** that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the **concentration grant add-on**, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive **one-time federal funding to support recovery from the COVID-19 pandemic** and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. **See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds.** The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal **American Rescue Plan Act** and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive **ESSER III funding**, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning – William S. Hart	Yelena Shapiro, Principal	E: yshapiro@oflschools.org P: 661.429.4776

Plan Summary 2022-23

General Information

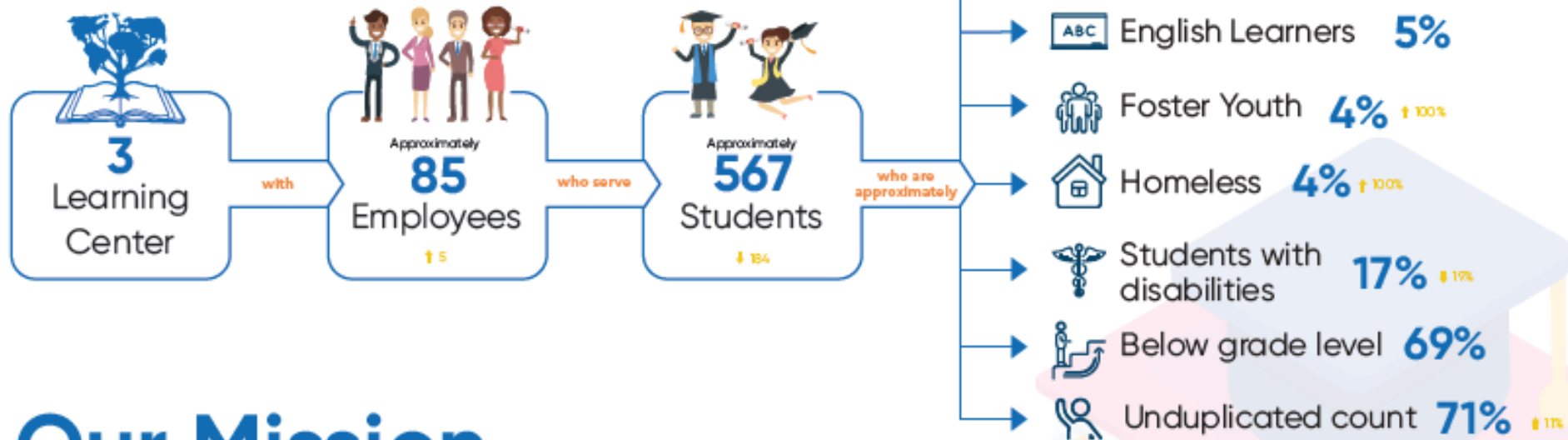
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.





Local Control & Accountability Plan (LCAP) Charter Demographics

WSH
2022-23



Our Mission

The mission of Opportunities For Learning 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. Opportunities For Learning 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.

Educational Philosophy:

Opportunities For Learning provides educational opportunities for those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The OFL learning centers offer students an opportunity to recover

academically and get back on track to receive a high school diploma. Additionally, our learning centers provide an education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

Educational Program:

The paramount goals for Opportunities For Learning are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services; and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded education choices within California's public school system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to great self-confidence. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits.

Reflections: Successes

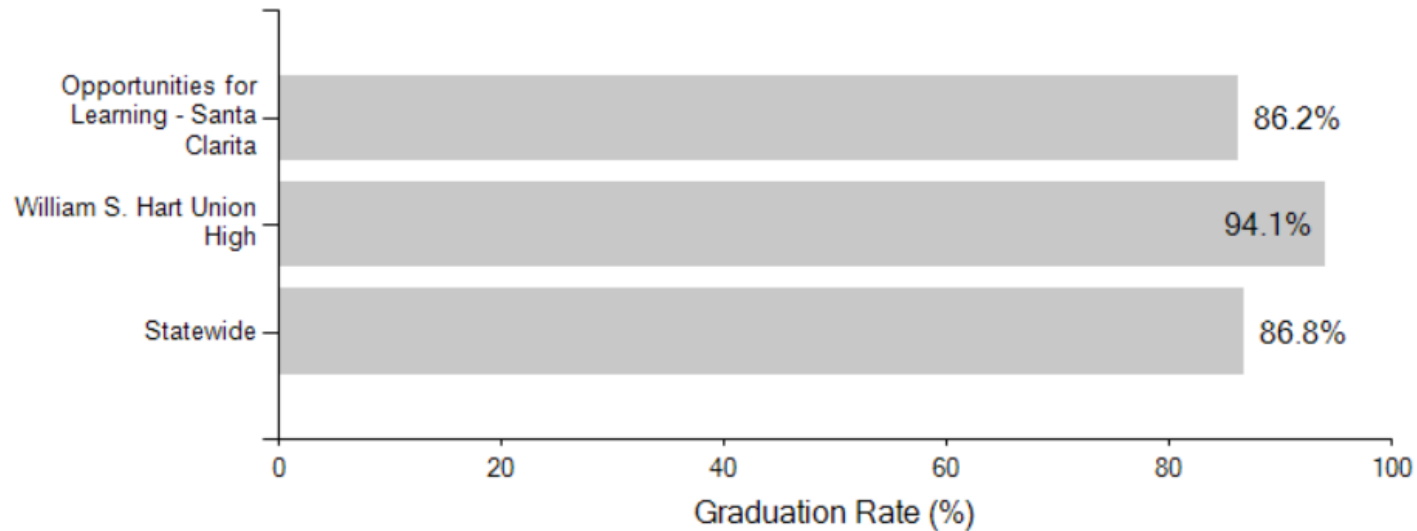
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

OFL - William S. Hart identified multiple areas of success in its Comprehensive Needs Assessment 21/22. The LEA was able to maintain a high graduation rate at 86.2%. This brings the two-year average up to 86.8% and the three-year average up to 76.57%. The LEA is keeping pace with the state average of 86.8%. The following interventions have proven successful and will continue to be implemented: Tracking, monitoring, and intensive individualized support for seniors for strategic planning and academic progress. This includes Parent/Student Conferences focused on Achievement Chats and strategic planning, Assistant Principal and Post-Secondary Counselor tracking of 12th graders progress every month, 170 credits meeting with Post-Secondary Counselor and Teacher, Senior Cohorts (Teams) where the students meet with the Post-Secondary Counselor and Intervention Specialist 2 times per month to motivate each other to work as well as support/tutoring and mentorships which pairs one senior with one instructional staff.

Graduation Rate by Student Group

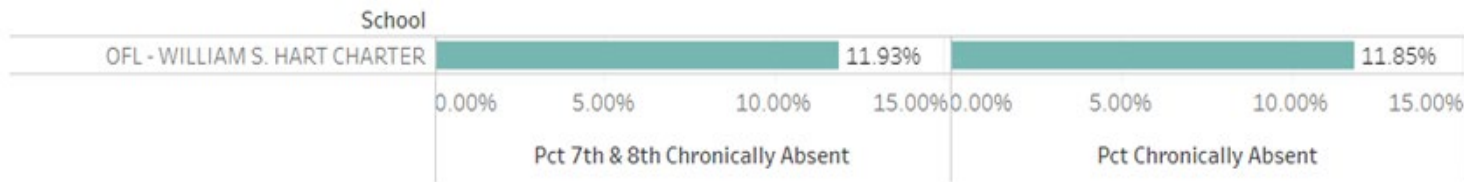
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	167	144	86.2%
English Learners	8	*	*
Foster Youth	2	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	98	85	86.7%
Students with Disabilities	31	27	87.1%
African American	7	*	*
American Indian or Alaska Native	3	*	*
Asian	4	*	*
Filipino	5	*	*
Hispanic	50	45	90.0%
Native Hawaiian or Pacific Islander	2	*	*
White	73	63	86.3%
Two or More Races	11	7	63.6%

School Graduation Rate Compared to District and State



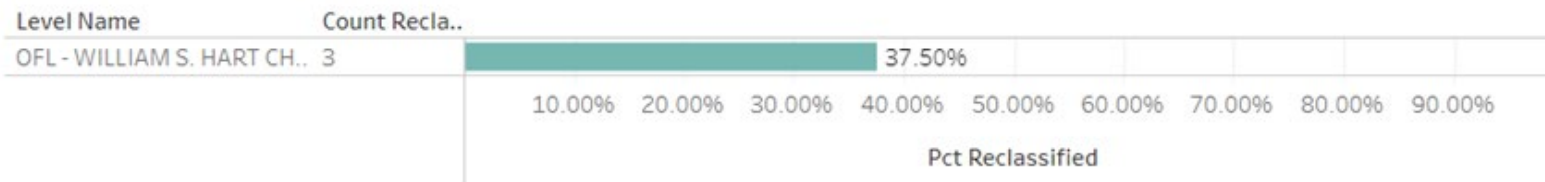
In spite of the challenges with distance learning, the Comprehensive Needs Assessment 21/22 showed the LEA had low chronic absenteeism rates of 11.93% for 7th & 8th grade students and 11.85% overall. The following strategies have shown to be successful and will continue to be implemented in order to combat chronic absenteeism: teachers are required to track student attendance daily and address absenteeism with immediate interventions; Assistant Principals are actively involved in monitoring student trackers for accountability and transparency; leadership ensures immediate interventions and address challenges with attendance; and more robust truancy policy is in place to specifically address chronic absenteeism for students with disabilities.

Percent Chronically Absent



The LEA is proud to report that EL reclassification improved from 23.08% to 37.5%. EL students receive individualized support from the English Language Specialist to work on language development at extra appointments. The EL Specialist provides mini-lessons targeting each student's development and level incorporating support in performance tasks involving reading, writing, listening, and speaking Common Core State Standards. EL students have been taking an English intervention course, iLit, and the LEA is seeing some great results. The students who were enrolled in the iLit course last year showed an increase in their Lexile scores by at least 100 points during the RenSTAR testing for the current school year. Additionally, the English Language Specialist tracks EL student progress monthly and provides updated information to the Special Education department to ensure all goals are streamlined. English Language Specialists are supported by an English Language Coach who provides ongoing support and professional development opportunities.

English Learner Reclassification Rates



Additionally, the Comprehensive Needs Assessment 21/22 showed the EL student population continues to complete more core courses units than the overall student population in the areas of English, math, and social science. This population is very close in keeping pace with the overall student population in science courses. This success is largely due to the additional support provided by the EL Specialist. These students meet with their EL Specialist every week to receive additional support with English language development as well as support and tutoring with course work.

Subject	EL Unit Completion Rate	Overall Unit Completion Rate
English	8.202	7.164
Math	6.17	5.714
Science	6.161	6.268
Social Science	6.782	6.618

OFL - William S. Hart had a zero-suspension rate. Any academic and behavioral issues are regularly addressed with academic and behavioral contracts involving the student, parent, and teacher. Tier interventions are used to redirect behavior and every effort is made to incorporate positive interventions and consequences. Intervention Teachers help address, support, and improve academic achievement and progress for struggling students.

In the Comprehensive Needs Assessment 21/22 the LEA utilized RenSTAR data to analyze Lexile Growth in English Language Arts and saw increases for all student groups. There was a 15.3% increase for all students from 53.7% to 69%. Each student group also showed improvement: ELL students went from 59% to 63.64%; Students with Disabilities went from 54% to 59.32%; and Foster Youth went from 3% to 80%. Low Income students did not have measurable data in the 2020-21 school year. OFL-William S. Hart uses and follows the Child Find process to locate, identify, and evaluate struggling students who are currently enrolled by using universal screening tools such as RenSTAR scores, Student Success Teams, Academic Interventions, and referrals to Special Education evaluations. Foster Youth and Low-Income students are offered additional instructional support and access to evening courses through Homework Cafes. This allows these students the ability to work while completing course work. This added flexibility allows students to provide financial stability for themselves or their households while consistently receiving academic support and resources.

RenStar Lexile Growth - WSH Charter			
Student Group	2020-21 Increase Percentage	2021-22 Increase Percentage	Overall Change Percentage
All Students	53.70%	69%	15.30%
English Language Learners	59%	63.64%	4.64%
Students with Disabilities	54%	59.32%	5.32%
Foster Youth	3%	80%	77%
Low Income	Not Measured	70.20%	N/A

In the Comprehensive Needs Assessment 21/22 the LEA also utilized RenSTAR data to analyze Student Growth Percentage (SGP) for Math and saw an increase in the percentage of students who met the expected SGP of 40 from 49.1% to 51.3%. Even though a 2.2% increase is relatively small, it was accomplished primarily during distance learning and should be celebrated. The LEA conducted its Small Group Instruction classes via Google Meet where the students could receive live instruction virtually and interact with the teachers and fellow classmates. Additionally, virtual tutoring appointments with the Math Intervention Specialists were provided, Math Lab opportunities were offered during Homework Cafes, and Math intervention course curriculum was assigned to students identified as needing “Urgent Intervention”. Math will continue to be an area of focus for OFL-William S. Hart.

Star Math

Summary (267 of 420 Students)

SGP (Expectation = 40)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
137	42	Pretest	783	7.6	42	45.5
137/267 = 51.3%		Posttest	790	7.9	40	44.6
		Change	7	0.3	-2	-0.9

While this continues to be an area of focus, the LEA is showing an increase in the percentage of enrolled students on an A-G track course of study. Every subgroup has shown an increase in the percentage of students pursuing an A-G track course of study with the most significant gains for Foster Youth and Homeless students at 9.44% and 11% increases, respectively. At orientation newly enrolling students engage in intentional conversations about college and career goals which help determine whether the student should pursue an A-G track course of study. Additionally, the Career Pathways Coordinators and Post-Secondary Counselors regularly meet with students to discuss and re-

evaluate postsecondary goals. During achievement chats (progress/academic and strategic planning held twice a year), we review and reevaluate student A-G planning and career goals.

Students on A-G Track				
	2020-21 %	2020-21 # of students	2021-22 %	2021-22 # of students
All	30.35%	261	32.38%	237
ELL	28.06%	39	32.23%	39
FRMP	26.94%	125	30.56%	65
SWD	18.89%	34	24.39%	30
FY	13.64%	3	23.08%	6
H	14%	3	25.00%	7

OFL-William S. Hart has been focused on Dual Enrollment at the local community colleges. In the fall semester, the LEA had 7 students' complete courses at a community college with an additional 9 students enrolled in at least one community college course for the spring semester.



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.

The Comprehensive Needs Assessment 21/22 showed that math continues to be OFL - William S. Hart's greatest area of need for all students, including English Language Learners, Foster Youth, Low Income, and Students with Disabilities. RenSTAR data was utilized to analyze Student Growth Percentage (SGP). Only 51.3% of students met the expected SGP of 40. The LEA recently implemented a new

digital intervention math curriculum to offer students more accessibility and support. The challenge is getting students to actively work on intervention curriculum as they do not earn core course credit. Special Education teachers work with students with disabilities to ensure IEP goals align with common core standards. During student appointments, teachers are expected to specifically address progress towards IEP goals. All students with disabilities must be enrolled in a math class throughout the school year. Math Intervention Specialists have been strategically assigned during student appointments. Teachers are regularly participating in math curriculum dives and assessment analysis. Chunking and scaffolding Professional Learning Communities will continue to be offered. Students will have additional math lab opportunities during Homework Cafe. OFL - William S. Hart will address educational gaps in skills and standards upon enrollment for students who are multiple grade levels behind with targeted skills and standards interventions in small group instruction classes. The use of RenSTAR data will guide instructional practices. Support staff will focus on Response to Intervention and tier 1 and 2 intervention strategies for students with disabilities.

Star Math

Summary (267 of 420 Students)

SGP (Expectation = 40)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
137	42	Pretest	783	7.6	42	45.5
137/267 = 51.3%		Posttest	790	7.9	40	44.6
		Change	7	0.3	-2	-0.9

While the Comprehensive Needs Assessment 21/22 showed improvement with the percentage of students taking an A-G track course of study, College and Career Readiness continues to be an area of need. This metric has proven to be challenging as the nature of our program is to accept all students with the majority of being those who are over-age and credit deficient. Students who are behind in credits tend to choose to enter the workforce after high school or to attend a community college. However, OFL - William S. Hart does offer an A-G track course of study to all students. Based on this data the LEA is utilizing several strategies to improve this metric. Teachers and/or Post-Secondary Counselors hold mandatory strategic planning and goal setting meetings with students at least twice a year. Career Pathways Coordinators engage students in college and career readiness through career chats, WIOA inclusion, career fairs, and community outreach. CTE specific courses are being offered in nursing, construction, and technology. The number of career focused electives in Edmentum has been increased. ERWC (Expository Rhetoric Writing Course) is offered as an English class option. This course focuses on rigor writing and rhetoric skills which better prepares students for college and can help them with course work across the curriculum. The LEA offers college tours and service learning trips to enable students to have new experiences and build excitement about the future. One component of new student orientation incorporates A-G planning in order to facilitate intentional conversations concerning student goals and objectives. Achievement chats are conducted twice a year to engage students and parents in strategic academic planning, review and reevaluate

student A-G planning and career goals, and discuss academic progress throughout the year. Students have not shown any interest in taking AP courses, so the LEA has shifted its focus to Dual Enrollment at the local community colleges. Dual Enrollment opportunities are discussed at new student orientations during the, “what are your plans for the future” and A-G planning guide discussion. Teachers encourage students to explore Dual Enrollment during the semesterly Achievement Chats. Post-Secondary Counselors help students find appropriate Dual Enrollment courses to take during strategic planning meetings, they also help the students with the enrollment process, and have regular scheduled check in meetings to see how the students are doing throughout the class. Additionally, Post-Secondary Counselors provide the students with additional support to help the students be successful in community college courses when needed. The Career Pathways Coordinators discuss Dual Enrollment opportunities when meeting with students to discuss career goals and encourage enrollment in community college courses that are related to the chosen career fields. Dual Enrollment is promoted at Educational Partner Engagement events such as Back to School Night, Open House, Career Chats, and College and Career Fairs.

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	0	*	*	*	*	0	*	0	0	*	0	0	*	*
Cohort Percent	0.0%	*	*	*	*	0.0%	*	0.0%	0.0%	*	0.0%	0.0%	*	*

Completed College Credit Courses – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Number of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	4	*	*	*	*	0	*	4	0	*	1	0	*	*
Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	2.4%	*	*	*	*	0.0%	*	5.5%	0.0%	*	1.0%	0.0%	*	*
Number of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	3	*	*	*	*	0	*	3	0	*	1	0	*	*
Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	1.8%	*	*	*	*	0.0%	*	4.1%	0.0%	*	1.0%	0.0%	*	*

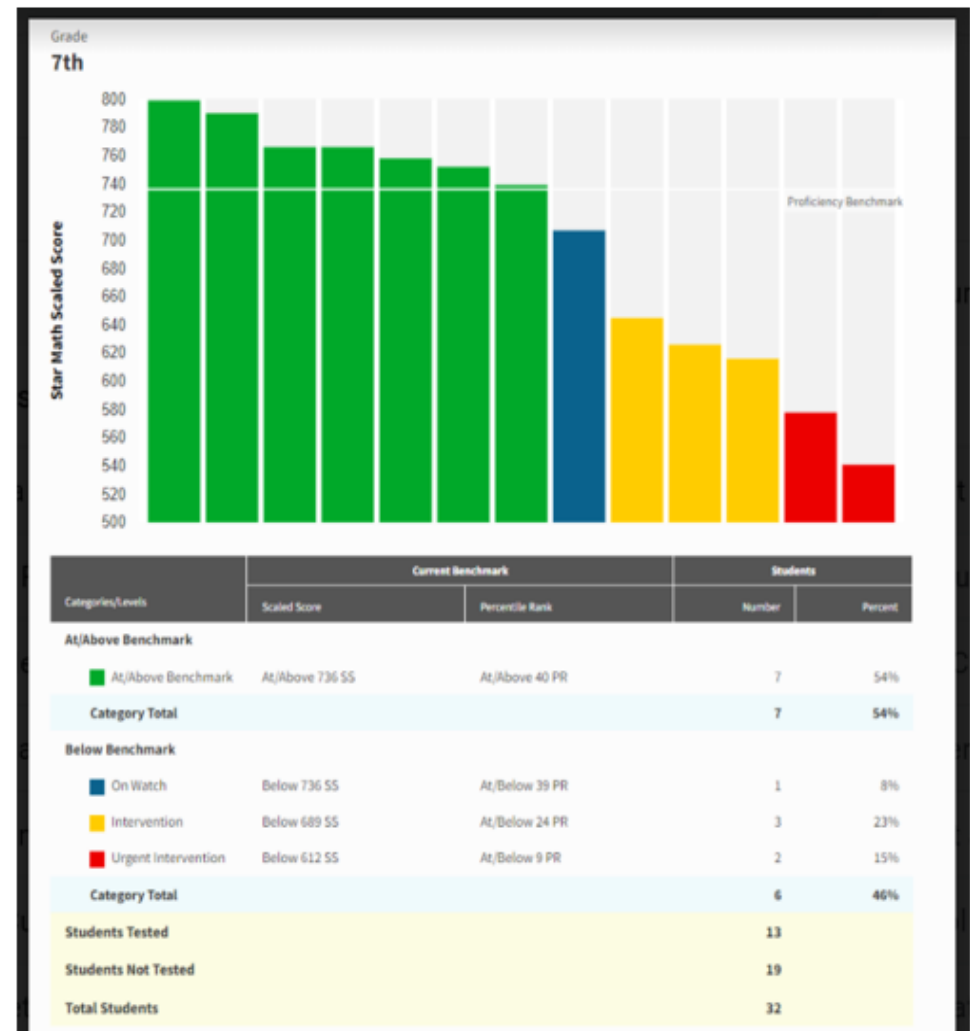
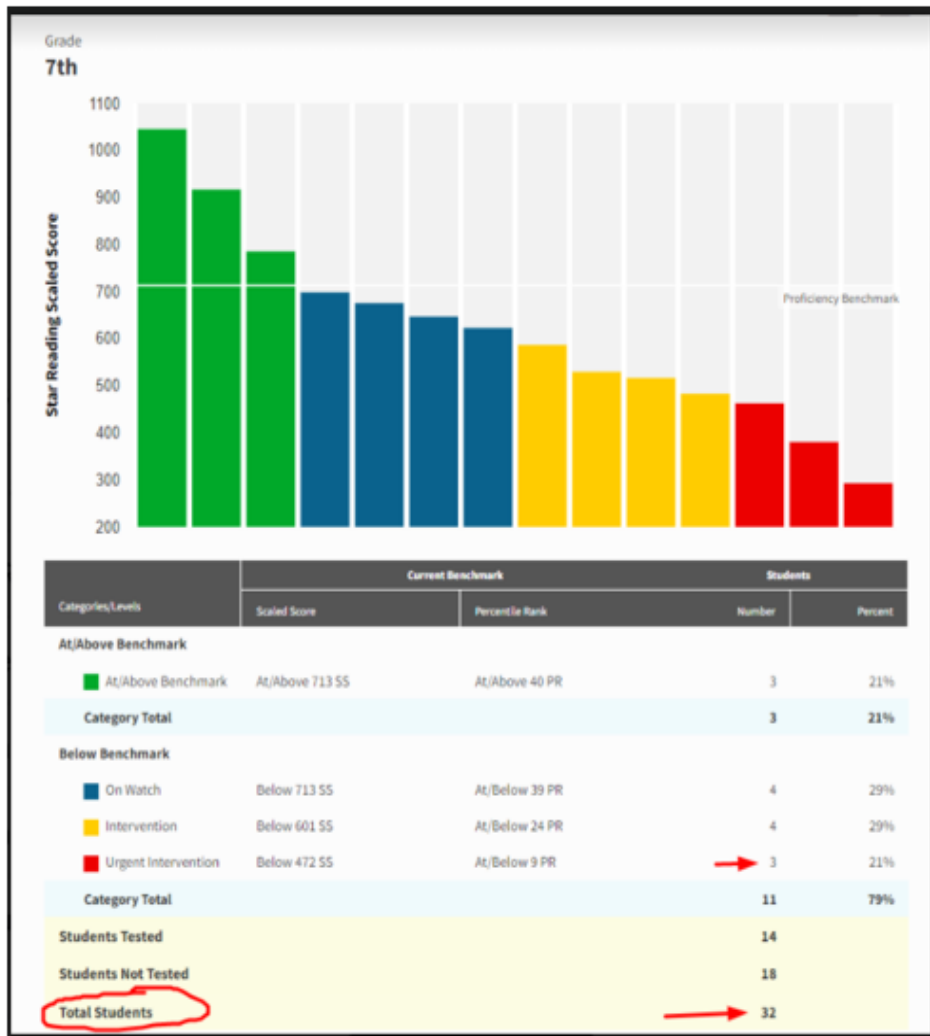
Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	4	*	*	*	*	0	*	3	0	*	0	1	*	*
Cohort Percent	2.4%	*	*	*	*	0.0%	*	4.1%	0.0%	*	0.0%	3.2%	*	*

OFL-William S. Hart's Comprehensive Needs Assessment 21/22 identified some additional areas of focus. While participation in Education Partner engagement is slowly increasing, participation in mental health offerings is still low. The LEA offers multiple mental health opportunities but few students are participating in spite of stating this something they want. The LEA is working to destigmatize asking for mental health help by changing the way it markets mental health offerings by rebranding it to wellness offerings. The students do not feel the

school offers enough diversity centered activities. In order to address this, the LEA set up a diversity board at each school site which features a monthly theme such as Black History Month, Latin Culture Month, etc. Student council hosts a student event focused on the monthly theme. The LEA found that the EL students are focusing more on English and social science classes and less on math and science classes. The teachers engage in strategic planning with the student and parents during the semesterly Achievement Chats and will emphasize the importance of enrolling in math and science courses. Enrollment in Small Group Instruction classes is always encouraged. Intervention courses for math are assigned when needed. English Language Specialists will continue to receive professional development in order to help them best support the needs of their students. Many middle school students are coming to us in need of either intervention or urgent intervention in both ELA and math. The LEA is providing more training to middle school teachers through middle school PLCs. Additionally, students who are identified as needing urgent interventions through RenSTAR testing are assigned intervention classes for English and math.



Foster Youth and Low-Income students continue to face daily barriers which prevent them from making adequate progress towards graduation, and these students are not accessing the college and career resources available to them. The LEA is continuing to provide wrap around services to these students. The Post-Secondary Counselors and the Career Pathways Coordinators meet with these students on a regular basis to help with goal setting and provide additional support with academics and daily life struggles. Students with Disabilities are not enrolling in science SGI classes very often and need more overall support in SGI classes. SWD enrollment in science SGI classes is slowly increasing and will continue to be an area of focus to help these students meet state graduation requirements and A-G eligibility. The LEA is providing additional professional development to the Special Education Specialists and the Paraprofessionals so they can better support the academic needs of these students.

Students with Disabilities Enrollment in Science SGI Classes					
Fall 2020	Spring 2021	2020-21 School Year	Fall 2021	Spring 2022	2021-22 School Year
9	10	19	7	17	24

LCAP Highlights

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



Greatest Progress

Increased Graduation Rates



Increased Reclassification Rates for English Learners



Increased Percentage of Students Pursuing an A-G Track Course of Study



Planned Actions to Maintain Progress

- 1.1 – Increased overall Lexile growth for English Learners through specialized instruction and curriculum such as iLit
- 1.3 – English Learners will have access to individualized support through English Language Specialists
- 1.4 – Foster Youth and Homeless students will meet with their Post-Secondary Counselor every semester
- 1.5 – Annual Professional Development for English Language Specialists
- 2.1 – Students will have access to targeted small group instruction
- 2.3 – Instructional Staff will attend annual professional developments
- 2.4 – Students will be prepared to be 21st century learners through targeted courses and access to tech/digital tools
- 2.5 – Intervention Trackers will be utilized to identify & monitor student attendance, academic progress, & targeted interventions
- 2.7 – Semesterly Achievement Chats with instructional staff, students, and parents for academic strategic planning
- 3.2 – Academic Strategic Planning for seniors with the Post-Secondary Counselor

Greatest Need

Increased Math Assessment Scores



Increased College & Career Readiness



Improve Educational Partner Engagement Participation



Planned Actions to Address Needs

- 1.4 – Foster Youth and Homeless students will meet with their Post-Secondary Counselor every semester
- 1.6 – Provide specialized training to SPED staff on science courses
- 1.8 – Weekly SBAC practice question in SGI English and math classes
- 2.4 – Students will be prepared to be 21st century learners through targeted courses and access to tech/digital tools
- 2.5 – Intervention Trackers will be utilized to identify & monitor student attendance, academic progress, & targeted interventions
- 2.6 – Social Emotional Learning opportunities will be provided through trips, groups, and sports
- 3.1 – Identify and track the WIOA career pathway of each student and provide exposure to those industries
- 3.2 – Academic Strategic Planning for seniors with the Post-Secondary Counselor
- 4.2 – The LEA will host various events to increase parent and student connectedness to school
- 4.4 – Utilize school messenger, social media, Google Voice, and Remind to advertise stakeholder events

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.

Opportunities For Learning William S. Hart has no schools that qualify for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

The LEA consulted with its educational partners listed below on the stated dates to review and plan the LCAP/Annual Review and Analysis. All Educational Partner engagement meetings and activities provided insight, collaboration and direction for the LCAP. All feedback was collected, analyzed, shared, and considered prior to the finalization of the 2022-23 LCAP. The LEA has provided a list of engagement sessions and events that were held throughout the 2021-22 academic school year.

Governing School Board Meetings:

July 26, 2021 at 2:00 pm - Meeting Agenda: OFL-WSH Board Policy for Independent Study AB130

September 21, 2021 at 1:00 pm - Meeting Agenda: Approval of Minutes; Report of Charter Services Agreements; Annual Review of SPSA; Consent Log; Charter Update; Update on Action Taken Under the COVID-19 Resolution; EL Roadmap Project Update; Financial Update; Authorization to Open Bank Account; Addendum to Employee Handbook; General Liability Insurance; Principal Compensation; AB104 Graduation Requirements

December 17, 2021 at 1:30 pm - Meeting Agenda: OFL-WSH Resolution 2122-02; Approval of Minutes; CSI/SPSA Evaluation Progress Goal Update; Consent Log; Revised Independent Study Policy; Revised Maintenance; Retention, and Destruction of Student Records Policy; Charter Update; Update on Action Taken Under the COVID-19 Resolution; 401K Safe Harbor Update; Financial Update; First Interim Report; Spending of Funds Received from EPA; Material Revision to LCAP; Worker, Vendor and Student COVID-19 Vaccination and Testing Policy; 2nd Amendment to the Skyrocket Service Agreement; General Liability Insurance; Health Insurance; Revised Board Meeting Calendar

January 6, 2022 at 1:30 pm - Meeting Agenda: OFL-WSH Resolution 2122-04

January 25, 2022 at 1:00 pm - Meeting Agenda: OFL-WSH Resolution 2122-05; Report of Charter Services Agreements; CSI/SPSA Evaluation Progress Goal Update; Update on Action Taken Under the COVID-19 Resolution; Supplement to Annual Update to the 2021-22 LCAP; Mid-Year LCAP Update; Audited Financials for Fiscal Year 2020-21; Approval of Spending of Funds from EPA; Service Agreement Renewal with 9-Dot Education Solutions; Revised Board Meeting Calendar; Election of New Board Member

Leadership Meetings:

August 24, 2021 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

September 21, 2021 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

October 19, 2021 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

November 16, 2021 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

January 25, 2022 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

February 22, 2022 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

March 22, 2022 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

April 19, 2022 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

May 17, 2022 - Updates from and resource management collaboration with: Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist; Special Education Programs; Post-Secondary Counselors, Sports Advisor, EL Coach, Skyrocket ELD Manager, and Center Coordinator Coach

Parent Engagement Meetings:

September 9, 14, and 15, 2021 - Back to School Nights: Fall 2021 School Improvement Goals

February 23, 2022 - Phoenix House presentation: recognizing teen drug and alcohol abuse

March 10 and 30, 2022 - Open House Nights: Spring 2022 School Improvement Goals

Teacher/Staff Meetings/ In-Services:

September 10, 2021 - Meeting Agenda: Charter Updates; AB104; Plagiarism; Burn Out PD; Implicit Bias; Gen-Ed & IEP PD; My Math Path; iLit & ELD; Winter Session; July Intersession Recap

December 3, 2021 - Meeting Agenda: Charter Updates; Counselor Updates; Destigmatizing Mental Health; Sports; Pathways; Student Return to In-Person Learning; Winter Session; WASC; LCAP Update; Exact Path; ELPAC

March 25, 2022 - Meeting Agenda: Counselor Updates; Conflict Resolution; LCAP Updates; COVID Updates; Sports Updates; Student Wellness; Tech in Testing; Professional Development Opportunities

Student - Achievement Chats:

December 6 - 17, 2021 - strategic planning, student needs, and program feedback

May 23 - June 2, 2022 - strategic planning, student needs, and program feedback

School Improvement Feedback Surveys:

November 4 - December 3, 2021 - Fall Semester Feedback Surveys of Staff, Parents, and Students

March 7 - April 15, 2022 - Spring Semester Feedback Surveys of Staff, Parents, and Students

The SELPA Consultation:

December 13, 2021 - case management, litigious case input/guidance, policy updates, alternative dispute resolution, and learning recovery topics.

January 10, 2022 - case management, litigious case input/guidance, policy updates, alternative dispute resolution, and learning recovery topics.

January 19, 2022 - case management, litigious case input/guidance, policy updates, alternative dispute resolution, and learning recovery topics.

On April 6, 2022 Opportunities for Learning William S. Hart administrators met with Danali Thomas from the LA County Office of Education Charter SELPA to review achievement data for our Students with Disabilities and to discuss how the data was used in the development of our LCAP. Verbal approval was given for the Opportunities for Learning William S. Hart to continue with the proposed 2021-2024 LCAP Goals, Metrics, and Actions that were developed to help close the achievement gap for Students with Disabilities.

DELAC/ELAC Meetings:

June 29, 2021 at 4:30 pm - Meeting Agenda: Introduction of Members, SPSA 2020-21 Update, WSH 2021-24 LCAP Goals, ELD Annual Roadmap

August 31, 2021 at 4:30 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, SPSA.CSI 2020-21 Evaluation Progress Toward Goal Updates, SPSA 2020-21 Annual Update - Budgetary Information Item, EL Master Plan Overview

October 19, 2021 at 4:00 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, RenSTAR Lexile Levels for EL Population Review and Comment on the School District Reclassification Procedures, Development of a Plan to Ensure Compliance with any Applicable Teacher and/or Aide Requirements

January 11, 2022 at 4:30 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, Data Dive Protocol

School Site Council (SSC) Meetings:

June 29, 2021 at 4:00 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, SPSA 2020-21Update, WSH 2021-24 LCAP Goals

August 31, 2021 at 4:00 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, Revised Bylaws, SPSA/CSI 2020-21 Evaluation Progress Toward Goal Updates, SPSA 2020-21 Annual Update - Budgetary Item

November 30, 2021 at 4:00 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, Update Goals for SPSA 2021-22, Review Current SPSA 2021-22, Voting on Changes to SPSA 2021-22, Voting for a New Committee Member, Crash Course Training for School Site Council

January 11, 2022 at 4:00 pm - Meeting Agenda: Introduction of Members, Meeting Minutes, Data Dive Protocol

A summary of the feedback provided by specific educational partners.

School Improvement Surveys were given in the Fall and Spring Semesters to provide an opportunity for all Educational Partners to help weigh in on the LCAP focus areas for the upcoming school year. Below you will find the most relevant trends and findings which helped the charter determine what in our 2021-24 LCAP should remain, be removed, and be a focus for the 2022-23 academic school year.



Local Control & Accountability Plan (LCAP) Student, Parent, & Staff Survey Results

WSH
Fall 2021



Student Survey Results

218 responses

39%

Students feel the Charter School's Improvement Goals, Metrics and Actions help extremely well to **close the achievement gap** among socioeconomically disadvantaged students, EL students and foster youth. **36%** don't have an opinion.

56%

Students feel the options provided for **student activities** (sports, clubs, social-emotional activities) are sufficient.

79%

Students almost never worry about **violence** at their school site.

77%

Students feel that the school offers enough **intervention opportunities** (tutoring, intervention programs, one-on-one support) for students.

79%

Students feel that the **atmosphere** in their center is welcoming and supportive.



Parent Survey Results

115 responses

83%

Parents almost never worry about **violence** at their school site.

57%

Parents feel the options provided for **student activities** (sports, clubs, social-emotional activities) are sufficient.

88%

Parents feel that the school offers enough **intervention opportunities** (tutoring, intervention programs, one-on-one support) for students.

91%

Parents feel that the **atmosphere** in their center is welcoming and supportive.



Staff Survey Results

77 responses

49%

Staff feel the Charter School's Improvement Goals, Metrics and Actions help extremely well to **close the achievement gap** among socioeconomically disadvantaged students, EL students and foster youth.

80%

Staff feel they completely **belong** or belong quite a bit in the school community.

70%

Staff say that their **professional development opportunities** have been relevant or extremely relevant.

73%

Staff feel that the school offers enough **intervention opportunities** (tutoring, intervention programs, one-on-one support) for students.

74%

Staff feel that school leaders **identify school goals** quite clearly.

65%

Staff say that they learn a good amount from their **annual evaluations**.

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

The LEA incorporated Educational Partner feedback in its 2021-24 LCAP development in several metrics and actions throughout our plan.

Student and Parent feedback showed a strong need for continued Social Emotional development offerings. This feedback was taken into consideration when Goal 2, Action 6, and Goal 3, Metric 4, Action 3 were drafted, all of which provide for Social Emotional programming through experiential learning trips, sports, and groups 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. The feedback from our Educational partners also aligned to the social-emotional needs of our Low-income and Foster youth as evidenced by our Comprehensive Needs Assessment outcomes and internal observations.

Both students and parents expressed a desire for the school to focus on College and Career preparation and planning. The LEA is addressing this with Goal 3, Metric 3, Action 1 by focusing on identifying and tracking the WIOA career pathway of each student in order to provide opportunities for exposure to those industries through qualified school personnel and student events. This feedback is also reflected in Goal 3, Metrics 2 & 3, Actions 1 & 2 which are focused on college and career readiness. Students will meet with Post-secondary counselors for strategic planning, goal setting and preparing for college. Students will also meet with the Career Pathways Coordinators to focus on specific career pathways and get resources and opportunities for exposure to industries related to the chosen career pathway. The feedback from our Educational partners also aligned to the Comprehensive Needs Assessment outcomes which showed that our Low-Income students are not engaged with the College and Career resources and offerings. Since Low-Income students typically have limited exposure to different career pathways and opportunities in different industries, many lacks a career focus which makes getting a diploma seem like a long journey full of obstacles and not readily attainable. Life after high school is something they have not really thought about or considered. This is especially true for our LI students that have been faced with more life obstacles than their counterparts have.

Across the board educational partners expressed a desire for continued tutoring and intervention support with English and Math.

This feedback was implemented through Goal 2, Metrics 1 & 3, Action 2 that specifically targets improving English and Math through specialized instruction, interventions such as iLit, tutoring support, and Homework Cafe Nights. The feedback from our Educational partners also aligned to the Comprehensive Needs Assessment outcomes which showed that our Low-income, English Learners as well as Foster Youth students face additional barriers, such as language acquisition and transient living situations, that affect their academic performance and affect their reading comprehension. The need for Math and ELA support is required as basic math and reading skills are necessary to successfully access the curriculum.

The DELAC committee expressed the need for EL students to receive support in meeting reclassification requirements and language acquisition. The LEA is addressing this need in Goal 1, Metrics 1 & 5, Actions 2 & 4 which is focused on providing specialized instruction to improve academic achievement and reclassification rates. Specialized curriculum tailored to meet the needs of EL students has been implemented, and EL specialists receive annual professional development to help them support the specific needs of English Learners. Goal 2, Metric 1, Action 2 speaks to identifying students in need of intervention through RenSTAR benchmark assessments and the implementation of appropriate interventions such as iLit for EL students. Goal 4, Metric 1, Action 2 address the concern of student academic progress and educational partner engagement. The LEA recognizes the need to celebrate the progress and academic achievement of its EL students and is committed to holding educational partner engagement events such as reclassification ceremonies.

Goals and Actions

Goal 1

Goal #	Description
Goal # 1 Focus	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. Priorities: 2, 4, 7

An explanation of why the LEA has developed this goal.

The Comprehensive Needs Assessment conducted by the LEA shows the student populations of Foster Youth, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged pupils are under performing on English and Math SBAC and struggling with Science course completion. The LEA strives to meet the unique needs of these populations to ensure all students are successful. SWD dropped out of English 12A, English 12B and Biology B SGI classes at higher rates than average. The CNA also found that only 5% of SWD were enrolled in Science SGI classes and only 37% of FY/Homeless students were enrolled in SGI Math. The LEA has found that students find more success in course completion when enrolled in SGI classes and strives to increase enrollment of SWD in Science SGI classes and Foster Youth students in Math SGI classes in order to increase achievement for these student populations. Even though our charter is meeting the reclassification goals, EL students are performing in the lower range in Star Ren Reading scaled scores than the qualifying reclassification scores. Focusing on increasing our reclassification rates and moving students to progress in the ELPI by implementing iLit and professional development opportunities will increase student success for this population group.

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 or increase reclassification percentages that are above the state average.	23% in 2019-2020	100% reclassification rate	Not applicable	Not applicable	The charter's Reclassification rate will be at or above 20% for each academic school year through 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth/Homeless Social-Emotional Development	61% in 2019-2020	69.23% of foster youth students participated in extracurricular activities or completed a course designed to develop their social-emotional skills and prepare them for their post-secondary and/or workforce plans	Not applicable	Not applicable	65% of foster youth students will participate in extracurricular activities or complete a course designed to develop their social-emotional skills and prepare them for their post-secondary and/or workforce plans by the end of the 2024 school year.
Increase SWD enrollment in SGI science courses	5% of SWD were enrolled a Science SGI in 2019-2020	25% of SWD were enrolled in SGI Science courses	Not applicable	Not applicable	10% of SWD will be enrolled in an SGI Science course (with specialized support staff assistance (i.e. paraprofessional) by the end of the 2023-24 school year to move these students towards meeting graduation requirements in a more timely manner.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Once the charter meets the numerically significant population size for Foster Youth/Homeless, the charter aims to increase enrollment in SGI Math for students who are Foster/Homeless	Currently, FY/Homeless Math SGI enrollment was at 37%	100% are on track to finish.	Not applicable	Not applicable	50% of Foster Youth/Homeless enrolled in an SGI Math course will complete the course with a C- or better by the end of the 2023-24 academic school year.
English proficiency Progress	62% of EL students making progress towards ELPI	N/A - State data unavailable at this time	Not applicable	Not applicable	EL students making progress towards ELPI will be at or above 62% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	SWD Intervention Support and Instruction	SWD students will have access to individualized support through Special Education Specialists and para professionals to help aid their mastery of common core state standards	\$520,000.00	N
Action # 2	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 and ELD curriculum.	\$80,000.00	Y
Action # 3	Foster Youth and Homeless Service	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 and monitor their progress in a socially-emotionally developing course and/or activity.	\$49,000.00	Y

Action #	Title	Description	Total Funds	Contributing
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.	\$104,000.00	Y
Action # 5	SPED PD	Provide specialized training to SPED staff (SES & paras) on EDM Science courses so they can provide weekly Lab cohorts	\$7,000.00	N
Action # 6	SWD Professional Development	Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices.	\$64,000.00	N
Action # 7	SBAC Prep	Weekly SBAC practice question in SGI English and Math classes to prepare students for SBAC format	\$36,000.00	N
Action # 8	IEP Monitoring	Caseload Managers and School Psychologists will review IEP's upon enrollment and receiving the IEP and evaluate the need for re-evaluation, modification of services, and readiness for state testing (e.g., CAASP and ELPAC)	\$80,000.00	N

Goal Analysis for 2021-22

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

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

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

Successes: As a result of the successful implementation of the actions outlined in goal 1, the LEA had improved student outcomes for EL, SWD, and Foster Youth students. EL students participated in iLit and received academic support from English Language Specialists which resulted in a significant improvement in reclassification rates, improved Lexile growth, an increased percentage of EL students pursuing an A-G track course of study, and continued high core course completion rates. Students with Disabilities received support from Special Education Specialists and Paraprofessionals with all academics. In the 2021-22 school year, extra emphasis was placed on supporting these students with science course material which resulted in an increased number of SWD enrolling in science SGI courses. Additionally, students with disabilities also had improved Lexile growth as well as an increased percentage of these students pursuing an A-G track course of study. Foster Youth students have regularly scheduled meetings with their Post-Secondary Counselors for strategic planning and academic support and are exceeding the desired outcome for math SGI course completion.

Challenges: The LEA experienced some difficulty with filling vacant Post-Secondary Counselor and EL Specialist positions. Due to the remote location and limited qualified candidate pool in the Ridgecrest area, there are open positions for an EL Specialist and a Post-Secondary Counselor in the Ridgecrest learning center. Additionally, the William S. Hart learning center lost its EL Specialist in October of

2021. Based on low numbers of EL students enrolled at this learning center, a decision was made not to fill this vacant position for the remainder of the school year. Existing qualified staff within the LEA are currently providing services to all EL and Foster Youth students at all learning centers.

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

The charter has no material differences between budgeted and actual expenditures to report.

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

The actions outlined within goal 1 were proven to be effective based on the LEA's current data and monitoring of progress. Actions related to English Learner goal progress were proven effective in that they show student performance outcomes in line to meeting our 3-year outcomes specific to (Goal 1 / metric 1 and 5). The implementation of iLit, a tier 1 intervention, which is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform proved to be extremely effective. Every EL student who was enrolled in iLit in the previous school year showed at least a 100-point improvement in Lexile growth. All EL students continue to receive individualized support from an EL Specialist who provides differentiated instruction, scaffolded assignments, and targeted interventions to help them fully access curriculum across all content areas. Based on analysis of data in the Comprehensive Needs Assessment 21/22, the LEA was able to accomplish a 37.5% reclassification rate, a 4.64% increase in Lexile Growth, and a 4.17% increase in EL students pursuing an A-G course of study. SWD actions showed effectiveness by achieving outcomes aligned to the LEA's desired 3-year outcomes.

Students with Disabilities continued to receive individualized support from the Special Education Specialist and Paraprofessionals to help them meet their IEP goals and to receive additional support in completing school assignments. 14% of SWD were enrolled in science SGI classes during the 2021-22 school year. Foster Youth actions showed effectiveness by achieving outcomes again aligned to the LEA's desired 3-year outcomes. Foster Youth and Homeless students have regular check in appointments with their school counselor to receive support with academics, strategic planning, and meeting basic needs. 100% of Foster/Homeless students who enrolled in a math SGI course are on track to finish the course with a C- or better by the end of the school year.

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

The desired outcomes for metrics 3 and 4 were modified to provide more clarity. The desired outcome for metric 3 now includes language reflecting its purpose, which is to move students with disabilities towards meeting graduation requirements in a timelier manner. The desired outcome for metric 4 now includes a minimum passing grade of C- for Foster Youth students completing a math SGI course, in order to provide a target measurable outcome for the charter. There were not any changes made to the actions for this goal.

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

An explanation of why the LEA has developed this goal.

The LEA serves a diverse group of students who come to our school with a wide range of abilities and circumstances. The LEA aims to offer individualized support and intervention to move all students towards academic success and progress towards graduation. The LEA’s Comprehensive Needs Assessment conducted in the 21/22 school year showed that EL students require more time and specialized support to complete tasks and generally score lower than our general education students do. It also showed that with the added support of EL Specialists, our EL students completed more core courses in the 19-20 school year than the general student population. EL students need additional support within the curriculum such as SADIE strategies, read aloud options that are embedded in the EDM curriculum, and various language translation options to help make the curriculum more accessible. The Comprehensive Needs Assessment 21/22 showed that our Low-Income students are not engaged with the College and Career resources and offerings. CTE courses provide them with a hand on career-focused curriculum that they would otherwise have no exposure to and motivates them to re-engage in school. Since Low Income students face economic barriers that often prevent them from fully engaging in their education they need access to academic resources including technology tools and devices to be able to fully access their curriculum and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to improve its ELA Renaissance Star average Lexile scores for all student groups. (All students, FRMP, EL, SWD, Foster Youth)	20-21 data after first two tests EL - 59% SWD - 54% FY - 8% LI - 55% All - 54%	21-22 Lexile data from the first two tests: All students = 68.83% had improved Lexile measures FRMP = 73.17% had improved Lexile measures EL = 63.64% had improved Lexile measures SWD = 72.73% had improved Lexile measures Foster Youth = 80% had improved Lexile measures	Not Applicable	Not Applicable	40% of each student group will show improved Lexile measures.
Core Course completion rates	Core Course completion rates: English - 6 Math - 5 Science - 5 Social Science - 6	Core Course credit completion was as follow for the 2021-22 school year: English: 5.50 credits Foreign Language: 5.45 credits Math: 4.60 credits Science: 5.64 credits Social Studies: 6.70 credits	Not Applicable	Not Applicable	On average core unit completion for all students will be at 6 units per core course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter strives to maintain or improve its Math academic performance as indicated by past internal benchmark assessments in order to increase/improve our Math SBAC performance.	Baseline 2021-22: 7.36 Average Quantile Growth	7.36 Average Quantile Growth	Not Applicable	Not Applicable	Students will show on average growth of 10 quantile points per academic school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Targeted Small Group Instruction	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for EL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	\$400,000.00	Y
Action # 2	Benchmark Assessments and Interventions	Charter aims to increase overall Lexile growth in ELA and Quantile Growth in Math, through specialized instruction and interventions which include RenSTAR, iLit, Math Intervention Specialist, Tutoring and Cafe nights.	\$315,000.00	Y
Action # 3	Professional Development	Instructional staff will attend professional development opportunities annually to better equip them to provide individualized, standards-aligned instruction.	\$340,000.00	Y

Action #	Title	Description	Total Funds	Contributing
Action # 4	21st Century Learning	The LEA will prepare students to be 21st century learners through targeted courses and access to tech/digital tools and resources that focus on increasing student technical skills, use of digital tools to enhance their learning, and offer courses in construction, nursing, and information technology. The charter goal is to grow the CTE program in order to accommodate and adapt to students' growing interests after graduation.	\$100,000.00	Y
Action # 5	Intervention Trackers	The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions.	\$135,000.00	N
Action # 6	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.	350,000.00	Y
Action # 7	Achievement Chats	The LEA will conduct semesterly Achievement Chats with instructional staff, parents/guardians, and students to collaborate on academic goals, post-secondary educational planning, and ways to better support individual student learning and progress.	\$2,000.00	N

Goal Analysis for 2021-22

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

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

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

Successes: As a result of the successful implementation of the actions outlined in goal 2, the LEA had improved Lexile growth for all student groups, an increased percentage of students who demonstrated an average SGP of 40 or higher, and adequate progress toward a average of 6 units of core course completion for each core subject for all students.

Challenges: The LEA experienced some implementation challenges with targeted small group instruction (SGI) classes as distance learning continued in the fall semester. SGI classes were conducted virtually in the fall semester which made it more difficult for the teachers to fully engage students in the lesson and provide support. The LEA transitioned back to in-person instruction in the spring semester which was an adjustment for both the teachers and students. In-person COVID protocols needed to be established and implemented in the classroom, and

students needed to reacclimatize to being in a classroom setting. Teachers needed additional classroom management strategies to keep students engaged in the lesson, as they were excited to be back with their peers after 18 months of distance learning.

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

The charter has no material differences between budgeted and actual expenditures to report

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

The actions outlined within goal 2 were proven to be effective based on the LEA’s current data and monitoring of progress. Actions related to improving Goal 2 / Metric 1 ELA Renaissance Star average Lexile scores for all student groups were proven effective in that they show student performance outcomes in line to meeting our 3-year outcomes. Targeted small group instruction and interventions identifying learning gaps and increasing students’ progress. Based on analysis of data in the Comprehensive Needs Assessment 21/22, the LEA showed improvement in Goal 2 / Metric 1 Lexile scores for all student groups from the previous school year as follows: all students 15.3%, EL students 4.64%, SWD 5.32%, and Foster Youth students 77%. Low Income students were not measured in the previous school year. However, the Lexile scores for these students were in line with the other student groups. The use of intervention trackers helps teachers identify students who are struggling in each academic month and allows them to assign targeted interventions immediately. CNA 21/22 data shows the LEA to be on track to meeting its core course completion goal (Goal 2 / Metric 2) of an average of 6 units per core course for all students by the end of the 2023-24 school year. The averages for the 2021-22 school year are: English 4.4 units, math 3.62 units, science 4.71 units. and social science 5.69 units.

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

The LEA has decided to change Metric 3 for math SBAC performance from an internal measure of SGP to Average Quantile Growth in RenSTAR. The SGP is capped in its growth potential since it is a percentile measure; one would expect most students to be clustered around the 50th percentile by design. While it can be an informative measure when looking at individual student performance, on a school level, we find that Average Quantile Growth is a better indicator. Quantile is a measure for math performance on a set standards scale, for use similar to how Lexile is used for reading.

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 (Broad)	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. Priorities: 4, 5

An explanation of why the LEA has developed this goal.

Internal data during our comprehensive needs assessment in the fall of 2021 showed that only 25% of students are on an A-G planning guide and that 15% of students are undecided in their career pathway. 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 information and resources that will influence course selection and build momentum towards graduating. The LEA has offered mental health opportunities but the Fall 2021 CNA identified that just offering the opportunities was not sufficient since only 2% of students participated in our mental health groups. The LEA will shift the focus to increasing participation in mental health groups since mental health is fundamental to student success and achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to have a two-year graduation rate average above 68% to Exit CSI Identification.	71.8%	76% 3-year graduation rate average per data released by the State in January 2022	Not Applicable	Not Applicable	76% 3-year graduation rate average per data released by the State in January 2022

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will aim to increase the number of students on the A-G planning guide.	25% in 2019-2020	32.38% students are on the A-G planning guide.	Not Applicable	Not Applicable	30% or above students will be on the A-G planning guide. The Charter strives to move from a red performance indicator for College/Career to an orange color ranking.
Identify and track the WIOA career pathway of each student.	15% in 2019-20 of students chose the undecided option	13.56% of students choose the undecided option for a WIOA career pathway	Not Applicable	Not Applicable	The percentage of students choosing the undecided option will be at or below 15%.
Mental Health Awareness and participation	23.58% of students stated they were experiencing anxiety. 23.91% of parents said their student needed mental health support, but only, less than 2% of students participated in the mental health group provided by the LEA.	15.4% of Students participated in mental health groups or workshops	Not Applicable	Not Applicable	Student participation in mental health groups or workshops will increase to 15% in order to decrease chronic absenteeism and dropout rates.

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	WIOA Career Pathways	Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.	\$200,000.00	Y
Action # 2	Academic Strategic Planning	85% of Seniors will meet with their Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.	\$80,000.00	N
Action # 3	Social-Emotional Learning (Duplicated LCAP Goal 2, Action 6)	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.	duplicate	Y
Action # 4	Middle School Professional Learning Community	Create and implement a Professional Learning Community for Middle School Educators. Skyrocket provides one Professional Development Workshop per semester for Middle School Educators. Offer one Direct Instruction Middle School course.	\$37,000.00	N
Action # 5	SBAC Prep (Duplicated Action - LCAP 1, Action 9)	Weekly SBAC practice question in SGI English and Math classes to prepare students for SBAC format	duplicate	N

Goal Analysis for 2021-22

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

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

All of the planned actions outlined in goal 3 were fully implemented as intended and identified within the LCAP.

Successes: As a result of the successful implementation of the actions outlined in goal 3, the LEA continues to have an average 2-year graduation rate above 68% and is on track to achieve this goal by the end of 2023-24 school year. The LEA was also successful in exiting CSI identification! The actions related to improving college and career readiness are working, the LEA is pleased with the progress being made towards meeting these goals. The number of students pursuing an A-G track course of study is increasing. Additionally, participation in social emotional and mental health offerings is steadily increasing.

Challenges: The LEA did not experience any challenges with the implementation of the actions in Goal 3.

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

The charter has no material differences between budgeted and actual expenditures to report

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

The actions outlined within goal 3 were proven to be effective based on the LEA’s current data and monitoring of progress. Actions related to improving college and career readiness were proven effective in that our internal data shows a 7.38% increase from the previous school year in the percentage of students pursuing an A-G track course of study. Academic strategic planning occurs when the student first enrolls to determine if an A-G track course of study should be pursued. Additional academic strategic planning occurs every semester during Achievement Chats where the topic of post-secondary plans is re-visited and appropriate adjustments are made to the student’s course of study. The LEA is making progress towards identifying and tracking the WIOA career pathway of each student. Each center has a Career Pathways Coordinator (CPC) who provides guidance and resources to each student regarding their chosen career pathway. When a student has not selected a career pathway, the CPC works with the student to explore possibilities until a career pathway is selected. The current percentage of students who have not selected a career pathway is 13.54, the LEA anticipates meeting this goal by the end of the 2023-24 school year. Participation in Social Emotional offerings has increased by 12.42% from 39.15% to 51.57%. Foster Youth participation had the greatest gain from 27.27% to 66.67%. Participation in Mental Health Groups increased by 13.4% this school year. The LEA rebranded its mental health offerings to wellness groups to help increase student participation and decrease the stigma of seeking mental health services. As Social-Emotional offerings gradually returned to in-person throughout the school year students began to participate more. Additionally, the LEA is extremely proud of the progress made with improving graduation rates (86.2% most recent dashboard grad rate). The two-year average from the last two school years is 86.8%. The LEA attributes this success to all of the actions mentioned above and anticipates continued success in meeting this goal based on the effectiveness of the actions implemented.

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.

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year as the LEA is satisfied with progress being made towards meeting all of the desired outcomes.

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

Goal 4

Goal #	Description
Goal # 4	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. Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Feedback from educational partner engagement shows that parents and students like being involved in strategic planning to set academic, career and postsecondary goals for students. This is accomplished with semesterly Achievement Chats which address priorities 3 and 5. The LEA recognizes that students make better academic progress when they are directly involved in the strategic planning process and are more focused in a clean, safe, and healthy learning environment which addresses priority 6. The LEA is committed to providing opportunities for academic success by including students and parents in setting goals and strategic planning, providing educational partner engagement events, and providing a clean, safe, and healthy learning environment for students.

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.	85%	Progression was at 83.23%	Not applicable	Not applicable	Progression will be maintained at or above 85%.
The middle school and high school dropout rates will be maintained.	HS 4.5% MS 2%	High School Dropout rate: 5.07% Middle School Dropout rate: 3.45%	Not applicable	Not applicable	Middle School dropout rate= At 2% or below High School dropout rate= 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain its suspension rates.	0% suspension rate	0% suspension rate	Not applicable	Not applicable	Maintain the suspension rate below 1.5%
Increasing School Connectedness	8%	46% of our students and parents participated in engagement events.	Not applicable	Not applicable	10% of our students and parents will participate in engagement events.
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Local indicator submission for Fall 2021: Misassignments of teachers of EL's: 0 Total teacher misassignments: 0 Vacant teacher positions: 0 Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0	Fall 2022 Local Indicator Submission: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022. Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0	Not applicable	Not applicable	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%, Number of Uniform Complaints: 0

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Achievement Chats (Duplicated Action - LCAP 2, Action 7)	The LEA will conduct semesterly Achievement Chats with instructional staff, parents/guardians, and students to collaborate on academic goals, post-secondary educational planning, and ways to better support individual student learning and progress.	duplicate	N
Action # 2	Parental involvement and Educational partner Engagement	The LEA will host various events to increase parent and student connectedness to school and to foster increased diversity and inclusion. The LEA will also offer educational partner engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all educational partners in the Fall and Spring to inform program effectiveness.	\$70,000.00	Y
Action # 3	Student Wellness	The LEA will implement a Wellness and Resource Corner at each school site to support LI and FY students by ensuring they are maintaining a sense of wellness and nourishment.	\$27,000.00	Y
Action # 4	Improve School Connectedness	Utilize school messenger, social media, google voice, and Remind to advertise and message educational partner events.	\$2,000.00	N
Action # 5	School Safety	Through the implementation of the school safety plan and with the support and leadership of the safety lead The charter will continue to provide students with well-maintained and safe learning facilities that support student learning through implementation and oversight of the School Safety Plan. (facilities, curb appeal, security guard)	\$60,000.00	N

Goal Analysis for 2021-22

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

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

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

Successes: As a result of the successful implementation of the actions outlined in goal 4, the LEA has seen an increase in participation by both students and parents in engagement events. Suspension and expulsion rates continue to be at zero. The high school dropout rate continues to be low as well.

Challenges: The LEA did not experience any challenges with implementing the actions for Goal 4.

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

The charter has no material differences between budgeted and actual expenditures to report

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

The actions outlined within goal 4 were proven to be effective based on the LEA’s current data and monitoring of progress. Actions related to increasing school connectedness were proven effective in that they resulted in a 38% increase in participation by students and parents in engagement events from the participation rate from the last school year. The LEA continues to utilize School Messenger, the Remind App, social media, and Google Voice to promote engagement events. Suspension rates remain at zero and the high school dropout rate remains low at 4.19%. Achievement Chats and Post-Secondary Counselor meetings keep students and parents involved in strategic academic planning, identifying student needs, and addressing attendance and disciplinary issues before they become serious.

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

The LEA has included a new metric under Basic Services to address the requirements of Priority 1 of the Local Indicators. This new metric addresses: teacher mis-assignments, fully credentialed teachers, textbook insufficiencies, facilities inspections, and number of uniform complaints.

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 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,031,719	\$66,214

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
13.99%	0%	0%	13.99%

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.

Goal 2 - Action 1 - Targeted Small Group Instruction: Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for EL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.

Goal 2 - Action 2 - Action Benchmark Assessment and Intervention: Charter aims to increase overall Lexile growth in ELA and Quantile scores in Math, through specialized instruction and interventions, which include RenSTAR, iLit, Math Intervention Specialist, Tutoring and Cafe nights.

These actions are being offered on a charter wide basis but principally directed to our Low-income, English Learners, and Foster Youth students. As provided in the Goal Analysis Section, our 2021-22 CNA findings and action description for Goal 1 / Action 1 & 2, there is a direct need to continue the implementation of small group targeted instruction and Benchmark Assessment and Intervention support for these subgroups specifically. Lexile scores improved for EL by 4.64%, Foster youth students Lexile scores improved by 77%. Low Income students' scores were in line and equivalent with the general student population due to the implementation of this action in the 2021-22 school year.

Specialized intervention supports include extra tutoring opportunities with teachers and the Math Intervention Specialist and Homework Cafe Nights. While these services are offered to all students, EL, Foster Youth and Low-Income students benefit the most because instructional

staff are able to provide targeted interventions to each student based on their specific area of need. Examples include scaffolding, visual aids, manipulatives, and graphic organizers. RenSTAR will be utilized as a benchmark assessment tool, which will allow educators to quickly identify and set interventions for students struggling in core courses and will principally be directed toward our EL, and Low-Income populations to allow teachers to gauge their progress and identify learning gaps among these subgroups. Benchmark assessment data provides us with a snapshot of both student achievement and student growth throughout the year. This allows the LEA to adjust in the targeted interventions assigned as needed throughout the year.

The LEA hopes that by continuing to provide targeted small group instruction and benchmark assessment and intervention support, student academic performance will increase for all students but specifically for our unduplicated subgroups that have a demonstrated gap in the following areas: the dropout rate for Low Income and EL students is higher than it is for all students; all students are at 4.48%, Low-Income students are at 5.53% and EL students are at 5.36%. Additionally, only 16% of our EL students are “Met or Exceed” standard on the ELA SBAC vs 38% for all students. On average 50% of unduplicated students will be enrolled in an SGI course and closely tracked throughout the academic year. 60% of SGI teacher time is used for targeted instruction, scaffolding, and monitoring of these students and additional instructional time is reserved for makeup and addressing gaps. By providing Targeted small group instruction we hope to see teachers and students build healthy trusting relationships which in turn we hope to see the attendance of our subgroups improve over the course of the academic school year.

Goal 2 - Action 3 - Professional Development: Instructional staff will attend professional development opportunities annually to better equip them to provide individualized, standards-aligned instruction.

This action is being offered on a charter wide basis but principally directed to our Low-income, English Learners, and Foster Youth students. As provided in the Reflections Successes and Goal Analysis sections, our 2021-22 CNA findings and action description for Goal 2, Action 3, there is a direct need to continue the implementation of professional development for these subgroups specifically. The EL student population continues to complete more core courses units than the overall student population in the areas of English, math, and social science. This population is very close in keeping pace with the overall student population in science courses. This success is largely due to the additional support provided by the EL Specialist. The LEA utilized RenSTAR data to analyze Lexile Growth in English Language Arts and saw increases for both EL students and Foster Youth; EL students went from 59% to 63.64%, and Foster Youth went from 3% to 80%. The CNA also shows the student populations of Foster Youth, English Learners, and Socioeconomically Disadvantaged pupils are under performing on English and Math SBAC and struggling with Science course completion.

All staff are required to attend professional development opportunities, especially in high need areas like Math and English, which are vital to ensure students are able to access the curriculum. This will help staff recognize areas of need within our Low-Income population and give them additional tools and strategies to provide added support to bridge those economic gaps. While professional development opportunities are being offered on a charter wide basis, it is principally directed toward our English Learners, Low-income and Foster Youth students in that regular PLC's and targeted professional development for EL Specialists will provide EL students with properly scaffolded assignments, differentiated instruction and effective interventions to help them fully access curriculum across all content areas. The LEA expects to see an increase in Lexile scores for English and in Quantile scores for math. As a result, the LEA expects to see an improvement in Lexile scores and an increase in reclassifications. This will be effective in meeting the requirements of increasing and improving services for English

Learners, Low-income and Foster Youth students in that targeted professional development will help Counselors focus on the unique needs of Foster Youth students such as trauma-based intervention strategies and transient living conditions. The professional developments will also help the Counselors to keep abreast of the requirements to qualify for the special planning guides and any other available resources to support these students.

Goal 2 - Action 4 - 21st Century Learning: The LEA will prepare students to be 21st century learners through targeted courses and access to tech/digital tools and resources that focus on increasing student technical skills, use of digital tools to enhance their learning, and offer courses in construction, nursing, and information technology. The charter goal is to grow the CTE program in order to accommodate and adapt to students' growing interests after graduation.

This action is being offered on a charter wide basis but principally directed to our Low-income, English Learners, and Foster Youth students. As provided in the Reflections Successes and Identified Needs sections, our 2021-22 CNA findings and action description for Goal 2, Action 4, there is a direct need to continue the implementation of 21st Century Learning for these subgroups specifically. The LEA has seen an increase from the previous school year in the percentage of students pursuing an A-G course of study: EL students have increased by 4.17%, Low Income students have increased by 3.62%, and Foster Youth students have increased by 9.44%. The LEA did not have any EL, Low Income, or Foster Youth students complete a CTE pathway in the 2020-21 school year. CTE courses will provide them with a hand on career-focused curriculum that they would otherwise have no exposure to and will motivate them to re-engage in school. The LEA does not qualify for either the Perkins Grant or for CTIG. In order to offer CTE courses to these populations the LEA engaged in a competitive bidding process to select a third-party vendor to provide CTE course offerings. The selected CTE course offerings are targeted for our Low Income, Foster Youth, and Homeless populations. CTE Pathways will include a second semester of nursing and introduce Information Technology which is additional offerings the LEA will be offering this academic school year. This will be effective in meeting the requirements of increasing and improving services as CTE Pathways will increase trade-specific skills for our English Learners, Low-income and Foster youth who do not plan on pursuing their post-secondary education. Providing trade-specific offerings will result in an increased opportunity for employment upon graduation, especially for our unduplicated students who we have seen historically in our program need to work to provide for their families. CTE courses are offered as an additional offering to the traditional core instructional day. Since Low Income students face economic barriers that often prevent them from fully engaging in their education they need access to academic resources including technology tools and devices to be able to fully access their curriculum and support.

The LEA expects to see an increase in Monthly Student Progression from this population of students. The EDM digital course platform was specifically selected because it provides read aloud and translation tools to better support EL students. By increasing the EDM course offerings the LEA is broadening the number and types of courses it offers to all students. EL students will benefit the most from this as they will be able to fully access the new curriculum with the support tools. When educators provide access to appropriate educational technology to Low Income, Foster Youth and EL students they are developing 21st century learners which in turn help to bridge the opportunity gap.

Goal 2 - Action 6; Goal 3 - 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.

These actions are being offered on a charter wide basis but principally directed to our Low-income and Foster Youth students. As provided in the Goal Analysis Section, our 2021-22 CNA findings and action description for Goal 2, Action 6 and Goal 3, Action 3, there is a direct need to continue the implementation of social emotional learning support for these subgroups specifically. Participation in Social Emotional offerings has increased by 12.42% from 39.15% to 51.57%. Foster Youth participation had the greatest gain from 27.27% to 66.67%. Participation in Mental Health Groups increased by 13.4% this school year. The LEA rebranded its mental health offerings to wellness groups to help increase student participation and decrease the stigma of seeking mental health services. As Social-Emotional offerings gradually returned to in-person throughout the school year students began to participate more.

Social Emotional Learning supports are offered to all students; however, Foster Youth and Low-Income students will benefit the most because Low Income and Foster Youth students are more likely to experience trauma from the financial, social, and emotional burdens of socio-economic disadvantages. Foster youth often have the added disadvantage of transient living conditions and multiple school enrollments making it difficult for them to feel connected to their school. The pandemic may have exacerbated these experiences for both Low Income and Foster Youth students in this last school year. Low Income and Foster Youth students, who experience daily hardships, typically rely on social emotional learning to help create a stronger sense of safety and belonging. Social emotional learning also helps the students to remain engaged in school and connected to other students. Due to the financial constraints and transient living conditions often experienced by these students, the opportunities to engage in extracurricular activities, play sports, and travel are extremely limited or even non-existent. The LEA wants to develop future citizens by educating the whole child. These two student populations are frequently not able to participate in these types of school offerings.

The LEA hopes that the ability to participate in these extracurricular activities at no cost will give Low Income and Foster Youth students the opportunity to engage in their school community and foster a sense of belonging. These students will in turn be more motivated to come to school and conduct themselves in a positive manner. The social emotional programs create an environment that accommodates many different types of learners, which encourages special populations subgroups like Low Income and Foster Youth students to participate in these programs that close social/emotional gaps like peer engagement in safe and meaningful ways. The LEA expects to see student participation in mental health groups or workshops increase to 15% in order to decrease chronic absenteeism and dropout rates.

Goal 3 - Action 1 - WIOA Career Pathways: Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.

This action is being offered on a charter wide basis but principally directed to our Low-Income students. As provided in the Reflections Success Section, our 2021-22 CNA findings and action description for Goal 3, Action 1, there is a direct need to continue the implementation of WIOA Career Pathways support for this subgroup specifically. The percentage of Low-Income students who are pursuing an A-G track course of study has increased from 26.94% in the previous school year to 30.56 % in the current school year. Additionally, the percentage of Low-Income students who have not selected a career pathway has decreased from 8.62% in the previous school year to 5.12% in the current school year, due to the career pathway support that the LEA has provided to them directly.

Career Pathways Coordinators and Postsecondary Counselors will work with Low Income students to identify a WIOA career pathway as early as possible. This will be effective in meeting the requirements of increasing and improving services for our low-income students as they will then provide the students with resources and opportunities that support the chosen career path. If the chosen career path requires a college degree, the student will be placed on an A-G planning guide right away. Choosing a WIOA career pathway early in a student's educational career will provide focus and motivation to do well and come to school. It will increase the student's commitment to earning their high school diploma. It is important to show Low Income students that they can improve their lives through education. College and Career Fairs are held every school year. The Career Pathways Coordinators will connect Low Income students with the events that are relevant to their chosen career path. This ensures that Low Income students can meet and talk with people in their chosen fields to get more information and decide if it is really something they want to pursue. This will also give them the opportunity to make connections for the future.

The LEA hopes that by continuing to provide WIOA Career Pathways support the percentage of students who have not selected a career pathway will decrease, and the percentage of students electing to pursue an A-G course of study will increase for all students but specifically for our Low-Income students who need additional support and guidance to pursue their chosen career path. The LEA expects to see 30% or more of students pursuing an A-G course of study, and less than 15% of student's undecided in their career pathways as well as a decrease in chronic absenteeism.

Goal 4 - Action 2 - Parent Involvement and Educational partner Engagement: The LEA will host various events to increase parent and student connectedness to school and to foster increased diversity and inclusion. The LEA will also offer educational partner engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all educational partners in the Fall and Spring to inform program effectiveness.

This action is being offered on a charter wide basis but is principally directed toward our English Learners, Low-income and Foster Youth students in that it provides multiple ways for parents and students of these subgroups to build a strong sense of identity and personalized communities, and foster supportive relationships with all educational partners through incentives and acknowledging academic goals. As provided in the Engaging Educational Partners and Metrics sections, the feedback from educational partners are directly tied to metrics and actions. Also, dropout rates for ELL is at 11.76%, FRMP is at 7.49% and Foster Youth is at 4.35%, fostering strong parent relationships serves to solidify stronger ties between the home and school. Administering surveys, while utilizing flexible technology, to elicit feedback from students and parents provides a platform for all educational partners voices to be heard, including families with the greatest barriers to engagement such as Low-income families who often work late evening hours. This will be effective in meeting the requirements of increased and improved services for these subgroups by aiding in ensuring they all educational partners are involved in students' academic goals and improving the program in which students are enrolled regardless of any language and academic obstacles.

We expect to see lower rates of Foster Youth, English Learners, and Low-Income students who are dropping out of the program and reduction in chronic absenteeism, as relationships and closer communication with parents will help with student attendance and feelings of belonging. In addition, we would like to see more participation in our SSC and DELAC meetings. We provide access to surveys and feedback platforms to all students because they will all benefit from improvement in our program, therefore these actions are provided on a charter

wide basis. Additional educational partner engagement events such as Back to School Night, Open House, Award Celebrations, FASFA Nights, and College and Career Fairs help to further build a sense of school connectedness. Participation in these events is typically where the LEA struggles the most with these groups of students. It is important for the LEA to increase participation in these events to further increase a sense of school connectedness amongst the Foster Youth, Low Income, and English Learner populations as this will also improve academic success for these students; the LEA expects at least 10% of our students and parents will participate in engagement events.

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

Actions: EL individualized support and instruction and EL Professional Development Goals 1 - Action 2, Action 4

As provided in our CNA findings, the Engaging Educational partners, goal analysis and Identified needs section of the LCAP Only 16% of our EL students met or exceeded state standards in ELA. EL students need to develop the necessary skills to achieve English Proficiency as well as college and career readiness. Staff/Student/Parent support and intervention and achievement chats have provided additional opportunities and resources for families to support the school-home partnership and continued implementation of this action is imperative to authentically engage this subgroup of students and their families. English learners require support from staff that are trained in SDAIE instruction and strategies, how to differentiate curriculum to target EL student success, and are proficient in current policies and practices focused on EL students' specific needs.

To address this need, we will implement individualized support through English Language Specialists to help aid their mastery of Common Core State standards and ELD curriculum. as well as provide annual Professional Development to English Language Specialists to keep them up-to-date on current policies and practices. We anticipate our EL students the Charters Reclassification rate will be at or above 20% for each academic school year through 2024 and EL student progress towards ELPI will be at or above 62% annually.

Action: Foster Youth Services Goal 1 - Action 3

As provided in our CNA findings, the Engaging Educational partners, goal analysis and Identified needs section of the LCAP Foster youth tend to be more migrant than other student groups causing them to fall behind and not know what their options are to get back on track to graduate on time with their peers. Therefore, Foster youth requires Post-Secondary Counselor meetings for interventions concerning academic performance/ progress, post-secondary plans, and workforce opportunities. With 27% of Foster Youth students partaking in an extracurricular activity and or course, we know that this will increase their engagement with the LEA and motivate them to come to school and remain focused. Foster youth requires Post-Secondary Counselor meetings for interventions concerning academic performance/ progress, post-secondary plans, and workforce opportunities. Foster youth students require specific guidance pertaining to the difference between graduating on a modified course of curriculum versus being A-G compliant. With only 1 Foster Youth student who is enrolled in an A-G track our hope is to increase this percentage in the next school year. Our A-G graduation rates for FY being 0%, we can see the need to provide equitable access to foster youth students as well as additional focused interventions. Foster youth students require specific guidance pertaining to the difference between graduating on a modified course of curriculum versus being A-G compliant.

To address this need, 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 and monitor their progress in a socially-emotionally developing course and/or activity. We anticipate 65% of foster youth students will participate in extracurricular activities or complete a course designed to develop their social-emotional skills and prepare them for their post-secondary and/or workforce plans by the end of the 2024 school year and that 50% of Foster Youth/Homeless enrolled in an SGI Math course will complete the course by the end of the 2023-24 academic school year.

Action: Student Wellness Goal 4 - Action 3

As provided in our CNA findings, the Engaging Educational partners, goal analysis and Identified needs section of the LCAP Foster Youth and Low-Income students and their families face the biggest need in obtaining basic hygiene products and supplies to maintain wellness due to economic barriers which were exacerbated by the pandemic. Additionally, many Foster Youth students often experience unstable living conditions which might lead to a lack of access to basic needs supplies.

To address this need, the LEA will be offering additional support by providing a wellness corner at each school site will improve academic outcomes as it will keep our subgroups engaged in the centers and improve chronic absenteeism, drop-out rates, and school connectedness. When the basic needs of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers. This action is being offered to Low-Income and Foster Youth students to help provide some basic needs and wellness supplies that may be lacking in their daily lives. Offerings in the Wellness and Resource Corner will include but are not limited to supplemental healthy snacks, basic hygiene items, basic daily need items (socks, blankets, t-shirt), school supplies, and extra Covid safety items. Students will be able to access items during their appointment times and the school will provide discrete backpacks for any needed transportation of items. This action will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by making these various items accessible each semester. Thus, Student Wellness will be allocated proportionately to our Foster Youth and Low-Income student subgroup. We anticipate Progression will be maintained at or above 85%, Middle School dropout rate will be at 2% or below and our high school dropout rate will be at or below 5%

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 school will receive the 15% add-on. Based upon the school's uncertified enrollment, unduplicated pupils and projected P-2 ADA as of October 2021, the add-on amount is \$66,214. Because the amount received was not enough to hire new staff, we chose to use the funding in a way that allowed the LEA to retain the staff we already have to provide unduplicated students the needed services. The LEA had a decrease in projected revenue due to lower than projected enrollment and subsequent Average Daily Attendance. The add-on funding has enabled the school to retain two Area 1 teachers. Area 1 teachers serve as full time staff who provide one-on-one tutoring and support to students. Due to the add-on funds, the school was able to retain these two positions without adversely affecting the school budget and

potential expenditure cuts that might have resulted due to the decrease in revenue projections. The Area 1 Teachers are able to provide the needed one-on-one targeted support that our low-income, English Learners, and foster youth needed to address learning loss due to Covid. These populations were more sensitive to learning loss and educational hardships as a result of Covid and needed targeted and one-on-one support to help mitigate opportunity gaps. Area 1 Teachers provided the extra appointment times and intervention strategies in order to support these students. This will help the LEA target Goal 2, Action 2 which states the Charter aims to increase overall Lexile growth in ELA and Quantile Growth in Math, through specialized instruction and interventions which include RenSTAR, iLit, Math Intervention Specialist, Tutoring and Cafe nights.

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

2022-2023 Total Planned Expenditures Table

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Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 2,388,000	\$ 671,000	\$ -	\$ -	3,059,000	\$ 2,019,000	\$ 1,040,000	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	SWD Intervention Support and Instruction	Students with Disabilities	\$ -	\$ 520,000	\$ -	\$ -	\$ 520,000
1	2	EL Individualized Support and Instruction	English Learner	\$ 84,000	\$ -	\$ -	\$ -	\$ 84,000
1	3	Foster Youth and Homeless Service	Foster Youth and Homeless	\$ 49,000	\$ -	\$ -	\$ -	\$ 49,000
1	4	EL Professional Development	English Learner	\$ 104,000	\$ -	\$ -	\$ -	\$ 104,000
1	5	SPED PD	Students with Disabilities	\$ -	\$ 7,000	\$ -	\$ -	\$ 7,000
1	6	SWD Professional Development	Students with Disabilities	\$ -	\$ 64,000	\$ -	\$ -	\$ 64,000
1	7	SBAC Prep	All	\$ 36,000	\$ -	\$ -	\$ -	\$ 36,000
1	8	IEP Monitoring	Students with Disabilities	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000
2	1	Targeted Small Group Instruction	Foster Youth, Low-Income, English Learner	\$ 410,000	\$ -	\$ -	\$ -	\$ 410,000
2	2	Benchmark Assessments and Interventions	Foster Youth, Low-Income, English Learner	\$ 320,000	\$ -	\$ -	\$ -	\$ 320,000
2	3	Professional Development	Foster Youth, Low-Income, English Learner	\$ 279,000	\$ -	\$ -	\$ -	\$ 279,000
2	4	21st Century Learning	Foster Youth, Low-Income, English Learner	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000
2	5	Intervention Trackers	All	\$ 135,000	\$ -	\$ -	\$ -	\$ 135,000
2	6	Social-Emotional Learning	Foster Youth, Low-Income	\$ 375,000	\$ -	\$ -	\$ -	\$ 375,000
2	7	Achievement Chats	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
3	1	WIOA Career Pathways	Low-Income	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
3	2	Academic Strategic Planning	All	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000
3	3	Social-Emotional Learning (Duplicated LCAP Goal 2, Action 6)	Foster Youth, Low-Income	\$ -	\$ -	\$ -	\$ -	\$ -
3	4	Middle School Professional Learning Community	All	\$ 37,000	\$ -	\$ -	\$ -	\$ 37,000
3	5	SBAC Prep (Duplicated Action - LCAP 1, Action 9)	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	1	Achievement Chats (Duplicated Action - LCAP 2, Action 7)	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	2	Parental involvement and Educational Partner Engagement	Foster Youth, Low-Income, English Learner	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000
4	3	Student Wellness	Foster Youth, Low-Income	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000
4	4	Improve School Connectedness	All	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
4	5	School Safety	All	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000

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
\$ 14,520,575	\$ 2,031,719	13.99%	0.00%	13.99%	\$ 2,036,000	0.00%	14.02%	Total:	\$ 2,036,000
								LEA-wide Total:	\$ 1,764,000
								Limited Total:	\$ 272,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	EL Individualized Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 84,000	0.00%
1	3	Foster Youth and Homeless Service	Yes	Limited	Foster Youth	All Schools	\$ 49,000	0.00%
1	4	EL Professional Development	Yes	Limited	English Learners	All Schools	\$ 104,000	0.00%
2	1	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	\$ 410,000	0.00%
2	2	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	\$ 320,000	0.00%
2	3	Professional Development	Yes	LEA-wide	All	All Schools	\$ 279,000	0.00%
2	4	21st Century Learning	Yes	LEA-wide	All	All Schools	\$ 100,000	0.00%
2	6	Social-Emotional Learning	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 375,000	0.00%
3	1	WIOA Career Pathways	Yes	LEA-wide	Low-Income	All Schools	\$ 200,000	0.00%
3	3	Social-Emotional Learning (Duplicated LCAP Goal 2, Action 6)	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ -	0.00%
4	2	Parental involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	\$ 80,000	0.00%
4	3	Student Wellness	Yes	Limited	Foster Youth and Low-Income	All Schools	\$ 35,000	0.00%

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,189,000.00	\$ 3,310,377.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	i.Lit	Yes	\$ 1,500	\$ 1,474
1	2	SWD Intervention Support and Instruction	No	\$ 530,000	\$ 462,471
1	3	EL Individualized Support and Instruction	Yes	\$ 104,000	\$ 106,714
1	4	Foster Youth and Homeless Service	Yes	\$ 45,000	\$ 44,566
1	5	EL Professional Development	Yes	\$ 141,000	\$ 124,547
1	6	SPED PD	No	\$ 15,000	\$ 12,718
1	7	SWD Professional Development	No	\$ 62,000	\$ 57,186
1	8	SBAC Prep	No	\$ 40,000	\$ 36,513
1	9	IEP Monitoring	No	\$ 57,000	\$ 56,767
2	1	Targetted Small Group Instruction	Yes	\$ 480,000	\$ 487,668
2	2	Benchmark Assessments and Interventions	Yes	\$ 336,000	\$ 342,523
2	3	Professional Development	Yes	\$ 418,000	\$ 387,794
2	4	21st Century Learning	Yes	\$ 80,000	\$ 144,635
2	5	Intervention Trackers	No	\$ 120,000	\$ 128,388
2	6	Social-Emotional Learning	Yes	\$ 210,000	\$ 347,872
2	7	Achievement Chats	No	\$ 1,500	\$ 2,800
3	1	WIOA Career Pathways	Yes	\$ 232,000	\$ 215,462
3	2	Academic Strategic Planning	No	\$ 76,000	\$ 74,289
3	3	Social-Emotional Learning (Duplicated LCAP Goal 2, Action 6)	Yes	\$ -	\$ -
3	4	Middle School Professional Learning Community	No	\$ 70,000	\$ 62,210
3	5	SBAC Prep (Duplicated Action - LCAP 1, Action 8)	No	\$ -	\$ -
4	1	Achievement Chats (Duplicated Action - LCAP 2, Action 7)	No	\$ -	\$ -
4	2	Parental involvement and Stakeholder Engagement	Yes	\$ 63,000	\$ 57,456
4	3	Student Wellness	Yes	\$ 35,000	\$ 36,391
4	4	Improve School Connectedness	No	\$ 2,000	\$ 6,031
4	5	School Safety	No	\$ 70,000	\$ 113,902

2021-2022 Contributing Actions Annual Update Table

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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)	
\$ 2,023,554	\$ 2,145,500	\$ 2,297,194	\$ (151,694)	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	i.Lit	Yes	\$ 1,500	\$ 1,474.00	0.00%	0.00%
1	3	EL Individualized Support and Instruction	Yes	\$ 104,000	\$ 106,714.28	0.00%	0.00%
1	4	Foster Youth and Homeless Service	Yes	\$ 45,000	\$ 44,656.86	0.00%	0.00%
1	5	EL Professional Development	Yes	\$ 141,000	\$ 124,547.14	0.00%	0.00%
2	1	Targetted Small Group Instruction	Yes	\$ 480,000	\$ 487,668.02	0.00%	0.00%
2	2	Benchmark Assessments and Interventions	Yes	\$ 336,000	\$ 342,523.27	0.00%	0.00%
2	3	Professional Development	Yes	\$ 418,000	\$ 387,794.43	0.00%	0.00%
2	4	21st Century Learning	Yes	\$ 80,000	\$ 144,634.77	0.00%	0.00%
2	6	Social-Emotional Learning	Yes	\$ 210,000	\$ 347,872.02	0.00%	0.00%
3	1	WIOA Career Pathways	Yes	\$ 232,000	\$ 215,462.28	0.00%	0.00%
3	3	Social-Emotional Learning (Duplicated LCAP Goal 2, Action 6)	Yes	\$ -	\$ -	0.00%	0.00%
4	2	Parental involvement and Stakeholder Engagement	Yes	\$ 63,000	\$ 57,455.88	0.00%	0.00%
4	3	Student Wellness	Yes	\$ 35,000	\$ 36,391.22	0.00%	0.00%

2021-2022 LCFF Carryover Table

Opportunities For Learning William S. Hart

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)
\$ 14,669,810	\$ 2,023,554	0.00%	13.79%	\$ 2,297,194	0.00%	15.66%	\$0.00 - No Carryover	0.00% - No Carryover

2021-22 Comprehensive Needs Assessment Summary / Addendum Document

OFL William S. Hart

PURPOSE

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

STAKEHOLDERS

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

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

Nafisa Nahrin - El Coach
Kristine Haenschke - EL Specialist
Natalie Mireles - Area Teacher
Carla Rico - Area Teacher
Leslie Banks - Instructional Coach
Nadine Krystkowiak - Math Teacher
Anna Michelle Lamar - Math Teacher
Jason Esswein - Math Intervention Specialist
Mathew Homer - Math Intervention Specialist
Jadiliana Estrada - Instructional Coach
Kimberly Briggs - English Teacher
Reese Jensen - English Teacher
Cindy Hall - Lead Special Education Specialist
Keeli Rzewuski - Special Education Specialist
Jennifer French - Special Education Specialist
Jeff Naslund - Special Education Specialist
Michael Lira - Special Education Specialist
Valerie Johnson - Special Education Specialist
James Park - Instructional Coach
Jessica Bradley - Post-Secondary Counselor
Gretchen Lindgreen - Post Secondary Counselor
Brenda Garcia - Career Pathways Coordinator
Adriene Morales - Career Pathways Coordinator
William Fields - Career Pathways Coordinator



Stephanie Bowen - APIO
Yelena Shapiro - Principal
Michael Leonesio - Assistant Principal
Ramon Burley-Johnson - Assistant Principal
Zachary Hillewaert - Assistant Principal
Catlin Rhymer - APIP
Carlos Vasquez - Sports Advisor
Bernadette Grant - Community Member

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)

- 2020 California Dashboard data, 2018-19 CAASPP data, RenSTAR Assessment data, ELPAC data, Tableau data (graduation rate, A-G course enrollment & completion rates, attendance data, progression, credit attainment, core course completion, social emotional development, chronic absenteeism, EL reclassification, and iLit participation), School Climate Survey results, Counselor Trackers, and SGI Tracker.

RESULTS / Phase 2 (Data Dive Summary Table)

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

Our EL students had the lowest grad rate at 63.4% compared to an overall 82.02%. They also have the lowest A-G completion rate of all special populations. Our EL population is very small.

Overall participation in Stakeholder Engagement Events is gradually increasing. However, participation in Mental Health Offerings remains very low.

Students rated respect for diversity much lower than staff

Our EL students are completing more English and Social Science courses in comparison to Math and Science courses. 2020-2021 core course completion rates showed EL populations completed math and science courses at a rate 5% lower than they completed English and social study courses. 2021-2022 core course completion rates currently show EL populations completed math and science courses at a rate 3% lower than they completed English and social study courses.

The data from 2021-2022 shows that our EL students are performing below the 25th percentile in their lexile level compared to the previous year. However, our students continue to outperform other students in different charters by approximately 5% on their lexile level in 2021-2022.



Our general education, English Learners and students with disability received more specialized support through new intervention and online teaching strategies towards course completion during COVID learning in an online platform.

Our 7th grade students; all students and subgroups including: English Learners, Students with disability, Homeless and Foster Populations. had the highest percentage of students in urgent intervention (33%) as compared to 0% of 8th grade and 11th grade students.

Our FY/LI students face daily external barriers which impact their ability and motivation to progress academically and graduation within 4 years.

FY/LI students are not engaged in our College & Career Resources & Offerings

FY/Li students have larger Math learning gaps that prevent them from taking and completing Core Math Courses

SWD either do not enroll or do not complete Science courses at an appropriate rate throughout one school year earning a rate of 5.4 credits a year in science courses.

SWD have low enrollment percentages in SGI courses, specifically Math and Science. Only 10 SWD were enrolled in SGI courses across the region for one school year.

SWD did not complete and were dropped from SGI Math classes at a slightly higher rate than their non-disabled peers.

No students with disabilities were identified as having met or exceeded standards in Math

Our EL student population saw a decline in A-G completion rate from the 2019-2020 school year to the 2020-2021 school year. The data showed that Gen Ed students improved in A-G Completion rate from the 2019-2020 to the 2020-2021 school year/

Our EL population had the highest "Not Met" percentage compared to all the other special populations (students with disabilities & economically disadvantaged).

71.49% of students scored "Not Met" and 22.13% of students scored "nearly met" on the SBAC.

10.85% of students scored in the "urgent intervention" range on the first administration of RENSTAR testing.

Students who score in the "urgent intervention" range (on RENSTAR test).

71.49% of students scored "Not Met" and 22.13% of students scored "nearly met" on the SBAC.

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 need's 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.

Stakeholder Engagement:

- Overall participation in Stakeholder Engagement Events is gradually increasing. However, participation in Mental Health Offerings remains very low.
- Students rated respect for diversity much lower than staff

English Language Learners:

- The data from 2021-2022 shows that our EL students are performing below the 25th percentile in their lexile level compared to the previous year. However, our students continue to outperform other students in different charters by approximately 5% on their lexile level in 2021-2022.

Middle School:

- Our 7th grade students; all students and subgroups including: English Learners, Students with disability, Homeless and Foster Populations. had the highest percentage of students in urgent intervention (33%) as compared to 0% of 8th grade and 11th grade students.

Foster Youth/Low Income:

- Our FY/LI students face daily external barriers which impact their ability and motivation to progress academically and graduation within 4 years.
- FY/LI students are not engaged in our College & Career Resources & Offerings
- FY/Li students have larger Math learning gaps that prevent them from taking and completing Core Math Courses

Students with Disabilities:

- Students with disabilities either do not enroll in or do not complete Science courses at an appropriate rate throughout one school year earning a rate of 5.4 credits a year in science courses.
- No students with disabilities were identified as having met or exceeded standards in Math

Math Performance:

- 10.85% of students scored in the "urgent intervention" range on the first administration of RENSTAR testing.
- 71.49% of students scored "Not Met" and 22.13% of students scored "nearly met" on the SBAC.



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.

Stakeholder Engagement:

- There is still a perceived stigma in seeking mental health support.
- Students don't see all of the diversity centered offerings throughout the school year

English Language Learners:

- Our students are performing below the 25th percentile because we have not yet administered two consecutive Star Ren tests.

Middle School:

- Our students in 7th grade have fewer academic years learning English concepts as well as completing standardized tests in the school setting which impacts their English concept knowledge and test taking abilities compared to 8th grade and 11th grade students.

Foster Youth/Low Income:

- FY/LI students generally have a lack of support at home and other external support systems.
- FY/LI student's transitional pattern and frequent school transfers prevent consistent learning and progression towards graduation.
- FY/LI students generally prioritize direct entry into the workforce rather than High School graduation.
- FY/LI students have several obstacles in attending College/Career offerings,
- FY/LI students' value and prioritize entry into the workforce over college readiness,
- FY/LI students are not equally made aware of College/Career events, offerings, and resources.
- In regards to SGI Core Courses, the limited availability of course offerings are a hindrance to students being able to enroll in their needed course,
- FY/LI student's transient nature causes larger gaps in learning, specifically in the Math content where Math concepts depend and build on each other. These gaps create deep learning loss which prevents FY/LI students from taking more Math courses.

Students with Disabilities:

- Students with IEPs are not being assigned science courses regularly or have difficulty completing it independently
- SWD may need additional support built in to the SGI course
- Students may not have been enrolled or actively exposed to math instruction during or before the testing window or data year.

Math Performance:

- Students who enroll have learning gaps and/or at below grade level.
- Students not getting enough practice on SBAC performance task.



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?

Stakeholder Engagement

- While participation in stakeholder engagement events is slowly increasing, participation in mental health offerings is still very low
- Students do not feel the school offers enough diversity centered activities

English Language Learners

- EL students are focusing more on English and social science classes than math and science classes
- EL student Lexile levels have declined from the previous year
- EL students have the highest not met % on the math SBAC

Middle School

- 7th graders are coming to us in need of urgent intervention

Foster Youth/Low Income

- Foster Youth/Low Income students continue to face daily external barriers that academic progress which in turn affects their ability to graduate in 4 years
- Foster Youth/Low Income students do not access college and career resources as much
- Foster Youth/Low Income students have larger learning gaps in math

Students with Disabilities

- SWD are not enrolling in Science courses very often
- SWD need more support in SGI classes
- SWD are struggling with Math

Math Performance

- All students continue to struggle with math SBAC performance



2021-22 RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
OFL William S. Hart	February 4, 2022

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive need's 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/services/resource or etc to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	- The Ridgecrest Center has a difficult time recruiting qualified educators, in particular, an EL Specialist - Students do not enroll in AP courses
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	Addressing the needs of EL students at the Ridgecrest center will be a priority for the Charter
3. How does the Charter plan on addressing these inequities?	- Since it is difficult to recruit qualified educators in the Ridgecrest area, the charter will utilize qualified staff from within the charter to provide support to the Ridgecrest center. - The EL Coach will continue to support the EL students
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.	N/A



Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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