

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities For Learning - Duarte

CDS Code: 19 64469 0128736

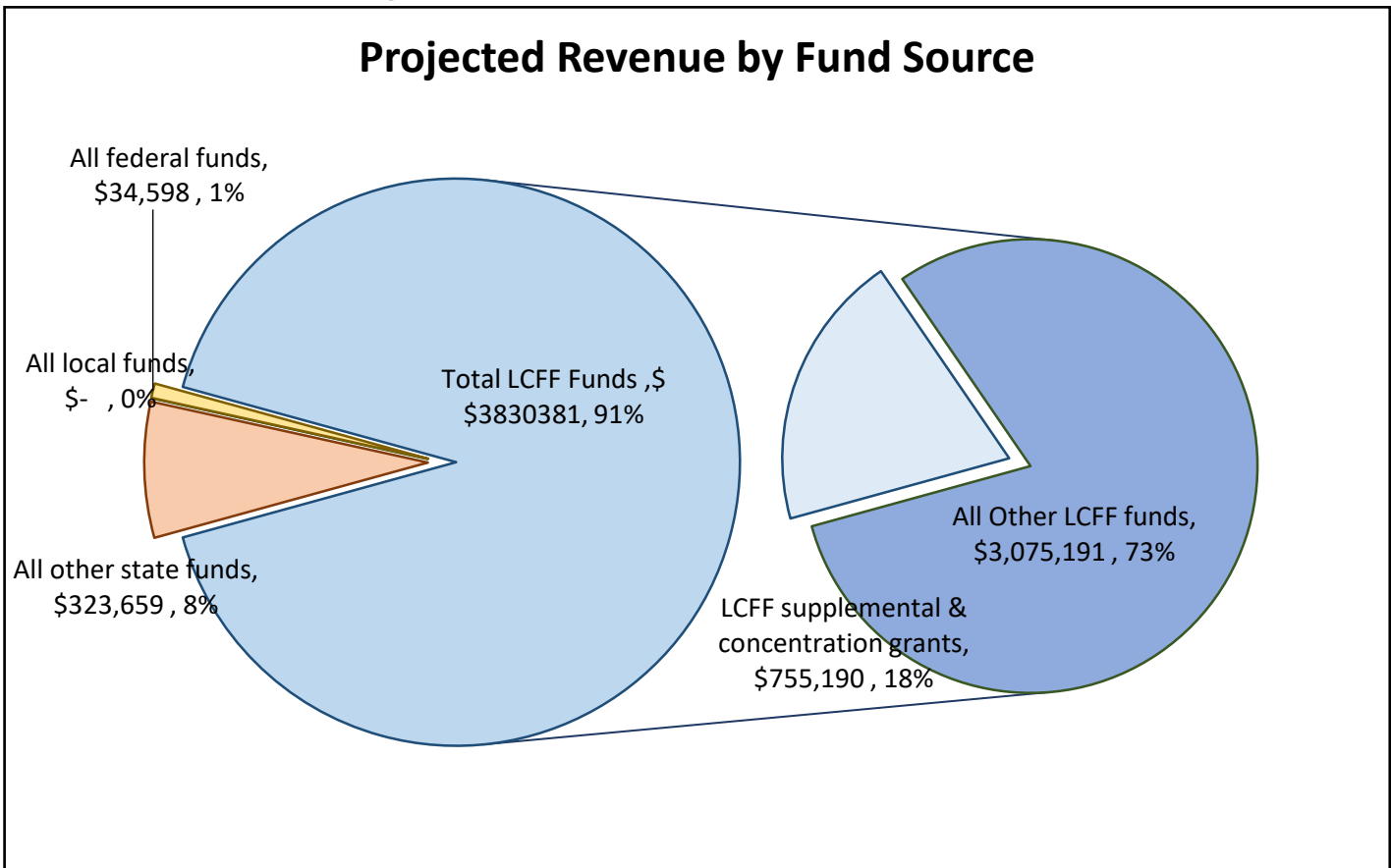
School Year: 2022 – 23

LEA contact information: Richard Moreno, Principal, E:rmoreno@ofschools.orgP: (626) 940-6105

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

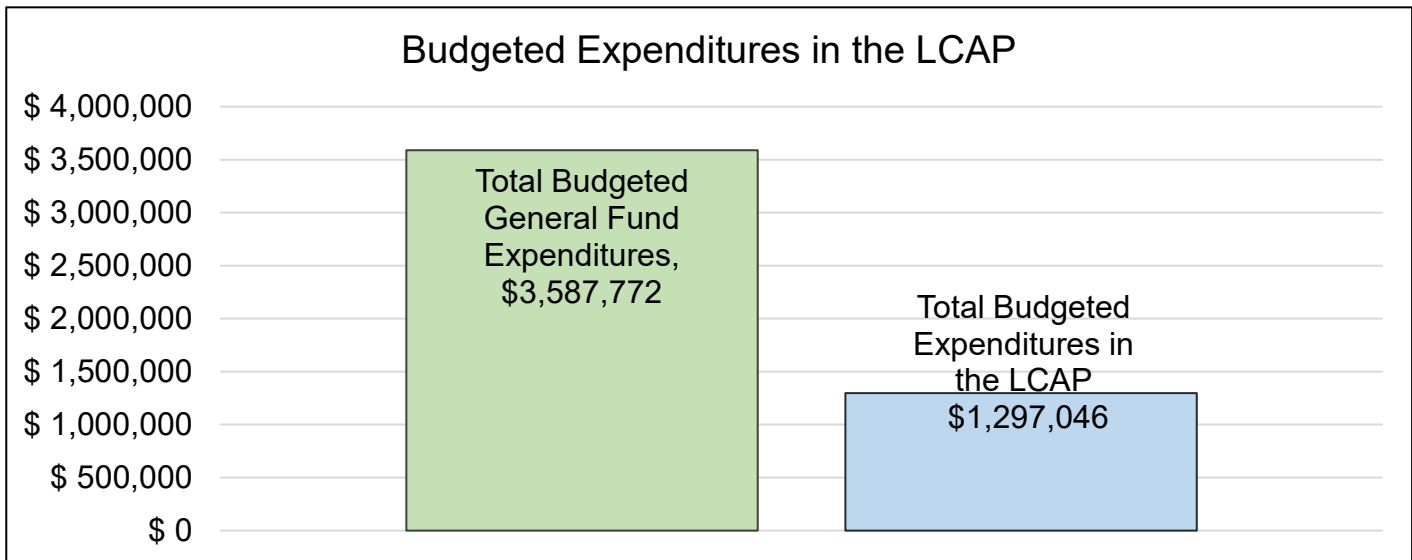


This chart shows the total general purpose revenue Opportunities For Learning - Duarte expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning - Duarte is \$4,188,638.00, of which \$3,830,381.00 is Local Control Funding Formula (LCFF), \$323,659.00 is other state funds, \$0.00 is local funds, and \$34,598.00 is federal funds. Of the \$3,830,381.00 in LCFF Funds, \$755,190.00 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 - Duarte 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 - Duarte plans to spend \$3,587,772.00 for the 2022 – 23 school year. Of that amount, \$1,297,046.00 is tied to actions/services in the LCAP and \$2,290,726.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

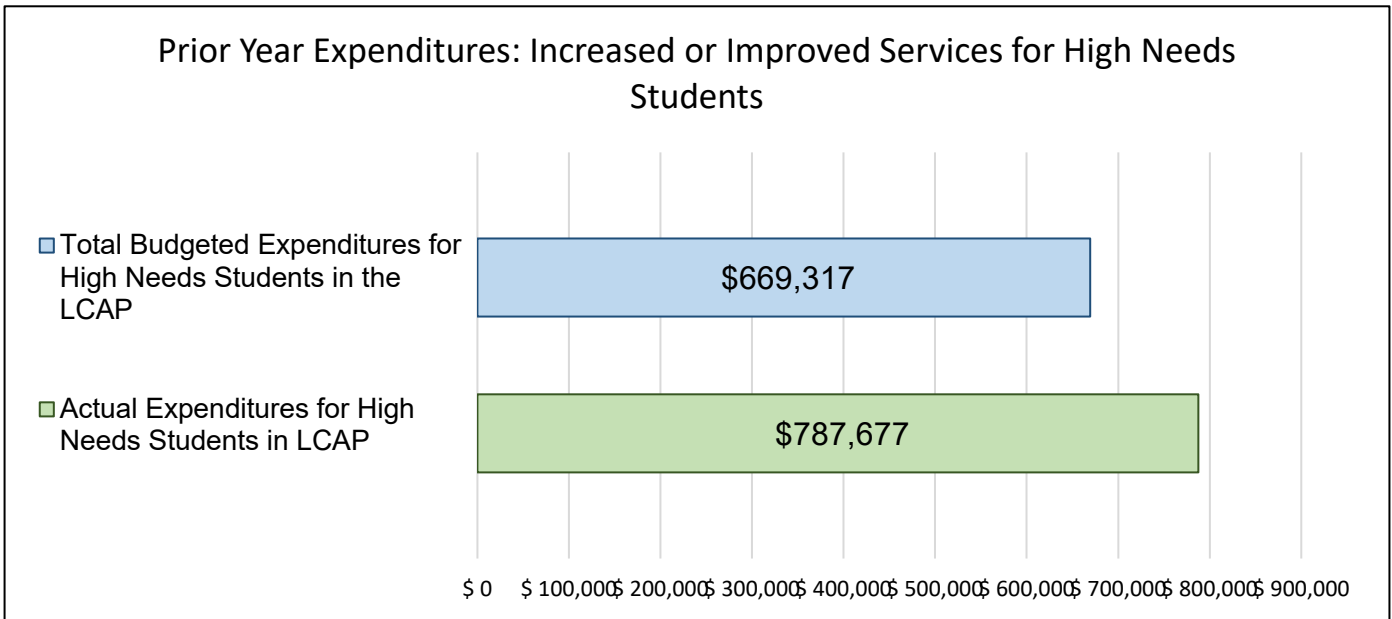
General Fund Budget Expenditures, for the 2022-23 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies), rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

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

In 2022 – 23, Opportunities For Learning - Duarte is projecting it will receive \$755,190.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning - Duarte must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning - Duarte plans to spend \$1,159,146.00 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 - Duarte 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 - Duarte 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 - Duarte's LCAP budgeted \$669,317.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning - Duarte actually spent \$787,677.00 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 - Duarte	Richard Moreno, Principal	rmoreno@oflschools.org / 626-940-6105

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 has not received any Budget Act 2021 funding aside from funds included in the Expanded Learning Opportunities Grant. The LEA engaged education partners on the use of funds in multiple ways, the school sent out a survey to staff, students, and parents to gain input and further identify school goals and learning recovery efforts. The school sent out a survey to staff, students, and parents to gain input and further identify school goals and learning recovery efforts. The school regularly asked for feedback through virtual and in-person parent conferences, student meetings, staff in-services and virtual meetings to ensure all stakeholders had an opportunity to voice ideas and engage in the planning process. The development of the plan was reviewed and created by the school leadership group. The school will host a parent/guardian meetings in late spring ('21), summer and fall semesters, where parents are invited to come and learn about the different support opportunities offered both in-person and virtually. 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 school aligns support for its students with disabilities and Foster and McKinney-Vento (homeless) youth and will closely monitor and support these groups. Identified school liaisons work directly with Foster and McKinney-Vento students to ensure they have the support needed.

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 LEA plans to use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, low-income students and foster youth.

The LEA plans to use the funds in a variety of ways, which will ensure we are retaining our staff that directly impact our unduplicated student group's academic success in our program. This will include but is not limited to opening Saturday/evening appointment times to serve EL and low-income students who need additional academic support, as well as hiring an additional counselor to specifically reduce unduplicated student cases loads.

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 did not receive any one-time federal funds intended to support recovery from the COVID-19 pandemic. Therefore, the LEA did not engage, or plan to engage, its educational partners on the use of one-time federal funds to support recovery from the COVID-19 pandemic.

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 receive any federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief funds.

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 therefore any applicable plans do not need to be aligned with the LEA's 2021-22 LCAP and Annual Update.

The LEA developed the Safe Return to In-Person Instruction and Continuity of Services Plan which was included in the funds for LCAP. Some of the actions that reflect these plans are access to educational technology resources to support distance learning, professional development for staff for interventions and strategies for high need students, social emotional support from counselors and school psychologists and increased safety plan for all stakeholders which include covid testing protocols, additional staff to perform health pre-screening for students and visitors, PPE and cleaning services.

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 Public Charter Schools - Duarte	Richard Moreno, Principal	E: rmoreno@ofschools.org P: (626) 940-6105

Plan Summary 2022-23

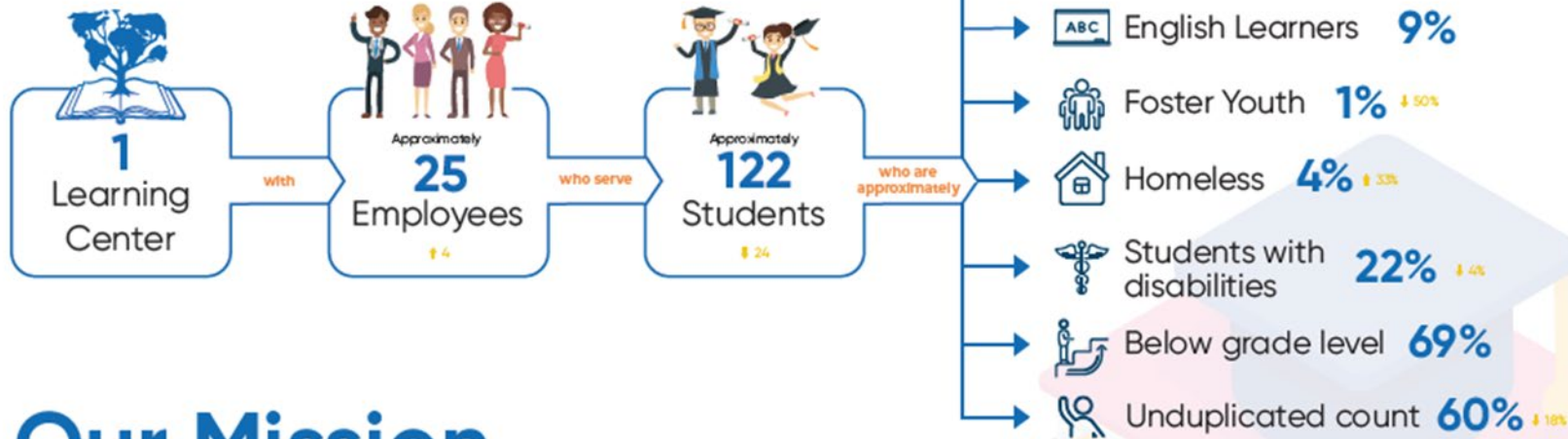
General Information

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

DUARTE
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.

Opportunities for Learning - Duarte is a public charter school which serves students ages 12 through 22 and or students in grades 7th through 12th grade.

Educational Philosophy: Opportunities For Learning Duarte provides educational opportunities for those students seeking a non-traditional school setting with a focus on individualized learning to help all students reach their potential. The varied individuals we serve in our community include those students who are considered at-promise and behind grade level, those who have experienced bullying, LGBTQ

youth, students with special needs, students who wish to progress at an accelerated pace, or simply those students who feel that the traditional school setting is not the best fit for their learning needs. In identifying those students who are disconnected and disengaged with their education or who have gaps in their learning, we are committed to providing personalized support and instruction to enable all students to thrive both academically and on a personal level. OFL-Duarte recognizes the importance of students being prepared beyond high school and in addition to academics and post-secondary planning; the school integrates career and technical education and social emotional learning. Students are encouraged to expand their horizons outside the classroom setting through extracurricular opportunities that allow them to participate in diverse new experiences while building meaningful connections with their peers and community.

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 and can therefore thrive. Through a hybrid educational model consisting of independent study, small group direct instruction, experiential learning, and online learning, students receive immediate feedback and continuous encouragement that builds success and leads to self-confidence. In promoting student learning and engagement outside the classroom through extracurricular activities such as sports, student groups, Career and Technical Education (CTE), and experiential learning trips, students become well-rounded individuals who are prepared for life beyond high school.

Updated Language

Title I - Schoolwide Program (SWP)

Opportunities For Learning Duarte applied for Title I funds and will be implementing a Schoolwide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all students, particularly for students who are not meeting academic standards. Our SPSA and LCAP will serve in alignment to one another further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment and meet the needs of our students below grade level.

Reflections: Successes

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

Suspension rate maintenance of 0%.

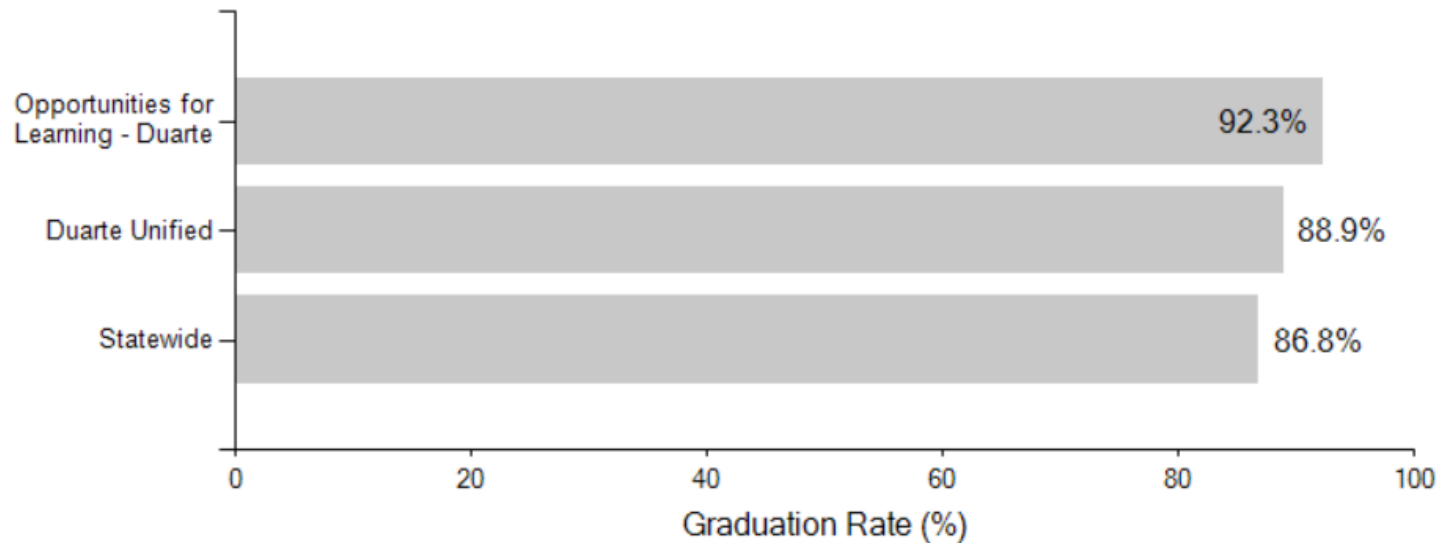
Graduation Rate has increased to 92.3% from previous years graduation rate of 87% per the California School Dashboard.

EL reclassification rate of 100%.

Graduation Rate

OFL-Duarte was successful in increasing its graduation rate to 92.3% in the 2020-2021 school year, with 88.2% of these graduates representing our FRMP subgroup. The LEA has exited CSI identification due to the increase in its graduation rate. Currently, the graduation rate for the 2021-2022 school year is 90.63%. Through utilizing the actions within the LCAP, the charter has been able to maintain its high graduation rate percentage over the past two full academic year. In the 2020-2021 academic year, the EL student population and student with disabilities population both had a graduation rate of 100%. Currently, the EL student population has a graduation rate of 100%, Students with Disabilities are at 75%, and the FRMP student population is at 91.67%. The charter supported its senior student population this past year through monitoring senior monthly student progression, intervention meetings with the post-secondary counselor and administrators when needed, tutoring, and providing virtual opportunities for community service due to challenges from the state and county wide COVID19 policies and procedures.

School Graduation Rate Compared to District and State



Math and English Achievement

In the absence of CAASPP data to help guide instructional decisions, we focused on analyzing Ren Star assessment data and gathering teacher feedback to drive charter decisions on English and math instruction and intervention. We were successful in developing an intervention program to provide scaffolded instruction and support to students who were far behind grade level, disengaged, or demonstrating learning loss. Through hiring additional staff and incorporating research-based intervention programs such as Achieve 3000 and iLit, students experienced a Student Growth Percentile (SGP) of 52.16 points in Reading and 54.16 points in Math during the 2020-2021 school year, as indicated by Ren Star assessment data. Almost 70% of students identified as “Urgent Intervention” based on this assessment data were provided math intervention support in the form of an evidence-based math intervention program (Accelerated Math) and/or individualized intervention appointments focused on strengthening math skills. 60% of those students were students with disabilities who also receive academic support from their mentor teacher and Special Education Specialist. 81.8% of students identified as “Urgent Intervention” in Reading were also provided intervention support in the form of an evidence-based intervention program (Achieve 3000) and/or an intervention appointment that scaffolded their progress with their English coursework. This was effective in increasing the Lexile scores of 65.5% of “Urgent Intervention” students, with 71.5% of students scoring at or above their grade level Lexile band. Of these 71.5%, 66.7% were English Learners, 50% were Special Education students, and 54% were FRMP students.

Expansion of Differentiated and Rigorous Curriculum

The LEA continued to offer independent study curriculum and direct instruction, while also fully integrating its digital curriculum platform, Edmentum. Edmentum enabled students to continue progressing in an engaging learning environment and opened up curricular options that were not available before distance learning, such as Culinary Arts, Sociology, Photography, and Graphic Arts. In response to positive feedback received from students and parents regarding direct instruction classes, the charter adjusted its direct instruction curriculum and format to be able to offer this to students virtually using Google Classroom. Students and parents both indicated that the pacing of the classes, the level of support, and the degree of engagement students had with their peers and teacher led to students successfully finishing English, math, and science classes that they previously struggled with. Furthermore, these classes also incorporated increased exposure to technology and project-based learning, which was beneficial in students adapting to other modalities within their learning and applying this new knowledge.

College and Career Readiness

OFL-Duarte is proud of its consistent gains on the CA Dashboard College and Career indicators, as it increased from 12% prepared, 23.3% approaching prepared, and 64.7% not prepared in 2019 to 15.2% prepared, 41.3% approaching prepared, and 43.5% not prepared in 2020. The growth in students who are prepared for post-secondary success and the decline in students who are not prepared reflects the LEA’s efforts in promoting a college and career culture through rigorous A-G coursework, expansion of our CTE offerings, an increased emphasis on dual enrollment, and strong post-secondary support in the form of resources, workshops, and opportunities for students to explore post-secondary pathways.

Completed a-g Requirements – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria 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
Cohort Totals	10	*	--	*	--	7	--	*	--	*	7	*	--	--
Cohort Percent	38.5%	*	--	*	--	36.8%	--	*	--	*	41.2%	*	--	--

Prior to distance learning, the LEA offered a broad range of A-G coursework through its independent study curriculum and direct instruction coursework. ERWC (Expository Rhetoric Writing Course) and upper level lab science courses such as Physics were amongst the list of classes that were successfully offered in a direct instruction environment. With the transition back to in-person learning, the LEA continues to offer ERWC (Expository Rhetoric Writing Course) and upper level lab sciences in a direct instruction environment. The rollout of our digital curriculum, Edmentum, led to additional course offerings that enabled students to fulfill A-G requirements as well as explore a wider range of study. CTE curriculum was also tailored to be offered in a virtual format so that students could pursue opportunities to learn practical and relevant skills that would set them up for success in post-secondary education or to enter into a career. This school year marks the first cohort of students to complete a two-year CTE Nursing program that prepares students for this career path through helping them become CPR and AED certified as well as preparing them for the NNAAP Certified Nursing Assistant Examination. This spring, the LEA also launched its first CTE Informational Technology program where students were familiarized with G Suite and prepared for the A+ Comp TIA certification, which demonstrates their knowledge and increases their marketability in IT related fields. Dual enrollment also thrived within OFL-Duarte, as we experienced a 600% increase in students enrolling in a community college course as high students. Students enrolled in a wider variety of classes as well, including French, Art, Photography, German, Computer Science, Chinese, and Japanese. OFL-Duarte students also participated in CREW, a yearlong program that incorporates postsecondary counseling, targeted support in exploring college pathways, and guidance through the college admissions process.

The Post-Secondary Counselor also meets with all students on a semesterly basis and supports students as they prepare for their post-secondary futures and complete graduation requirements such as their Lions Path Portfolio. Senior workshops provide guidance for students in completing their senior portfolio, as they are focused on writing a resume, researching college and career pathways, participating in a mock interview, and learning post-secondary skills. During the 2021-22 school year, 80% of eligible seniors have completed their senior portfolio requirement and are on path towards graduating.

In maintaining a culture of college and career readiness in a virtual environment, the LEA offered multiple opportunities for students to explore post-secondary opportunities. Career Week was promoted virtually in the fall and spring, and ten Career Chats have been hosted to date throughout the school year. Career Chats gave students the chance to interact with individuals representing a wide range of career pathways including that of an ER Nurse, TSA Agent, HVAC Technician, Sports Show Producer, Marriage and Family Therapist, and Public Accountant. In place of in-person college tours where students visited school campuses, the LEA also offered opportunities for students to attend virtual college fairs such as the West and Southwest College Fair, Southeast College Fair, Northeast College Fair, and 22nd Annual Black College Expo.

Students with Disabilities

Students with special needs continued to receive full Specialized Academic Instruction as outlined in their Individualized Educational Programs and accommodations were implemented to the greatest extent possible within a distance-learning format. During the 2021-2022 academic school year, distance learning continued to be utilized to provide special education services for students with disabilities in the Fall Semester. The Spring semester of the 2021-2022 academic year, Specialized Academic instruction transitioned to in-person service delivery with related service being provided both in person and virtually due to the individual needs of students. In conducting a root cause analysis of our Sped achievement gap during our Comprehensive Needs Assessment in the 2020-2021 school year, the LEA identified that students with disabilities struggle with executive functioning skills that are further confounded by distance learning. The School Psychologist and ERICS (Educationally Related Intensive Counseling Services) Provider also ensured that students were receiving counseling support as written into their IEP, either by phone or through video chat. Additional Related Services (i.e. Speech and Language Services) are provided, either by phone or through video chat, to ensure that students are receiving their respective service frequencies as outlined in the students' IEPs. All initial, annual, and triennial IEP meetings with students, parents, school staff, and school administration took place virtually in a timely manner to review students' progress and discuss necessary updates to their IEP. The LEA also conducted SST (Study Support Team) meetings virtually and conducted its annual training for staff on our early intervention screening procedure to identify students who may be eligible for special education services as outlined by Child Find law.

English Learners

Despite the challenges associated with the transition to distance learning, our English Learners also achieved some great success. The English Learner Specialist continued to meet twice a week with students for virtual appointments, in addition to students' individual appointments with their mentor teacher. This time was dedicated to providing scaffolded intervention and academic instruction through the framework of iLit and Achieve 3000, as well as to provide designated ELD support to increase accessibility towards our general education curriculum, as stated in the students' Academic Learning Plan (ALP). iLiT is a Common Core State and English Language Development (ELD) standards aligned curriculum designed to improve literacy and language acquisition for English Learners in the Beginning and Emerging language proficiency levels, thereby progressing them towards reclassification. This curriculum was successfully piloted in the spring. In addition to iLit, the LEA also offered Achieve 3000 to all English Learners regardless of proficiency level. Like iLit, English Learners participated in Achieve with their English Learner Specialist during small group instructional cohorts. This approach to providing

virtual support for English Learners was effective in the LEA attaining a 100% reclassification rate and increasing Lexile growth for 66.7% of English Learners. Based on our Comprehensive Needs Assessment, English Learners also slightly outperformed all students in core course completion in English, both during the 2019-2020 and to date in the 2020-2021 school year.

Suspension Rate

OFL-Duarte's low suspension rate continues to decrease, from 6.1% in 2018, 4.8% in 2019, and 2.07% in 2020. The low suspension rate can be attributed to the strong, positive support system provided to students and their families, as well as our proactive approach with addressing academic and behavioral concerns. Throughout distance learning, the LEA has made a concentrated effort in increasing student and family support through social-emotional activities, increased check-ins with teachers and other staff, and ongoing communication through multiple modalities. The charter intends to continue and diversify its offerings of student and family engagement opportunities once in-person learning resumes.

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.

Graduation Rate:

While OFL-Duarte experienced tremendous growth in our graduation rate, our Comprehensive Needs Assessment highlighted the importance of continuing to prioritize graduation rate as an area of need. Many students come to our program for credit recovery and some transfer back to their district school once caught up, in order to graduate with their peers. Others come to our program far behind grade level and even with our efforts and interventions they struggle to catch up and graduate with their cohort. While these scenarios may be a disservice in boosting our graduation rates as measured by the State Dashboard, we stay true to the nature and intention of our program and continue to serve these students to the best of our abilities. We do still acknowledge the importance of increasing graduation rates as guided by the state priorities, and have consequently developed a one-year cohort graduation rate to better reflect our progress with this metric. For the 2020-2021, the overall graduation rate for the LEA was 92.3%. In the current 2021-2022 school year, the overall graduation rate for the LEA is 90.63%. The EL student population for the 2021-2022 school year has a 100% graduation rate. Socioeconomically disadvantaged pupils (FRMP) have a graduation rate of 91.67%. Students with Disabilities (SWD) has a graduation rate of 75% for the 2021-2022 school year. In identifying that a majority of our student population enroll in our school behind in credits, especially in core classes, another step we have taken to address our graduation rate is offering additional direct instruction classes. These classes serve to bridge our students' academic and credit gaps while providing more targeted direct instruction and remedial support. School leadership and teachers collaborate to provide proactive intervention for senior students who are struggling and monitor student progress via a tracker that highlights progress towards graduation. If a student is not attending school consistently or is falling behind, teachers reach out to parents using multiple forms of communication including calls, texts, emails, letters home, and virtual meetings. Meetings with the school counselor as well as with teachers take place at a minimum of once per semester, and an academic map towards graduation and beyond is discussed. One of OFL-Duarte's

graduation requirements is student completion of the Lions Path Portfolio. This senior portfolio requires students to write a resume, participate in a mock job interview, and complete tasks related to their choice of a work, military, or college pathway after high school. This also serves to communicate an expectation of graduation and a positive culture of exploring post-secondary options.

Graduation Rate during the time the Comprehensive Needs Assessment 21-22 Occurred:

Graduation Rate		
	20-21	21-22
All	92.31%	46.67%
ELL	100.00%	0%
FRMP	86.67%	57.14%
Special Ed	100.00%	0.00%
Foster Youth	N/A	N/A

OFL Duarte Graduation Rate as of May 2022:

Graduation Rate		
	20-21	21-22
All	92.31%	90.63%
ELL	100.00%	100%
FRMP	86.67%	91.67%
Special Ed	100.00%	75.00%
Foster Youth	N/A	N/A

The charter intends to continue addressing its graduation rate goal in the upcoming school year through beginning a senior cohort that will meet regularly and build a sense of identity with our senior students, while also establishing shared accountability. Furthermore, in seeing the effectiveness of direct instruction classes and increased tutoring for seniors who are struggling with completing core coursework, the

charter will strive to offer strategic support through classes such as ERWC, Algebra 2, and upper level lab sciences that many seniors take. The charter also hopes to improve its tracking for seniors so that communication between seniors, parents, teachers, support staff, and school leadership is documented and followed up upon in a timely manner. Our Comprehensive Needs Assessment found that implementing a senior tracker was helpful during the past year and hopes to refine this, as well as begin the school year with a senior kickoff event. This event will serve to engage students and parents, as well as share pertinent information and resources for senior students.

Math Achievement:

While our current Ren Star SGP data indicates student math gains from Fall 2020 to Early Spring 2021, our Comprehensive Needs Assessment signals to us that this continues to be an area of need. Data collected from our CNA for the 21-22 school year reflects that students are underperforming in Math based on 2018-2019 CAASPP results, 2019-2020 average Ren Star scores, and 2020-2021/2021-2022 math core course completion. Current math core course completion for the 2021-2022 school year reflects a continuous need for improvement for the LEA's subgroup populations. Overall math core course completion for the overall student population is at 5.77. EL student math core course completion is below the overall population with a core course completion rate of 5.75. Socioeconomically disadvantaged pupils (FRMP) display a significant area of need in math when compared to other subgroups with a core course completion rate of 4.81. To address this math gap, staff participate in data dives to better identify and understand the needs of our students. Ren Star assessment data is utilized to highlight trends and gaps in student learning, and this in turn is used to determine appropriate interventions. With many of our students coming to us behind grade level, especially in core subject areas such as math, we have found a need for intervention cohorts that focus on remedial math skills and building a solid math foundation. Additionally, the charter has experienced an increase in our middle school population and students with disabilities that can benefit from more intensive and individualized math support.

The charter will continue to focus on addressing the math achievement gap in the 2021-2022 school year through providing strategic support via intervention cohorts and math tutoring. Ongoing data-based PLCs will be an area of focus to drive instructional decisions regarding course offerings and appropriate forms of math intervention. Additionally, students who are identified as "Urgent Intervention" based on benchmark assessments will work with their teacher in creating math goals supported by actionable steps, which will include a form of intervention and/or math tutoring. The LEA has replaced its previous evidence-based math intervention program, Accelerated Math, with Exact Path Math. Data from the 2021-2022 is in the process of being reviewed to assess the educational benefit this program is providing as a math intervention program. Special Education teachers will continue to provide Specialized Academic Instruction in math that is aligned with students with disabilities individualized math IEP goals. Additional resources will be provided as needed outside of students' SAI minutes, such as math tutoring or push-in support in direct instruction classes.

Achievement Gap: Students with Disabilities and English Learners

Data from our Comprehensive Needs Assessment reflected that during the 2019-2020 school year, there was a 4.87% credit attainment gap between all students and English Learners and a 2.89% gap between all students and students with disabilities. This disparity has increased during the 2020-2021 school year. Currently, there is an 8.51% credit attainment gap between all students and English Learners and a 15.27% gap between all students and students with disabilities. Teachers reported that students with disabilities and English Learners struggled more so with the transition to distance learning, were not as comfortable with using technology as it pertained to academics, and lacked the same home support systems compared to their peers. Findings from our CNA corroborated this, as gaps in academic and executive functioning skills were identified as root causes that prevented students from effectively utilizing their school appointments and working independently. Additionally, while the LEA prioritized these students for intervention appointments and additional instructional time, student's attendance and engagement was inconsistent. OFL-Duarte has already begun to address this identified need by ensuring that students with disabilities and English Learners were included in the first in-person cohorts once this was approved by our local and state government. Moving forward, additional intervention appointments will continue to be offered to supplement students' instructional time with their mentor teacher, Special Education Specialist, and English Language Specialist. Resources such as tutoring, evidence-based intervention programs, and executive functioning skills workshops will also be integrated as added supports to re-engage students, improve their quality of learning, and ultimately mitigate the achievement gap.

College and Career Readiness

OFL-Duarte continues to strive towards ensuring a higher percentage of our students are college and career ready. Our school counselor and teachers also discuss dual enrollment opportunities with students at semesterly conferences. While a majority of our students are on an A-G planning guide, they enroll with us not being eligible to fulfill A-G requirements as outlined by the State Dashboard due to grades they received at their previous schools. Based on data from the 2021-2022 Comprehensive Needs Assessment, A-G completion rates and students on the A-G track continue to be an area of growth for the LEA. This continues to be a challenge that we navigate and we still encourage students to complete A-G coursework. For students who express an interest in attending a 4 year university, the Post-Secondary Counselor works with the student and teacher to ensure that the appropriate classes are taken and that the student and family are fully supported through the application and financial aid process. Although the charter's CTE program is still in the process of being aligned to the Perkins Grant qualifications, students continue to receive educational benefits with exposure to career paths and certifications. Moving forward, the charter aims to continue promoting a college and career culture through college tours (virtual and potentially in-person), increase awareness of AP coursework and dual enrollment, and expose students to different career paths through offering guest speakers and certification opportunities. The charter also plans to continue senior activities and student engagement events such as Financial Aid Night, Senior Portfolio workshops, and Senior Day.

Completed a-g Requirements – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria 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
Cohort Totals	10	*	--	*	--	7	--	*	--	*	7	*	--	--
Cohort Percent	38.5%	*	--	*	--	36.8%	--	*	--	*	41.2%	*	--	--

SWD Disproportionality

During the 2019-2020 school year, OFL-Duarte was identified for disproportionality due to having a disproportionate percentage of Hispanic students with OHI (Other Health Impairment) enrolled. Due to the nature of our school program and the fact that we enroll all students regardless of background or SWD identification, this unfortunately lies outside of our control. The LEA took prompt action in collaborating with our SELPA to create a plan and strategy to exit DISPRO in Fall 2020 and continued to meet throughout the school year to evaluate our progress in exiting DISPRO. While we were successful in achieving this during the 2019-2020 school year, we are now identified for being in DISPRO due to the percentage of Hispanic students classified with SLD (Specific Learning Disability) in the upcoming 2021-2022 school year. In continuing to work with the guidance of our SELPA and in implementing proactive strategies to address this, we hope to exit DISPRO at the end of the 2021-2022 school year. Steps we have taken this year included having our School Psychologists carefully review the IEP files of incoming new students as well as having teachers and Special Education Specialists monitor the progress of students in the identified subgroup. These strategies to address being in DISPRO for the percentage of Hispanic students identified with SLD were implemented during the 21-22 school year.

LCAP Highlights

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

OFL-Duarte will continue to focus on maintaining or increasing our graduation rate, mitigating the achievement gap for our students with disabilities, and improving math performance, in addition to continuing to promote family and student engagement and a culture of professional development. Accountability to our goal of increasing our graduation rate will be achieved through a senior tracker, strategic planning meetings based on graduation deadlines, and collaboration between the school community, families, and students. Teachers, the English Language Specialist, Special Education Specialist, Post-Secondary Counselor, and School Leadership will work together to ensure that students are meeting their graduation goals on time and will provide proactive intervention to prevent students from falling off track. Senior cohort activities, workshops, and events will also serve to motivate students and provide a positive support system. Students

with disabilities will be included in all of the above methods of accountability in our goal of increasing graduation rate, as students with disabilities are always seen as general education students with additional support.

In addressing our area of growth in college and career readiness, OFL-Duarte will explore more opportunities for dual enrollment and continue to promote CREW participation. While a majority of students are placed on an A-G planning guide upon enrolling at OFL, many do not graduate with having satisfied the A-G requirements embedded in the dashboard metric due to grades they received in A-G courses at their prior school. In aiming to identify students who wish to apply to a four-year college early on and ensuring that they are able to retake these classes for a higher grade and therefore satisfy the A-G requirements, we can increase the number of our students who are college ready.

Our 2021-2024 LCAP also reflects the LEA's continued focus on ensuring equitable access to learning, especially in regards to technology and connectivity. All students were provided access to a Chromebook and hotspot during distance learning and this will be a resource the LEA will continue to provide to students and families. In understanding that not all students and families have the same level of knowledge with technology, OFL-Duarte is also aiming to provide workshops and learning opportunities to support 21st century skills.

We will continue to encourage parent participation in school events and garner feedback through multiple modalities, both in-person and virtually. The feedback we gather will drive both how and how often we communicate with parents, which program offerings we will continue or expand upon, and how we can best support students academically and socially emotionally.

OFL-Duarte is committed to offering students a diverse range of opportunities to build ownership in their education and explore extracurricular activities. We will strive to accomplish this through maintaining strong student participation rates in sports, student groups (Community Service Group, Student Leadership, and Art Club), experiential learning trips, and CTE.

OFL-Duarte also strives to provide ongoing professional development for staff to support the implementation of effective strategies to better serve the needs of our growing students with disabilities population as well as improve math performance for all students. Part of addressing our achievement gap in math is through an increased use of and understanding of data. Our charter values staff and leadership collaboration in identifying specific areas of need, and to then implement interventions that can drive student growth in this area. In continuing to utilize and reflect on data to determine the math gaps our students face and where they are struggling, school staff can be more responsive to learning needs and provide appropriate interventions in the form of small group instruction classes and math cohorts. Staff will continue to be offered the opportunity to attend SELPA provided professional development opportunities.

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 Duarte 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 as well as our SPSA development and Annual Review. All Educational Partner engagement meetings and activities provided insight, collaboration and direction for the LCAP and SPSA Goals, Actions, and Services. All feedback was collected, analyzed, shared, and considered prior to the finalization of the LCAP and SPSA. The LEA has provided a list of engagement sessions and events that were held throughout the 2021-22 academic

Governing School Board Meetings: July 26,202, September 21,2021, December 7,2021, January 6, 2022, January 25, 2022, February 24, 2022, March 22,2022, April 21, 2022, May 10,2022, June 2, 2022, June 21, 2022

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

The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June 21, 2022 and the Board voted to Adopt the 2021-24 LCAP

Teacher/Staff workshops: Teachers and staff participate in weekly instructional meetings and professional learning community meetings to enhance the professional development of all staff members within the LEA. Collaboration amongst departments occurs at these meetings with staff members representing the ELD department and Special Education Department to meet the needs of all students and all learners within the LEA. Staff level Professional Learning Community (PLC) meetings provide a space for instructional staff members to collaborate, plan and reflect in an effort to improve instruction and student achievement. The LEA hosted numerous teacher/staff workshops that helped inform the schools focus for its LCAP.

Student - Achievement Chats: Fall Achievement Chats: October 21,2021

Spring Achievement Chats: January 4-7,2022;

June 27,2022- June 30,2022.

School Improvement Feedback Surveys: The LEA provided two surveys to its educational partners both in the Fall and Spring semesters to collect feedback from students, staff, and parents/guardians. The data collected from the two surveys was utilized in the development and implementation of the LEA's LCAP goals. The survey questions were designed to provide all educational partners with an opportunity to provide feedback on 1) their desired priorities for school offerings, 2) their desired priorities for school funding in the 22-23 school year 3)

their opinion about overall school climate in the current school year. Between the Fall and Spring survey periods, the LEA witnessed an increase in educational partner engagement and participation through survey results. The charter sought feedback from students, staff, and parents regarding student engagement and connectedness to the school, access to program resources, feedback about curriculum, instruction, and staff customer service, and building maintenance and school safety. Participation Rates were as follow:

Parent Surveys:

Fall: 28 participants

Spring: 41 participants

Student Surveys:

Fall: 50 participants

Spring: 97 participants

Staff Surveys:

Fall: 18 participants

Spring: 20 participants

The SELPA Consultation: Throughout the course of the school year, Administrators and special education staff participated in the Los Angeles County Office of Education Charter SELPA, in order to facilitate and ensure high quality academic programs and educational services for students with disabilities. In addition, LEA staff members met with Los Angeles County Office of Education Charter SELPA representatives on May 11, 2022 to collect SELPA feedback on the OFL Duarte LCAP in relation to its Students with Disabilities population. During this meeting, the SELPA representatives were also provided updates on the LEA's progress on its LCAP goals. The SELPA also provided feedback that recommended incorporating actions related to disproportionality which is addressed in the Action 1 for Goal 1 of the LCAP.

Comprehensive Needs Assessment: In October-January 2022, the charter conducted a Comprehensive Needs Assessment (CNA) in order to determine areas of focus based on education partner feedback and data collected from the last two school years. Educational partners involved in the data analysis of the CNA included: administrators, teachers, postsecondary counselors, programs coaches, English language specialists, and special education specialists, teachers, and support staff. Some of these meetings included a comprehensive data analysis of the school's data. The CNA determined two areas of focus based on educational partner feedback and internal data analysis: math core course completion and A-G completion/students on the A-G track. These needs were identified and analyzed by staff and then highlighted in the LCAP. This data analysis helped the LEA identify the LEA's comprehensive needs which informed decisions in regards to what the LEA should focus on in its LCAP.

School Site Council (SSC) Meetings: September 9, 2021, November 4, 2021, November 10, 2021, December 15, 2021, February 4, 2022, February 22, 2022, March 9, 2022, May 5, 2022, May 17,2022.

The LEA collected parental feedback through holding School Site Council meetings on a monthly basis. During these meetings, parents were provided updates on the LEA’s progression on LCAP and SPSA goals. All council members participated in the drafting of and adoption of SPSA goals. On May 17,2022, the draft updates to the LCAP goals, metrics, actions, and allocations was presented to the School Site Council. At this meeting, a consensus was reached and school site council members did not have further suggestions or modifications towards the 22-23 LCAP.

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

DUARTE

FALL 2021

The Fall 2021 LCAP survey was completed by 96 educational partners.

88%

Respondents feel the school offers enough **intervention opportunities.**

79%

Students feel they are **treated fairly** by their teachers.

78%

Students feel the staff go out of their way to create a safe and comfortable **learning environment.**

SPRING 2022

The Spring 2022 LCAP survey was completed by 158 educational partners.



Student Survey Results

66%

Students believe teachers are optimistic about students **achieving their academic goals.**

86%

Students feel they are **treated fairly** by their teachers.

56%

Students feel that the **atmosphere** at school is healthy and calm.

44%

Students feel **connected to the adults** at their school.

51%

Students feel a part of the **school community.**



Parent Survey Results

80%

Parents report teachers appear optimistic about students **achieving their academic goals** at all times.

88%

Parents feel school staff go out of their way to create a safe and comfortable **learning environment** for all students extremely well.



Staff Survey Results

50%

Staff view **professional development opportunities** as valuable.

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

Education partners' feedback and engagement influenced revisions and updates to certain goals, metrics, actions, and allocations of OFL Duarte's 2021-2024 LCAP. Data derived from surveys, engagement event feedback, SSC parent/staff feedback, SELPA feedback, and conversations which occurred during achievement chats, provided the LCAP team an analysis to ensure the following items are prioritized and funding allocated towards:

- Math Interventions for all student populations, with an emphasis on EL and Socioeconomically Disadvantaged Pupils (FRMP) - Goal 2, Action 2
- College and Career readiness opportunities, experiential learning opportunities, and an increase in Career Technical Education Course Offerings available to students graduating with A-G completion - Goal 3, Action 2 & 3
- Additional targeted interventions and resources for EL students, Socioeconomically disadvantaged pupils (FRMP), and Foster Youth - Goal 1, Action 3

Based on educational partner feedback, the following metrics were developed:

- The charter will implement a research-based program with EL students to increase literacy development and strive towards successful student reclassification. - Goal 1, Metric 1
- 9th - 12th grade EL students will demonstrate Lexile growth measured through benchmark assessment data - Goal 1, Metric 2
- 9th - 12th grade SWD students will demonstrate Lexile growth measured through benchmark assessment data - Goal 1, Metric 3
- The charter aims to increase the implementation of math standards-aligned curriculum and math intervention support to positively increase FRMP student progress toward graduation - Goal 1, Metric 4
- SWD will participate in extracurricular activities, experiential learning coursework, or coursework focused on developing social emotional/independent living skills to support their progress towards graduation and beyond - Goal 1, Metric 5
- The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions - Goal 2, Metric 2.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Our Comprehensive Needs Assessment indicated that the LEA needs to prioritize designated and specialized instruction for English Learners, Students with Disabilities, and Foster Youth in order to positively impact their academic achievement, reclassification, and post-secondary success. In comparison to all students, these subgroups trail in credit attainment and core course completion, which necessitates further intervention and resources to mitigate this achievement gap. Students often enroll with us with content area gaps and our root cause analysis found that students in these subgroups face additional barriers, such as language fluency and gaps in executive skills functioning. Data derived from the 21-22 Comprehensive Needs Assessment determined significant discrepancies in math core course completion for the LEA's EL, SWD, and Foster student populations in comparison to core course completion in other core subjects. In focusing on targeted and proactive interventions, the charter believes that credit attainment and core course completion toward graduation will improve for these subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will implement a research-based program with EL students to increase literacy development and strive towards successful student reclassification.	The charter has EL student population size that is statistically significant therefore, data is not shared for privacy reasons.	The charter has EL student population size that is statistically significant therefore data is not shared for privacy reasons.	Not Applicable	Not Applicable	The charter will implement a research-based program tailored to EL development. Once the charter reaches an EL student population size that is statistically significant in size for reporting, the charter aims to have a reclassification rate of at least 20%.
9th - 12th grade EL students will demonstrate Lexile growth measured through benchmark assessment data.	66.67%	83.33% of EL students demonstrated Lexile growth, measured through at least two Ren Star Reading benchmark assessments.	Not Applicable	Not Applicable	68% of 9th - 12th grade EL students will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments.
9th - 12th grade SWD students will demonstrate Lexile growth measured through benchmark assessment data.	50%	58.62% SWD demonstrated Lexile growth, measured through at least two Ren Star Reading benchmark assessments.	Not Applicable	Not Applicable	51% of 9th - 12th grade SWD will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase the implementation of math standards-aligned curriculum and math intervention support to positively increase FRMP student progress toward graduation.	4 in 2020-2021	FRMP students had a core course completion rate in math of 4.81	Not Applicable	Not Applicable	The core course completion rate for FRMP students in math will be 5
SWD will participate in extracurricular activities, experiential learning coursework, or coursework focused on developing social emotional/independent living skills to support their progress towards graduation and beyond.	17.78%	29% of students with SWD completed an extracurricular activity or a course designed to develop their social-emotional skills and prepare them for their post-secondary plans.	Not Applicable	Not Applicable	25% of students with SWD will complete an extracurricular activity or a course designed to develop their social-emotional skills and prepare them for their post-secondary plans.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SWD Targeted Support and Instruction	SWD students will have access to individualized support through Special Education Specialists and paraprofessionals to promote their mastery of common core state standards and scaffold their skill building. SWD will receive post-secondary goals and services that include career education and college awareness skills within the first 30 days of their enrollment.	\$137,900.00	N

Action #	Title	Description	Total Funds	Contributing
Action #2	EL Targeted Support and Instruction	EL students will have access to individualized support through English Language Specialists to promote their mastery of common core state standards and improve literacy.	\$42,900.00	Y
Action# 3	Targeted Intervention for Unduplicated Students	Unduplicated students who are identified as “Urgent Intervention” on benchmark assessments will be provided additional academic support and skill building resources, including student workshops focused on executive functioning and 21st century skills.	\$139,600.00	Y
Action# 4	Foster Youth Support	Foster youth who have been enrolled for at least 30 days will meet with their Post-Secondary Counselor once a semester to review academic progress and post-secondary goals.	\$116,000.00	Y

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.

The actions within Goal 1 were fully implemented as intended and identified within goal 1 of the LCAP.

Successes: The overall effectiveness of Goal 1 was positive in the 2021-2022 school year. The charter’s focus this school year was to support all educational partners whether students, parents, and staff in returning to in person learning. The charter saw an increase in both EL and SWD student attendance rates in specialized academic instruction with the EL Specialist and Special Education Specialist compared to attendance during distance learning in the previous school year. Students with Disabilities benefited from in person academic support from the Special Education Specialist and IS teachers as evidenced with an academic progression significant increase from the previous school year. This past school year, the charter had an increase in Lexile growth of its EL student population. Foster and Homeless Youth were able to be provided additional support from the Post-Secondary Counselor in reviewing academic and post-secondary progress.

Challenges: Transitioning from distance learning to in person learning due to the pandemic brought unforeseen challenges. Changes throughout the school year in COVID restrictions and staffing changes limited the amount of in person events such as family engagement events, workshops, and field trips that had previously been planned for. The charter plans on increasing the amount of in person events and offerings in the new school year, in lieu of current state and county wide policies and procedures as a full transition out of the pandemic is still occurring.

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.

Due to unforeseen factors and/or an overestimate when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. The LEA planned to hire additional staff such as Paraprofessionals, Tutors, and its own School Psychologist instead of contracting with services from outside vendors. Much of the academic goal setting and post-secondary planning we were planning to do with the students utilizing the services in these goals, were done with Post-Secondary Counselors instead of staff we were unable to hire using these funds.

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

The LEA was able to make significant progress in the metrics laid out in goal 1 through the implementation of its actions which have proven to be effective and a need to continue into the new year. Through the use of targeted, research based, intervention for students identified as needing urgent intervention, the EL and SWD students improved greatly in their Lexile levels from our baseline benchmark assessments in the fall to our assessment in the winter and spring. 83.33% of the EL students showed Lexile level growth. 58.62% of our SWD students showed Lexile level growth, exceeding our 3-year goal by more than 7%. Targeted intervention for FRMP students has proven effective as they have achieved a 4.81 core course completion rate in math, which is an improvement on the LEA’s baseline number.

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 in goals, metrics, desired outcomes, or actions.

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

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

Student achievement data and internal benchmark assessment scores demonstrate the importance of the LEA providing standards-aligned, rigorous curriculum taught by highly qualified and fully credentialed staff. Our Comprehensive Needs Assessment highlights the need to focus on English and math, as core course completion decreased for students in these core areas during the transition to distance learning. This drop-in core course completion was especially prominent for EL students in regards to math, and for SWD in both English and math. The metrics in this goal are aimed at improving ELA and math core completion rates as well as internal benchmark scores for English and math. Actions that will be implemented to support the LEA's efforts towards these goals include individualized intervention, the use of research-based intervention programs, increased student access to technology, and a broad course of study that enables students to learn through multiple modalities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase core course completion in ELA achievement through offering specialized instruction and academic interventions.	4.5 in 2020-2021	Average ELA core course completion was 7.01 units	Not Applicable	Not Applicable	The charter aims to increase overall ELA achievement for all students as measured through an average core course completion of 6 or higher.
The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions.	4.8 in 2020-2021	Average math core course completion was 5.63 units	Not Applicable	Not Applicable	The charter aims to increase overall math achievement for all students through attaining an average core course completion of 6 or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter strives to maintain or improve its CAASPP ELA academic performance as indicated by past internal benchmark assessments.	66.67% in 2020-2021	60.64% of students who took at least two Ren Star Reading assessments experienced Lexile growth.	Not Applicable	Not Applicable	70% of students who take at least two Ren Star Reading assessments will experience Lexile growth.
The charter strives to maintain or improve its CAASPP math academic performance as indicated by past internal benchmark assessments.	54.16 in 2020-2021	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported demonstrated an average SGP of 37.78	Not Applicable	Not Applicable	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 55 or higher.
The charter aims to improve English language proficiency outcomes for EL students, as measured by progress on ELPAC assessments.	54.2% in 2019-2020	N/A - State Data related to this is unavailable	Not Applicable	Not Applicable	The charter will implement a research-based program tailored to EL development. Once the charter reaches an EL student population size that is statistically significant in size for reporting, the charter aims to have 56% of students showing gains based on ELPAC assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Quality of Instruction and Academic Enhancement	Serve EL and low-income students through recruiting and retaining staff to help aid their progression in core courses. Staff working directly with subgroups will be offered professional development opportunities to better equip them to provide EL and Low-income students the tools necessary to aid their progression in core courses.	\$245,000.00	Y
Action #2	Math/ELA Intervention	Through offering individualized intervention support and/or research-based intervention programs, the charter will improve math and ELA achievement. The charter will utilize Renaissance Star to gather benchmark assessment data for students.	\$141,000.00	Y
Action #3	Building 21st Century Skills	Educational Partners will have access to technology inside and outside the center to support their learning and progress towards graduation	\$82,746.00	Y
Action #4	Resources to access a Broad Course of Study	EL, Socio-economically Disadvantaged, and Foster students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$54,000.00	Y

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.

The actions within Goal 2 were fully implemented as intended and identified within goal 2 of the LCAP.

Successes: The overall effectiveness of the actions in Goal 2 positively impacted access to a Broad Course of Study for all students enrolled in the charter. The implementation of the actions had a direct impact on the EL and low-income students in relation to their progression on core courses. For EL students, English core course completion was significantly higher than the entire student population in ELA core course completion. Math interventions were provided to students placed at the “Urgent Intervention” level on internal benchmark assessments through the research-based math intervention program, Exact Path. The charter provided the Exact Path math intervention class in both the Fall and Spring semesters of this past school year. Both the Math Intervention Specialist and the math SGI teacher provided

instruction in the Exact Path intervention class. The transition to the Exact Path class in being in person in the Spring semester displayed even higher positive outcomes for students enrolled in the intervention.

Staff dedication to student achievement and progress has had a positive impact on the academic success of all students enrolled in the charter, with an emphasis on EL students and low-socioeconomically disadvantaged students. Throughout the school year, staff participate in PLC meetings, workshops, and various professional development opportunities to enhance their skills in meeting the needs of diverse student populations and various learning levels.

Challenges: Transitioning from distance learning to in person learning due to the pandemic brought unforeseen challenges. Student attendance in interventions in the first semester was limited due to the distance learning platform and difficulties in fully accessing math resources in the virtual platform in the first semester of the school year. Staffing shortages has limited the amount of tutoring available to students in ELA as the charter had a more targeted approach to math interventions this past year.

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

There were no significant material differences between the budgeted Expenditures and the estimated Actual expenditures. While the LEA was not able to recruit and hire the paraprofessional and tutoring staff we were hoping to, in order to provide more robust support for our English Learner and FRMP students, we were successful in retaining our EL specialist, and credentialed teachers who provided targeted intervention for students in ELA and Math skill building.

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. Teachers and support staff were able to support students, and provide interventions that resulted in great gains in Core Course completion for ELA and Math which showed growth over the LEA's baseline numbers and exceeding the 3-year goal for ELA. We did not see the same level of progress towards the LEA's goals for all students' for reading Lexile's and student growth percentile (SGP) in math. We are still optimistic about our actions progressing our students to achieve the 3-year goal as we see the effects of distant learning in our small group instruction classes affecting the overall retention of basic skills which impacted Lexile levels and SGP.

The LEA was able to make promising progress in the metrics laid out in goal 2 through the implementation of its actions which have proven to be effective and a need to continue into the new year to achieve our desired outcomes for the 2023-24 school year.

- Average ELA core course completion was 7.01 units
- Average math core course completion was 5.63 units
- 60.64% of students who took at least two Ren Star Reading assessments experienced Lexile growth.

- Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported demonstrated an average SGP of 37.78

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 in goals, metrics, desired outcomes, or actions.

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

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

An explanation of why the LEA has developed this goal.

Based on the Comprehensive Needs Assessment, students often enroll in OFL older in age and credit deficient. Therefore, they are expected to graduate at a later age when competing responsibilities and obligations may exist. These students also tend to have many core classes left to complete during their senior year, presenting a daunting challenge and hindering motivation to graduate. Educational Partner survey data supports this in finding that students are less engaged and have struggled more with motivation towards graduation since the transition to distance learning. Academic and post-secondary planning is therefore essential in providing guidance and intervention for students to ensure their consistent progress towards graduation. Survey data also indicates that students and parents are strongly interested in learning more about post-secondary options and participating in opportunities that prepare them for their post-secondary goals. The metrics within this goal support the LEA's focus on graduation rate and college and career readiness. The actions aligned to these metrics are informed by Educational Partner feedback and include access to a CTE program, dual enrollment opportunities, experiential learning opportunities, and workshops geared towards post-secondary success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter will successfully meet or exceed ESSA's graduation requirements to work towards exiting CSI identification.	72%	As of May 2022, the charters graduation was 90.63%	Not Applicable	Not Applicable	The Charters average graduation rate will be at or above 70% to exit CSI Identification.
The charter will maintain or increase its current percentage of students enrolled on the A-G track.	61.92%	43.11% of students are enrolled in the A-G track.	Not Applicable	Not Applicable	65% of students will be enrolled on the A-G track.
College and Career Readiness: The charter will increase the number of students who complete a CTE pathway.	3 Students	3 students completed a CTE Pathway	Not Applicable	Not Applicable	The charter will strive for 6 students to complete a CTE Pathway.
The charter will increase the percentage of eligible seniors working towards completing the Lions Path Portfolio (Senior Portfolio).	67.16%	36.36% completed the Senior Portfolio	Not Applicable	Not Applicable	The charter aims to have at least 80% of eligible seniors working towards completing their Senior Portfolio

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Academic and Post-Secondary Planning	Students and parents will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting towards graduation, post-secondary aspirations, benchmark assessment data, and performance standards at least once per semester.	\$130,000.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #2	College and/or Career Focused Opportunities	Students will be offered experiential learning opportunities such as college tours, college field trips, CREW, and career focused field trips to expand their awareness of post-secondary options.	\$60,000.00	Y
Action #3	Post-Secondary Events and Workshops	The charter will offer college and career preparedness opportunities to better educate our Education Partners on post-secondary options available to them with an emphasis on opportunities available to students graduating with A-G completion.	\$26,000.00	Y
Action #4	CTE expansion	The Charter will continue to grow its CTE program aligned to the grant qualifications. The program will continue to offer various CTE courses to students with the goal of passing with a C- or higher.	\$30,000.00	Y

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.

The actions within Goal 3 were fully implemented as intended and identified within goal 3 of the LCAP.

Successes: The overall effectiveness of Goal 3 had a positive impact on graduation rate for the charter. For the 2020-2021 school year, the entire population graduation rate was at 92.3%. This increase in graduation rate allowed the Charter to exit CSI designation. Both the EL student population and Students with Disabilities populations exhibited a significant increase in graduation rate as well. Teachers and the Post-Secondary counselor met with students and their families throughout the school year to strategically plan for each individual students' academic progress and post-secondary plan progression. With AB104 passing this year, the Post-Secondary Counselor supported students affected by COVID-19 and helped them with graduating on-time or reducing their credits from 220 to 130 credits which is the state minimum graduation requirements. AB104 positively impacted graduates who were directly affected by the COVID19 pandemic. The Post-Secondary counselor was able to provide virtual financial aid workshops and mock interviews for seniors.

Challenges: Due to COVID19 policies, procedures, and the changes to these policies and procedures throughout the course of the 2021-2022 school year, the charter was limited in being able to hold in person college tours, college field trips, and other in person workshops. AB104 also added additional work for the Post-Secondary counselor as additional meetings were required to be held with students. The senior portfolio completion rates were directly impacted by AB104 as students graduating through AB104 are not required to submit the senior portfolio. The charter is planning on being able to provide in person post-secondary events and workshops in the new school year.

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

Due to unforeseen factors and/or an overestimate when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. The LEA was not able to hold post-secondary events and workshops in person as planned due to an abundance of caution to keep all educational partners safe. Instead funds were diverted to support staff such as the LEA's post-secondary counselors, teachers and Career Path Coordinator who held many virtual events to give students soft skills to be more marketable in pursuing jobs, career pathway planning, and career chats with industry professionals, and a virtual career week.

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

Our actions are proving successful in helping the LEA to make progress towards its goals. In this goal the LEA is focused on Post-Secondary planning for students to be prepared to achieve their short- and long-term goals, starting the day after they graduate. The state's adoption of AB 104 which makes allowance to help students adversely affected by the pandemic to graduate on time with their cohort, has both positively and negatively skewed some of our metric data. In the past few years, the LEA has seen our graduation rates climb. This year because of AB 104, our graduation rate is above 90%, as the credit requirement has been reduced. However, because of that reduction, less students completed A-G requirements (43.11%), as well as graduating before completing their Senior Portfolio (36.36%). These two metrics will recover to growth expectation in the coming year, to hit our 3-year goal. Another consequence of students graduating early was that we maintained the number of seniors who completed Career Technical Education pathways, 3 in each of the past 2 academic years, instead of seeing growth, as those classes were not needed under the AB104 graduation requirements.

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.

Based on feedback from our educational partners and our comprehensive needs assessment we have made changes to the actions that are related to the metrics. The LEA's educational partners have been much more interested in our graduates being marketable in growing workforce markets, as opposed to students earning college credit while in high school. Our LEA will continue to work with students to promote opportunities for dual enrollment with local community colleges. The decision has been made to use more of our funding to promote completion of Career Technical Education pathways in Nursing, Information Technology, and Construction, to make our students more marketable in these industries upon graduation. The LEA changed focus from Dual enrollment and shifted to CTE Pathway completion Goal 3, Metric 3 was changed to account for this shift.

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

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

An explanation of why the LEA has developed this goal.

Research states that when students feel connected to their school and experience a sense of positive school culture, their learning and engagement are enhanced. School data shows that the LEA has maintained low suspension and dropout rates, and Educational Partner feedback suggest that this is in large part due to students' positive relationships with their teachers and opportunities for social-emotional, extracurricular participation. Educational Partner data has also indicated that students, parents, and staff are concerned about student mental health and would like a diverse range of social-emotional opportunities to continue being offered to students. Specifically, students and parents listed mental health and social emotional learning as the top two areas they would like to see the LEA allocate school funds. The metrics outlined in this goal are aimed at ensuring a positive, safe learning environment for students in order to minimize student suspension and dropout rates while improving the quality of students' mental, emotional, and physical well-being. Additionally, the LEA has included actions to increase family engagement, provide transportation and healthy meals to ensure student learning is optimized, and invest in school safety.

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 its suspension rate.	Below 1.5%	0% Suspension rate	Not Applicable	Not Applicable	The charter aims to maintain its suspension rates at or below 1.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain or decrease its chronic absenteeism rate.	26% in 2020-2021	29.91% of middle schoolers were chronically absent. Which is a 3.91% increase	Not Applicable	Not Applicable	The charter aims to decrease its chronic absenteeism rate by 3%
The charter aims to maintain or increase the amount of students that participate in social emotional experiences.	19.35% in 2020-2021.	37.01% of students enrolled 30 days or more completed a school sponsored extracurricular activity or course designed to develop their social-emotional skills.	Not Applicable	Not Applicable	At least 55% of students enrolled 30 days or more will complete a school sponsored extracurricular activity or course designed to develop their social-emotional skills.
The school will maintain a positive school culture and sense of connectedness as reported via Educational Partner surveys.	92% in Fall 2020	Spring 2022 Connectedness = 83% Positive Climate = 85.33%	Not Applicable	Not Applicable	Between 85% and 95% of students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys.
The high school and middle school dropout rate will be maintained or decreased.	2.73% for HS and 0% for MS	High school dropout rate= 3.79% Middle School dropout rate= 0%	Not Applicable	Not Applicable	The high school dropout rates will be maintained at or below 3%. The middle school dropout rate will be maintained at or below 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	<p>Fall 2021 Local Indicator submission: Misassignments of teachers of ELs: 0</p> <p>Total teacher misassignments: 0</p> <p>Vacant teacher positions: 0</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	<p>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.</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	Not Applicable	Not Applicable	<p>Misassignments of teachers of ELs: 0</p> <p>Total teacher misassignments: 0</p> <p>Vacant teacher positions: 0</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Educational Partner Engagement Events and Outreach	The charter will host 4 Educational Partner engagement events for all student groups. The charter will utilize technology to improve student/parent communication.	\$7,500.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #2	Student Well-Being: Mental, Emotional, and Physical Health	Students will be offered a diverse range of extracurricular activities to support their social emotional development. Counseling support will be offered to students in crisis. The charter will continue its healthy meal program to ensure students have access to one nutritious meal daily. The charter will ensure that FRMP students are offered support with transportation to get to and from school. Student transportation for school sponsored events, sports, and other school activities will also be provided.	\$37,000.00	Y
Action #3	Professional Development	Professional development will be offered to staff to build capacity in successfully supporting staff growth and student mental health.	\$15,500.00	Y
Action #4	School Climate Survey	School Climate Survey will be provided to all educational partners in Spring of 2023 to get feedback on various ways in which the LEA supports students such as but not limited to positive school culture, sense of connectedness, and school safety.	\$31,900.00	Y

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.

The actions within Goal 4 were fully implemented as intended and identified within goal 4 of the LCAP.

Successes: The overall effectiveness of this goal was positive in the 2021-2022 school year for providing educational partners with a safe and healthy learning environment. The charter transitioned after a year and a half all distance learning to hybrid student appointments. During the Spring semester of 2022, the charter transitioned back to in person learning. The charter was able to hold its first in person family engagement and graduation events for students and their families in the Spring of 2022. Our School Site Council has created a community of knowledgeable students, parents, and staff that provide consistent feedback for what is going on in the charter by looking at data and charter goals. We continue to adapt to the changing state guidelines for COVID-19 protocols and procedures and have been proactive in keeping all educational partners safe in our learning center. There was an increase in student and parent participation in surveys between the Fall and Spring semesters.

Challenges: With COVID-19 policies and procedures changing throughout this year, we limited the amount of field trips and educational partner engagement opportunities being held. The charter utilized the online platform for engaging educational partners throughout the first semester of the school year.

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

Due to unforeseen factors when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. The LEA believed it would need to direct more funds to educational partner engagement events, and student mental health services than it ended up spending. We were limited in the on-site events we wanted to host for our educational partners, as we wanted to operate in an abundance of caution and feedback we received from our educational partners regarding events with a higher population of people at the school site. We also wanted to provide mental health services for students, however, students were not as interested in the virtual appointments with professionals that were more readily available. We are hoping for many more in-person opportunities in the new school year. The LEA instead directed more funding to our teachers in the form of professional development, in order to assist students who are more likely to meet with their teacher with whom they are more comfortable.

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 suspension were proven effective as we continued to have 0% suspension rate. Actions related to social emotional learning were proven effective as the charter saw a 17.66% increase in the number of students participating in social emotional learning opportunities. Actions related to educational partnerships and parental involvement were proven effective as at least 85% of staff, students, and parents report feeling a sense of connectedness and positive school culture. Lastly, the charter saw a 3.91% increase in middle school chronic absenteeism and 1% increase in the high school dropout rate, however, the LEA maintains that the actions were effective, as they are within the range to accomplish our 3-year goal.

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.

Based on feedback from our educational partners and our comprehensive needs assessment we have made changes to the actions and metrics that are related to goal 4. The LEA removed the action related to School Safety, as much of the funding we would use for that action has come from grants. Language within action 1 was revised to more explicitly state our educational partners, and an action was added to reflect reaching out to our education partners for formal feedback through our School Climate Survey. The LEA added Metric 6: Basic Services in order to have full transparency when it comes to Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections and uniform complaints. No other metrics were revised or removed.

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)
\$755,190	\$72,098

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
24.56%	0%	\$0	24.56%

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.

Actions: Benchmark Assessments and Interventions (Goal 2, Action 2) and Targeted Small Group Instruction (Goal 2, Action 1)

These actions are being offered on a charter wide basis but are principally directed to our Low-income, English Learners, and Foster Youth students. As provided in our Reflections: Identified Need and Metrics sections, the ELA core course completion rate is at a 4.57 average. Math core course completion rate average is at 3.69. Our English Learners, Foster Youth, and Low-Income students need additional support and instruction in order to address the learning gaps that affect their ability to complete core subjects, including mathematics and science, and progress toward graduation and postsecondary goals.

To address these needs, we will provide targeted interventions in ELA and mathematics to all students scoring in the “Urgent Intervention” category on regularly administered benchmark assessments (Goal 2, Action 2) and provide small group instruction classes in ELA, mathematics, and science to provide classroom-based learning opportunities for students who are struggling to complete coursework in the independent study modality (Goal 2, Actions 1 and 4). This will be effective in meeting the requirements of increasing and improving services for Foster Youth, Low Income, and English Learners as they will be provided with specialized and differentiated instruction and interventions

We expect that the Lexile levels and mathematics proficiency for Low Income, English Learners, and Foster Youth students will increase, and the number of students moving out of “Urgent Intervention” will increase as well. We also expect that core course completion rates in ELA, math, and science for unduplicated subgroups will increase. However, because we expect that all students completing lower math core course completion will benefit, these actions are provided on a charter wide basis.

Actions: Professional Development (Goal 4, Action 3), 21 Century Skills and Education Technology (Goal 2, Action 3), and Quality of Instruction and Academic Enhancement (Goal 2, Action 1)

These actions are being offered on a charter wide basis but principally directed to our Low Income, English Learners, and Foster Youth students. Our Low Income, Foster Youth, and English Learner students all have math learning gaps that affect their progress in core subjects as shown in our s provided in our Reflections: Identified Need and Metrics sections, the ELA core course completion rate is at a 4.57 average. Math core course completion rate average is at 3.69. Direct feedback from our teachers indicates that our unduplicated students need additional support in technology fluency and development of 21st century skills necessary to successfully complete digital based curriculum. Additionally, teacher feedback has indicated that our Low Income, Foster Youth, and English Learners need additional one-on-one tutoring and instruction to develop technology proficiency, critical thinking skills, and social emotional development in order to be mentally and emotionally focused on coursework.

To address these needs, we will provide teachers with high quality professional development in ELA and mathematics content and best practices for instruction with an emphasis on providing differentiated instruction to unduplicated students with high needs, including social emotional needs that may prohibit access to curriculum (Goal 4, Action 3). We will also provide professional development in teaching 21st Century Skills and Education Technology acquisition, as well as resources to provide students with access to software, digital resources, and technology instruction designed to increase their technology proficiency (Goal 2, Action 3). Lastly, we will increase the quality of instruction and provide academic enhancement through recruiting and retaining staff working directly with Foster Youth, English Learners, and Low-Income students and providing these unduplicated students with additional instruction time to help aid in the completion of their core subjects (Goal 2, Action 1). This will be effective in meeting the requirements of increasing and improving services for Foster Youth, English Learners, and Low-Income students as they will be provided with high quality staff who are equipped to and compensated for working with underserved populations with higher needs, thus reducing turnover and providing these students with the educator stability that research shows is necessary for positive student outcomes.

We expect that the core course completion rates in ELA, mathematics, and science for Low Income, English Learners, and Foster Youth students will increase significantly more than the core course completion rates of all other students, as these actions are designed specifically to focus on differentiating instructional practices for the socioeconomic, language acquisition, social emotional, and technology needs of unduplicated students. However, because we expect that all students with social emotional and technology acquisition needs rate will benefit, these actions are provided on a charter wide basis.

Actions: Academic and Postsecondary Planning (Goal 3, Action 1) and Targeted Subgroup Graduation Monitoring and Interventions (Goal 3, Action 2)

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 our Comprehensive Needs Assessment and Reflections: Identified Needs, the graduation rate is 92.3% for the 2020-2021 school year. Both the EL and SWD populations had a 100% graduation rate for the 2020-2021 school year. The FRMP population had the lowest graduation rate of all subgroups with a graduation rate of 86.67%. Additionally, our dropout rate for Low Income students is 4.17%, which is .52% higher than the all student group. For College and Career Readiness measures, Students met prepared at a higher rate through A-G completion. Prepared students were at 100%. On the indicator, a higher percentage of students are not prepared versus prepared. 2021-2022 A-G completion rate is 71.43%. 43.11% of students are on the A-G track with 56.89% of students not on the A-G track. The combined graduation rate, college and career readiness measures, and dropout rate data for our Low Income, English Learner, and Foster Youth subgroups indicate that learning gaps continue to be an ongoing area of concern for our unduplicated subgroups.

To address these needs, we will provide Academic and Postsecondary Planning for Low Income, English Learners, and Foster Youth by 1) ensuring that these students and their parents meet with the Postsecondary Counselors or their General Education Teacher at least once per semester for achievement chats and goal setting, 2) that General Education Teachers provide regular monthly updates to students and parents on progress toward graduation and progress toward individualized goals, and 3) General Education Teachers provide differentiated and individually tailored academic and Postsecondary planning on a weekly basis to ensure that unduplicated students are continually developing the executive functioning and time management skills necessary to meet their goals for progression in coursework and graduation (Goal 3, Action 1). Additionally, site administrators will maintain graduation and credit completion monitoring for Low Income, Foster Youth, and English Learners, and support teachers in providing tiered re-engagement strategies for students who are not progressing toward graduation with their cohort (Goal 3, Action 2). This will meet the requirements of increasing and improving services for Low Income, English Learners, and Foster Youth in that providing targeted academic and postsecondary goal planning and support, specific to the individual needs and life circumstances of the student, will increase A-G completion, and increase progress toward graduation.

We expect that the graduation rate for Low Income and English Learners will increase and meet the same levels as the all student group. We also expect that the dropout rate for Low Income students will decrease and the attendance rate for Foster Youth will increase as the program is proven to be effective and is designed to meet needs most associated with the chronic stresses and experiences of these students. However, because we expect that all students not meeting attendance requirements who are at-risk for dropping out

Actions: College and Career Focused Opportunities (Goal 3, Action 2), Postsecondary Events and Workshops (Goal 3, Action 3), and CTE Expansion (Goal 3, Action 4)

These actions are being offered on a charter wide basis but principally directed to our Low Income, English Learner, and Foster Youth students. As provided by the California Dashboard and found in our Reflections: Identified Needs section, the A-G completion rates, dual enrollment rates, and completion of CTE pathways are areas where student participation is in need of being increased. Internal data indicates that our Low-Income students are more likely to be working while concurrently attending high school in order to help provide for their families. Our internal data also indicates that completion for our unduplicated students of CTE Pathways are at 0%. Internal data analyzed has also determined that Low Income, English Learners, and Foster Youth who place at the intervention or urgent intervention levels on internal benchmark are less likely to complete A-G requirements when compared to students placing at or above benchmark. Data from our Comprehensive Needs Assessment reflected that during the 2019-2020 school year, there was a 4.87% credit attainment gap between all students and English Learners and a 2.89% gap between all students and students with disabilities. This disparity has increased

during the 2020-2021 school year. Currently, there is an 8.51% credit attainment gap between all students and English Learners and a 15.27% gap between all students.

To address these needs, we will provide college and career focused opportunities through resume-building workshops, strategic planning and goal setting meetings with the Post-Secondary Counselor, college tours, college field trips, CREW, and career focused field trips (Goal 3, Actions 2). We will also provide college focused opportunities including support with college and FAFSA applications, college admittance workshops, and partnerships with local community colleges to increase dual enrollment of English Learners, Foster Youth, and Low-Income students while emphasizing students on the A-G track (Goal 3, Action 3). Lastly, we will expand our CTE program and continue to offer various CTE courses (Goal 3, Action 4). This will be effective in meeting the requirements of increasing and improving services for our Low Income, Foster Youth, and English Learner students in that these programs have been proven effective at providing students with greater transferable skills and college preparedness upon graduation.

We expect that the graduation rate for Foster Youth, English Learners, and Low-Income students will increase and that the percentage of these subgroups completing a-g requirements, dual enrollment, and CTE pathways will also increase. However, because we expect that all students will benefit, these actions are provided on a charter wide basis.

Actions: Educational Partner Engagement Events and Outreach (Goal 4, Action 1) and Student Wellbeing: Mental, Emotional, and Physical Health (Goal 4, Action 2)

These actions are being offered on a charter wide basis but principally directed to our Low-income, English Learner, Foster Youth students. Although 46.15% of parents and 50.63% of students indicated they felt a sense of connectedness with the school community, teacher feedback of 71.43% believe goals, metrics and actions support the learning needs of English Learners, Foster Youth, and Low-Income students. The LEA has been working to increase parent and student engagement since transitioning from distance learning to in person learning. Additionally, our internal data analysis showed that participation in social emotional learning opportunities is only 24.56% for Low Income students compared to 55.13% for the all student group.

Research shows that strong parent partnerships and participation in social emotional learning increases attendance for students, and the data indicates that the charter needs to focus on increasing in-person parent involvement and participation in social emotional opportunities for our unduplicated populations. To address these needs, we will provide and focus on increasing attendance for both virtual and in-person engagement events at our school sites as well as utilizing technology to enhance parent/ student communications, with special events for our English Learners and Low-Income families (Goal 4, Action 1). We will also specifically recruit and remove barriers to access for participation in our social emotional learning opportunities for English Learners, Low Income, and Foster Youth (Goal 4, Action 2). There will be various extracurricular activities provided to support the social emotional development of the LEA's unduplicated student populations. Counseling support will also be provided to students presenting the need. For the FRMP student populations, supports such as transportation will be provided to remove barriers that financial difficulties can provide in accessing such extracurricular activities provided to students. These actions will include promoting events and SEL opportunities in parents' home languages and through a variety of modalities, including phone calls, texts, emails, and mailers home. This will be effective in meeting the requirement of increasing and improving services for our Low Income, English Learners, and Foster Youth in that our specific recruitment of students and families in these subgroups will benefit from specific, targeted outreach and community building opportunities.

We expect that the SEL participation rates and attendance rates for our Low Income, English Learner, and Foster Youth students will increase significantly more than the SEL participation rates and attendance rates of all other students. However, because we expect that all students with low SEL participation and chronic absenteeism will benefit, these actions are provided on a charter wide basis.

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 Instruction, Support, and Language Acquisition Programs and EL Professional Development (Goal 1, Actions 2 and 3)

As identified in the Engaging Educational Partners and Metrics sections, district reading benchmark scores, ELPAC scores, ELD teacher feedback, and input from the Fall and Spring Educational Partner Surveys, the charter has identified that EL students are struggling with reading and writing, which is affecting their progression in core courses and graduation rate. EL student math core course completion is below the overall population with a core course completion rate of 5.75. Data from our Comprehensive Needs Assessment reflected that during the 2019-2020 school year, there was a 4.87% credit attainment gap between all students and English Learners and a 2.89% gap between all students and students with disabilities. This disparity has increased during the 2020-2021 school year. Currently, there is an 8.51% credit attainment gap between all students and English Learners and a 15.27% gap between all students and students with disabilities

To address this need, we will implement specialized instruction and language acquisition programs for EL students, provide professional development for ELD teachers in utilizing the curriculum, and resources for parents of EL students to enable them to assist students at home (Goal 1; Actions 2 and 3).

We anticipate our EL students' ELPAC scores, core course completion, and graduation rates will increase. Feedback from both the ELD teachers and School Site Council will continue to inform the training. We also anticipate that 68% of the charter's 9-12th grade EL population will demonstrate level growth. Once the charter reaches an EL population size that is statistically significant in size for reporting, the charter aims to have 56% of students displaying gains on the ELPAC assessment by the 2023-24 Academic school year with these actions in place.

Actions: Foster Youth and Homeless Youth Instructional and Postsecondary Planning (Goal 1, Action 4)

As identified in the Comprehensive Needs Assessment and Reflections: Identified Needs and Metrics sections above, Foster Youth have lower attendance rates, lower core course completion rates, and lower participation in postsecondary, career, and social emotional learning than all student groups. Statewide, Foster Youth are at greatest risk over all other subgroups statewide for dropping out of high school and not attending college. Although the graduation rate of the charter's Foster Youth is 86.67%, the charter recognizes that Foster Youth need additional instructional support and postsecondary planning in order to retain and graduate all Foster Youth.

To address this need, we will implement individualized learning plans for Foster and Homeless Youth, managed by the Foster Youth Liaisons and Postsecondary Counselors. These students and their educational rights holders and other systems of support will meet with the Postsecondary Counselors once per semester to review academic and postsecondary planning and goal setting, and the postsecondary counselors and other members of the Foster Youths' instructional team will implement their individualized learning plans throughout the school year.

We anticipate our Foster Youth students' attendance rate, progression of core courses, and participation in postsecondary, workforce, and social emotional learning opportunities will increase. Feedback from the SSC, Foster Youth Liaisons, and other educational partners will continue to inform the training.

Actions: Targeted Interventions for Unduplicated Students (Goal 1, Action 3)

As identified in the Comprehensive Needs Assessment and Reflections: Identified Needs and Metrics sections above Foster Youth and Homeless Youth have lower attendance rates, lower core course completion rates, and lower participation in postsecondary, career, and social emotional learning than all student groups. Low Income students are graduating at a rate 5.63% lower than the all student group, and have a 0.53% higher dropout rate than the all student group. Due to socioeconomic factors, Low Income students are more likely than their peers to have to concurrently work full time while attending high school in order to help support their families, and many of our students are at-risk of housing insecurity. Our Low Income and Foster Youth students (as well as our Homeless Youth who are almost always Low-Income students) are in need of additional individualized support, instruction, and interventions in order to manage the chronic stressors of their circumstances.

To address this need, we will implement additional individualized instruction through one-on-one appointments with math and ELA specialists, Career Pathways Counselors, and Postsecondary counselors, and mental health counseling as needed for our Low Income and Foster Youth students (Goal 1, Action 3). Workshops for building executive functioning and 21st century skills will also be provided to unduplicated students who place at the "Urgent Intervention" level on internal benchmark assessments. (Goal 1, Action 3). This will meet the requirement of increasing and improving services for our Low Income and Foster Youth students because we will be providing them with additional instructional, social emotional, and workforce resources in order to be able to manage the chronic stressors of their financial circumstances in order to better aid them in balancing their familial responsibilities and social emotional stressors with earning a high school diploma.

We anticipate our Low Income and Foster Youth students' attendance rates and graduation rates will increase, and we further anticipate that our Low-Income student's dropout rates will decrease.

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

The LEA plans to use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, low-income students and foster youth. The LEA plans to use the funds in a variety of ways, such as equipping staff with *Quality of Instruction and Academic Enhancement - through Serving EL and low-income students by recruiting and retaining staff to help aid their progression in core courses (LCAP Goal 2 / Action 1)*. *Staff working directly with subgroups will be offered professional development opportunities to better equip them to provide EL and Low-income students the tools necessary to aid their progression in core courses.*

This ensures we are retaining our staff that directly impact our unduplicated student group’s academic success in our program, by equipping them with the necessary tools via PD to become effective leaders and build their effectiveness to ultimately avoid staff burnout. This will include but is not limited to serving our EL and low-income students who need additional academic support, as well as hiring an additional counselor to specifically reduce unduplicated student cases loads. Goal 2 action 1

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

Opportunities For Learning Duarte

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 1,159,146	\$ 137,900	\$ -	\$ -	1,297,046	\$ 835,000	\$ 462,046	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	SWD Targeted Support and Instruction	Students with Disabilities	\$ -	\$ 137,900	\$ -	\$ -	\$ 137,900
1	2	EL Targeted Support and Instruction	English Learners	\$ 42,900	\$ -	\$ -	\$ -	\$ 42,900
1	3	Targeted Intervention for Unduplicated Students	Low-income, Foster Youth, Homeless	\$ 139,600	\$ -	\$ -	\$ -	\$ 139,600
1	4	Foster Youth Support	Foster Youth	\$ 116,000	\$ -	\$ -	\$ -	\$ 116,000
2	1	Quality of Instruction and Academic Enhancement	English Learners, Low-income,	\$ 245,000	\$ -	\$ -	\$ -	\$ 245,000
2	2	Math/ELA Intervention	English Learners, Low-income, Foster Youth, Homeless	\$ 141,000	\$ -	\$ -	\$ -	\$ 141,000
2	3	Building 21st Century Skills	English Learners, Low-income, Foster Youth, Homeless	\$ 82,746	\$ -	\$ -	\$ -	\$ 82,746
2	4	Resources to access a Broad Course of Study	English Learners, Low-income, Foster Youth, Homeless	\$ 54,000	\$ -	\$ -	\$ -	\$ 54,000
3	1	Academic and Post-Secondary Planning	English Learners, Low-income, Foster Youth, Homeless	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
3	2	College and/or Career Focused Opportunities	English Learners, Low-income, Foster Youth, Homeless	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
3	3	Post-Secondary Events and Workshops	English Learners, Low-income, Foster Youth, Homeless	\$ 26,000	\$ -	\$ -	\$ -	\$ 26,000
3	4	CTE expansion	English Learners, Low-income, Foster Youth, Homeless, SED	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
4	1	Educational Partner Engagement Events and Outreach	English Learners, Low-income, Foster Youth, Homeless	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
4	2	Student Well-Being: Mental, Emotional, and Physical Health	English Learners, Low-income, Foster Youth, Homeless	\$ 37,000	\$ -	\$ -	\$ -	\$ 37,000
4	3	Professional Development	English Learners, Low-income, Foster Youth, Homeless	\$ 15,500	\$ -	\$ -	\$ -	\$ 15,500
4	4	School Climate Survey	English Learners, Low-income, Foster Youth, Homeless	\$ 31,900	\$ -	\$ -	\$ -	\$ 31,900

2022-2023 Contributing Actions Table

Opportunities For Learning Duarte

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
\$ 3,075,191	\$ 755,190	24.56%	0.00%	24.56%	\$ 1,159,146	0.00%	37.69%	Total:	\$ 1,159,146
								LEA-wide Total:	\$ 1,000,246
								Limited Total:	\$ 158,900
								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 Targeted Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 42,900	0.00%
1	3	Targeted Intervention for Unduplicated Students	Yes	LEA-wide	All	All Schools	\$ 139,600	0.00%
1	4	Foster Youth Support	Yes	Limited	Foster Youth	All Schools	\$ 116,000	0.00%
2	1	Quality of Instruction and Academic Enhancement	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 245,000	0.00%
2	2	Math/ELA Intervention	Yes	LEA-wide	All	All Schools	\$ 141,000	0.00%
2	3	Building 21st Century Skills	Yes	LEA-wide	All	All Schools	\$ 82,746	0.00%
2	4	Resources to access a Broad Course of Study	Yes	LEA-wide	All	All Schools	\$ 54,000	0.00%
3	1	Academic and Post-Secondary Planning	Yes	LEA-wide	All	All Schools	\$ 130,000	0.00%
3	2	College and/or Career Focused Opportunities	Yes	LEA-wide	All	All Schools	\$ 60,000	0.00%
3	3	Post-Secondary Events and Workshops	Yes	LEA-wide	All	All Schools	\$ 26,000	0.00%
3	4	CTE expansion	Yes	LEA-wide	All	All Schools	\$ 30,000	0.00%
4	1	Educational Partner Engagement Events and Outreach	Yes	LEA-wide	All	All Schools	\$ 7,500	0.00%
4	2	Student Well-Being: Mental, Emotional, and Physical Health	Yes	LEA-wide	All	All Schools	\$ 37,000	0.00%
4	3	Professional Development	Yes	LEA-wide	All	All Schools	\$ 15,500	0.00%
4	4	School Climate Survey	Yes	LEA-wide	All	All Schools	\$ 31,900	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,028,917.96	\$ 856,749.11

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	SWD Targeted Support and Instruction	No	\$ 355,000	\$ 65,774
1	2	EL Targeted Support and Instruction	Yes	\$ 62,916	\$ 55,000
1	3	Targeted Intervention for Unduplicated Students	No	\$ 4,601	\$ 1,960
1	4	Foster Youth Support	Yes	\$ 6,024	\$ 3,014
2	1	Quality of Instruction	Yes	\$ 174,022	\$ 276,504
2	2	Math/ELA Intervention	Yes	\$ 100,398	\$ 108,167
2	3	Building 21st Century Skills	Yes	\$ 40,159	\$ 4,651
2	4	Broad Course of Study	Yes	\$ 107,091	\$ 115,320
3	1	Academic and Post-Secondary Planning	Yes	\$ 30,119	\$ 80,913
3	2	College and/or Career Focused Opportunities	Yes	\$ 40,159	\$ 44,293
3	3	Post-Secondary Events and Workshops	Yes	\$ 2,677	\$ -
4	1	Stakeholder Engagement Events and Outreach	Yes	\$ 4,685	\$ 866
4	2	Student Well-Being: Mental, Emotional, and Physical Health	Yes	\$ 28,781	\$ 26,663
4	3	Professional Development	Yes	\$ 10,040	\$ 13,247
4	4	School Safety	Yes	\$ 62,246	\$ 60,378

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 713,950	\$ 669,317	\$ 787,677	\$ (118,360)	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	2	EL Targeted Support and Instruction	Yes	\$ 62,916	\$ 54,999.86	0.00%	0.00%
1	4	Foster Youth Support	Yes	\$ 6,024	\$ 3,014.26	0.00%	0.00%
2	1	Quality of Instruction	Yes	\$ 174,022	\$ 276,503.92	0.00%	0.00%
2	2	Math/ELA Intervention	Yes	\$ 100,398	\$ 108,166.52	0.00%	0.00%
2	3	Building 21st Century Skills	Yes	\$ 40,159	\$ 4,651.37	0.00%	0.00%
2	4	Broad Course of Study	Yes	\$ 107,091	\$ 115,319.53	0.00%	0.00%
3	1	Academic and Post-Secondary Planning	Yes	\$ 30,119	\$ 80,913.06	0.00%	0.00%
3	2	College and/or Career Focused Opportunities	Yes	\$ 40,159	\$ 44,293.25	0.00%	0.00%
3	3	Post-Secondary Events and Workshops	Yes	\$ 2,677		0.00%	0.00%
4	1	Stakeholder Engagement Events and Outreach	Yes	\$ 4,685	\$ 865.91	0.00%	0.00%
4	2	Student Well-Being: Mental, Emotional, and Physical Health	Yes	\$ 28,781	\$ 26,662.96	0.00%	0.00%
4	3	Professional Development	Yes	\$ 10,040	\$ 10,039.76	0.00%	0.00%
4	4	School Safety	Yes	\$ 62,246	\$ 62,246.48	0.00%	0.00%

OFL DUARTE 2021-2022 Contributing Actions Annual Update Table

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,988,991	\$ 713,950	0.00%	23.89%	\$ 787,677	0.00%	26.35%	\$0.00 - No Carryover	0.00% - No Carryover

OFL Duarte
2021-22 Comprehensive Needs Assessment
Summary / Addendum Document

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.

Educational Partners

Who Educational Partners involved in the Comprehensive Needs Assessment?
How were Educational Partners involved in the Comprehensive Needs Assessment?

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

The educational partners involved in the 21-22 Comprehensive Needs Assessment included Administrators, General Education Teachers, Special Education Specialists, English Language Specialists, Postsecondary Counselors, Career Pathways Counselors, Instructional Coaches, Support Staff, Parents, and Students. The educational partners participated in a multi-phase process that included the following steps: 1) gathering and compiling data needed to conduct the CNA, 2) participating in whole group and small group data analysis deep dives to identify areas of focus, 3) participating in a Root Cause Analysis of the identified areas of focus, 4) developing measurable outcomes to address the Root Causes, and 5) Conducting the Resource Inequity Review of the charter. Parents and students participated through survey data analysis, interviews and parent conferences, and feedback provided during Family Engagement Events. The results of the Comprehensive Needs Assessment were presented to the School Site Council on 5/17/2022.

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did Educational Partners 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)

In order to determine school needs, resource inequalities, and actionable items, OFY-Duarte conducted review and analysis on the following qualitative and quantitative data points:

- **Pupil Engagement Data**
 - Monthly Student Progression
 - Chronic Absenteeism

- Dropout Rates
- California Dashboard Graduation Rate data
- **Pupil Achievement and Course Access Data**
 - ELA and math benchmark testing data
 - Core course completion rates
 - ELPAC Data
 - Dual enrollment
 - A-G Completion Rates
 - Career Technical Education enrollment data
 - Career Pathways data
- **School Climate and Educational Partner Engagement Data**
 - Suspension Rate data
 - National School Climate Survey, Fall and Spring LCAP Surveys, and COVID School Safety Surveys
 - Family Engagement Nights feedback notes and conversations with parents and students
 - School Staff meeting notes/agendas
 - Collaborative meetings with educational vendors

RESULTS / Phase 2 (Data Dive Summary Table)

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

1. **Core Course Completion Rate:** SWD, ELD, and FRMP outperform the general education population in ELA core course completion. General education population outperforms all subgroups in math core course completion rates. Core course completion rates in mathematics are lowest compared to all other subjects. Math and English are the lowest completed courses amongst all student groups when compared to other subjects. Science is the highest average completed course for all subgroups except for ELD. Science and Social Science are the highest completed courses for the SPED population.
2. **ELA Performance:** Majority of 9-12 grade population at or above benchmark in ELA on RenSTAR internal benchmark assessments. 60% of 12th grade population at or above benchmark in ELA performance. 0% of 11th and 12th grade populations at “Urgent Intervention” level on the RenSTAR internal benchmark assessment. ELA core course completion rates for entire population 3.35, EL population at 3.82, SPED population at 3.36, and FRMP population at 3.46.
3. **Math Performance:** 7th/8th no students scored at or above benchmark. High school all grade levels the majority are below the benchmark. In each grade level, it appears there is at least one test that is way lower that appears to be the student did not attempt the test. 8% of 11th

grade students are at grade level. 10th graders had the highest percentage of level 4 or 3. 0% of 12th grade population is at grade level. Math core course completion rates for the entire population 3.07, EL population at 2.42, SPED population at 2.65, and FRMP population at 2.57. Math core course completion for the student population as a whole was 3.07 and trailed significantly behind course completion in other core subjects (English = 3.35, Science = 5.02 and Social Science = 4.57). For the schools' unduplicated populations, the gap in completion rate was even more profound (EL = 2.42, SWD = 2.65, FRMP = 2.57).

4. **Dropout Rate:** Middle School dropout rate for all populations is at 0%. At the High School level, the dropout rate for the entire population is at 3.64%, EL population at 0%, SPED population at 7.41%, and FRMP population at 4.17%.
5. **Graduation Rate:** The charter met the ESSA graduation requirement with a graduation rate of 92.3% for the 2020-2021 school year. Both the EL and SWD populations had a 100% graduation rate for the 2020-2021 school year. The FRMP population had the lowest graduation rate of all subgroups with a graduation rate of 86.67%.
6. **College and Career Readiness:** Students met prepared at a higher rate through A-G completion. Prepared students were at 100%. On the indicator, a higher percentage of students are not prepared versus prepared. 2021-2022 A-G completion rate is 71.43%. 43.11% of students are not on the A-G track with 56.89% of students not on the A-G track. Students who score at the intervention or urgent intervention level are less likely to complete A-G. There is a current lens of A-G completion as being the college bound student population, which can be impacting the current completion rate of 48.94%. A-G completion opportunities are being removed too soon.

RIORITIZED 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.

- Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations
- Increasing English support and tutoring for all students
- Increasing A-G completion rates and number of students on the A-G track
- Increasing student and family awareness of the benefits of A-G

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.

A-G Completion Rates:

Root Cause #1: A-G completion is connected only to 4-year bound students

Root Cause #2: Various student populations have external factors and learning gaps that impact their access to science and language supports and course offerings

Measurable Outcomes:

- Increase in percentage of students on the A-G planning guide
- Increase in dual enrollment student participation

Math Performance and Math Core Course Completion Rates:

Root Cause #1: Students are in multiple modes of math classes with various levels of engagement and accountability

Root Cause #2: Students exhibit a deficit in basic math skills to be successful in core math courses.

Measurable Outcomes:

- Increase in math core course completion by students completing 1 math credit each academic school month
- The charter will maintain or increase RenSTAR math performance by 10%
- Each student will increase math levels by 1 intervention level

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?

The major trend identified in the Comprehensive Needs Assessment is the effects of distance learning on student achievement for subgroups. The data indicates that different student subgroups have different areas of strength and different areas of focus. For example, English Learners, Students with Disabilities, and FRMP students have significant learning gaps in math which affects these subgroups having a lower math core course completion rate than the entire school population. The major trends identified are a need to continue to focus on A-G Completion rates, math performance, and math core course completion.

RESOURCE INEQUITIES REVIEW ADDENDUM 2021-22 Academic year

Charter	
OFL Duarte	
<p>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.</p>	
<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> -Although all students have access to the Post-Secondary Counselor, an emphasis on A-G tracking is focused on 4-year bound students versus advertising the benefits of A-G to students who elect to not be on the A-G track. -Ensuring students with greatest needs, particularly Foster Youth and Homeless Youth, are accessing academic resources and interventions including additional appointments, tutoring, Direct Instruction courses, and enrollment in ELA and math evidence-based intervention courses -Ensuring that the charter is tracking A-G students with enhanced intentionality -Ensuring EL, FRMP, and Foster Youth have access to resources that aid their mastery in a broad course of study. -Ensuring Foster Youth meet with the Post-Secondary Counselor and Foster Youth Liaison within the first 30 days of enrollment to be provided access to resources and academic mentoring. -Tracking to ensure that class schedules for subgroups are progressing in core course completion, especially in math. -Ensuring EL students, FRMP, and Foster Youth are accessing available resources and supports such as tutoring and intervention classes.

<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ul style="list-style-type: none"> -Ensuring EL students, FRMP, and Foster Youth are accessing available resources and supports such as tutoring and intervention classes. -Tracking to ensure that class schedules for subgroups are progressing in core course completion, especially in math. -Ensuring that the charter is tracking A-G students with enhanced intentionality
<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> -Reviewing budget allocations to ensure EL students, FRMP, and Foster Youth are supported by adequate staffing to be provide the necessary resources available -Ensuring full implementation of intervention programs in math with an emphasis on EL, FRMP, and Foster students
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>N/A</p>

Instructions

[Plan Summary](#)

[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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