

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities for Learning - Duarte Inc.

CDS Code: 19-64469-0128736

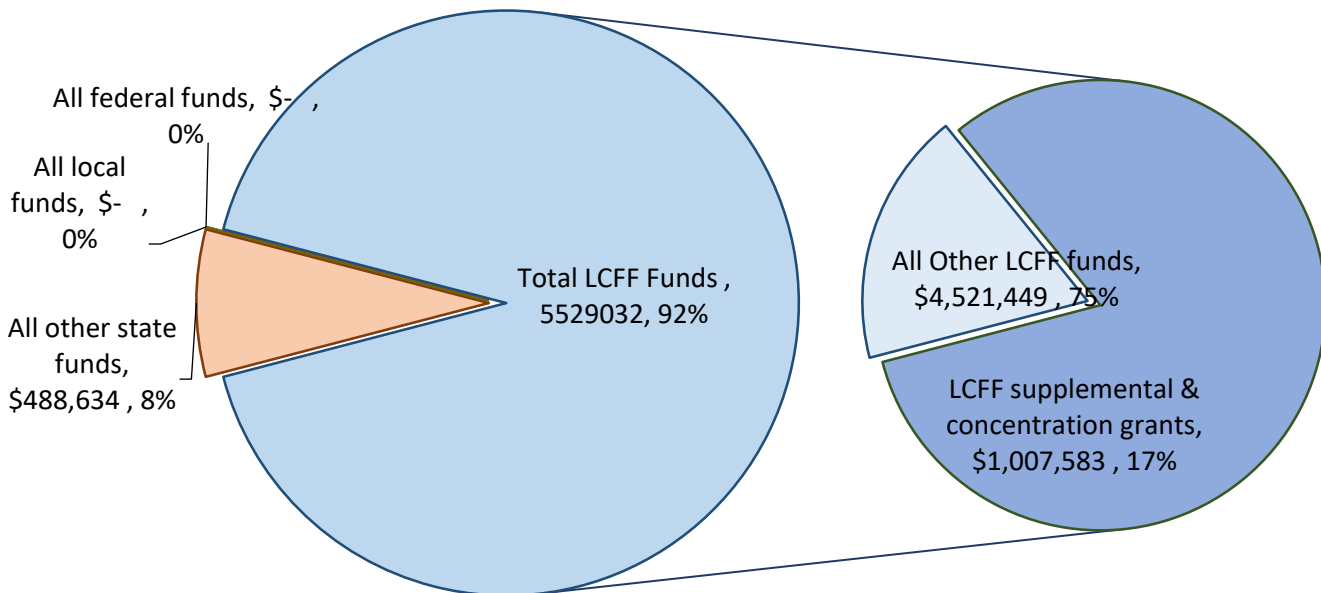
School Year: 2025-2026

LEA contact information: Megan Betry, Principal mbetry@ofy.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

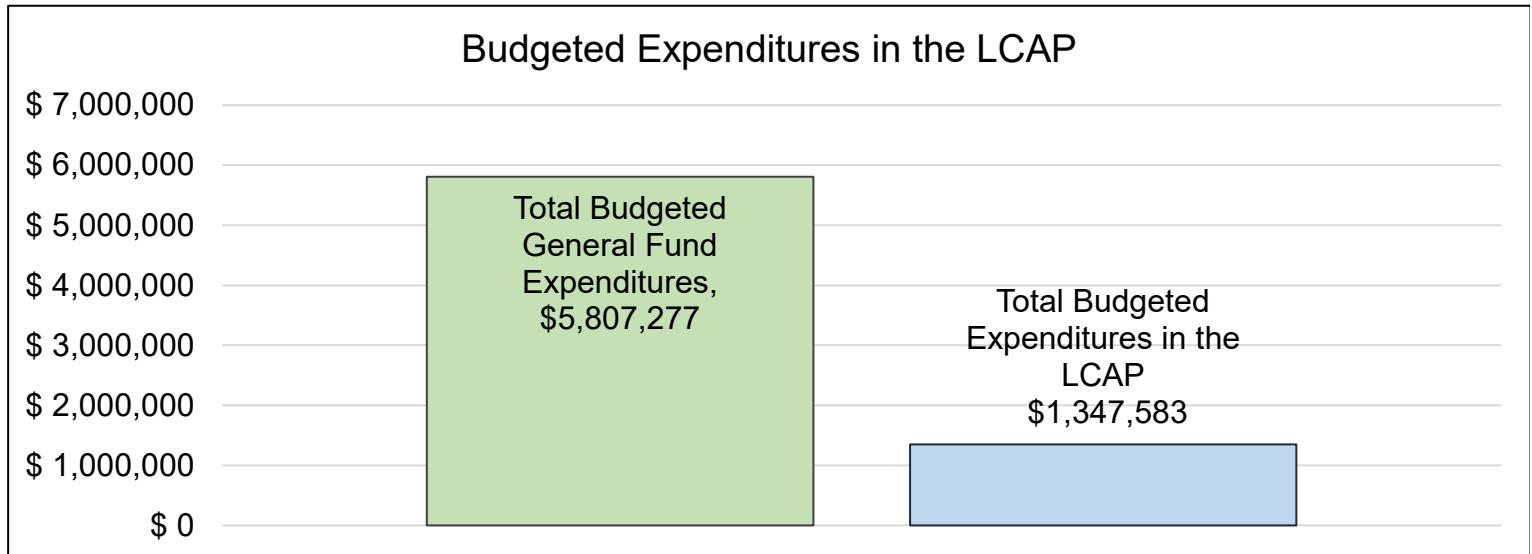


This chart shows the total general purpose revenue Opportunities for Learning - Duarte Inc. expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities for Learning - Duarte Inc. is \$6,017,666.00, of which \$5,529,032.00 is Local Control Funding Formula (LCFF), \$488,634.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$5,529,032.00 in LCFF Funds, \$1,007,583.00 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 Inc. plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Opportunities for Learning - Duarte Inc. plans to spend \$5,807,277.00 for the 2025-2026 school year. Of that amount, \$1,347,583.00 is tied to actions/services in the LCAP and \$4,459,694.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

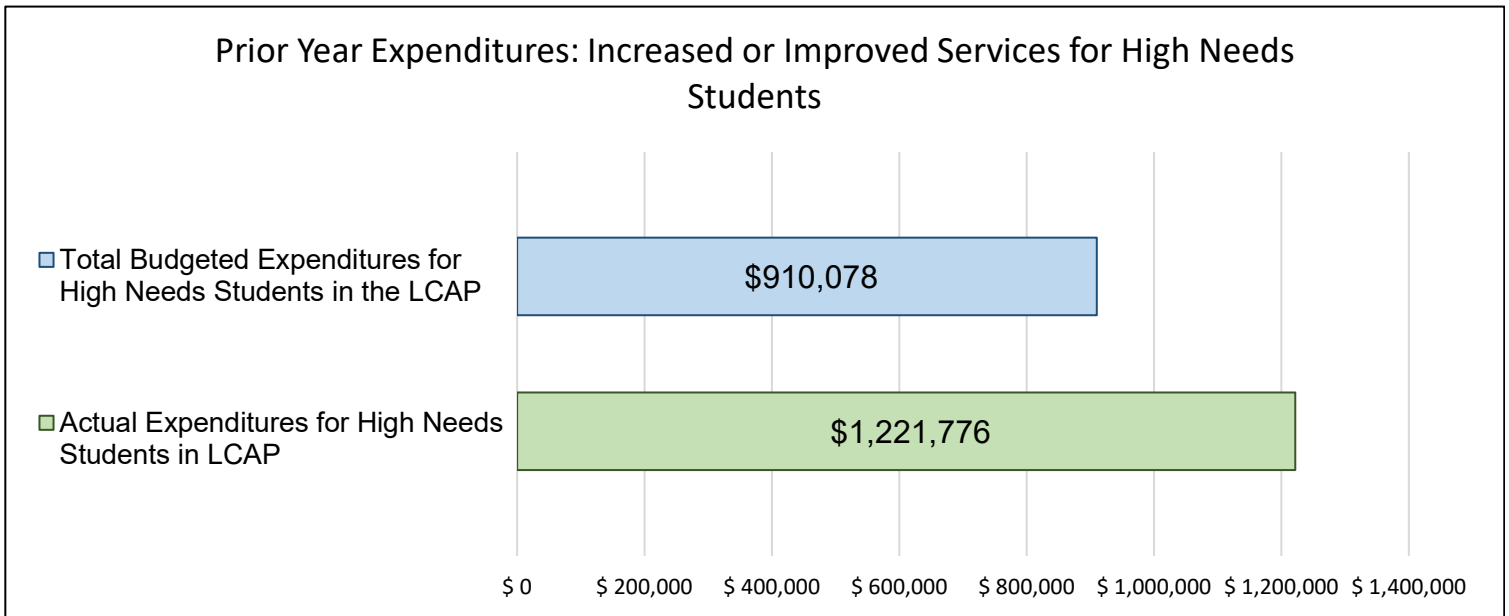
The 2025–26 General Fund includes operational costs not captured within the LCAP. These expenditures support the school's business operations and may include non-instructional staff salaries, office and operational supplies, rent, licensing, taxes, administrative overhead, and contracted management fees.

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

In 2025-2026, Opportunities for Learning - Duarte Inc. is projecting it will receive \$1,007,583.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities for Learning - Duarte Inc. must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities for Learning - Duarte Inc. plans to spend \$1,007,583.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what Opportunities for Learning - Duarte Inc. 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 Inc. 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 2024-2025, Opportunities for Learning - Duarte Inc. 's LCAP budgeted \$910,078.00 for planned actions to increase or improve services for high needs students. Opportunities for Learning - Duarte Inc. actually spent \$1,221,776.00 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan

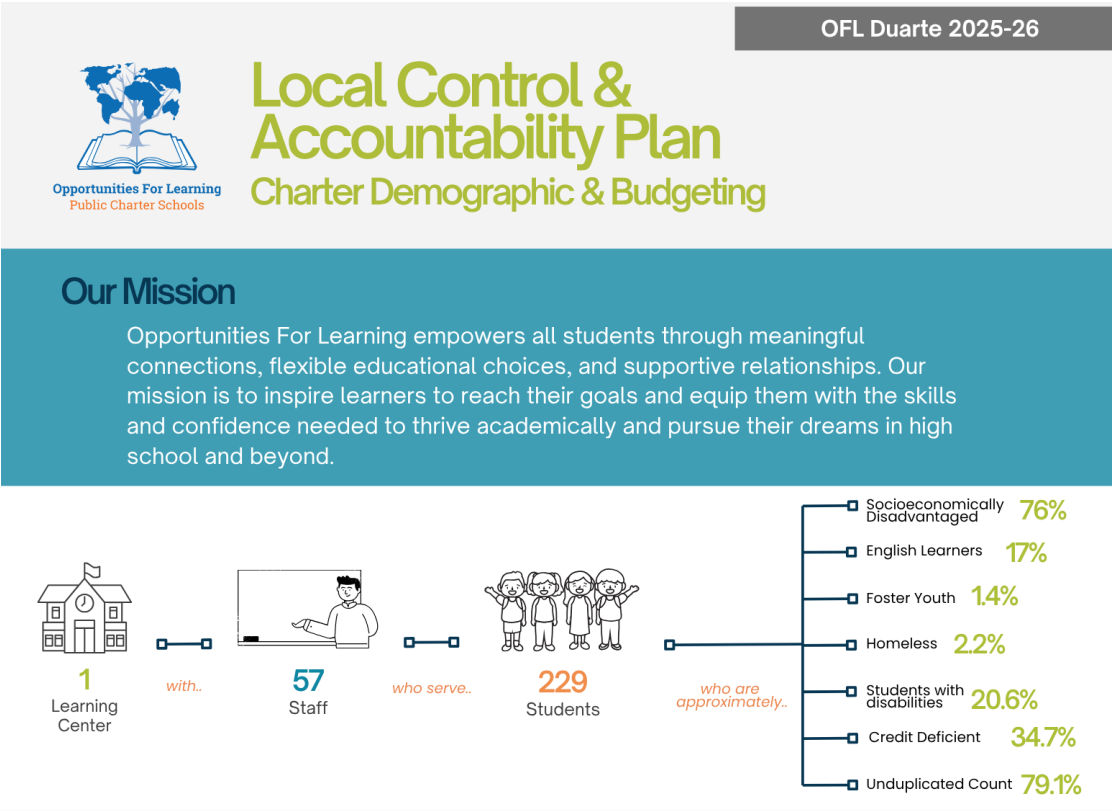
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities for Learning-Duarte Inc.	Megan Betry, Principal	626-303-2022 mbetry@ofy.org

Plan Summary 2025-26

General Information

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



Educational Philosophy:

Opportunities For Learning - Duarte offers educational opportunities tailored for students seeking a non-traditional school environment, emphasizing individualized learning to help every student achieve their potential. The charter serves a diverse community, including at-risk students, those behind grade level, victims of bullying, LGBTQ youth, students with special needs, those wishing to accelerate their studies, and those in need of an alternative school setting. By identifying students who are disengaged or have learning gaps, we are dedicated to providing personalized support and instruction to ensure their academic and personal success. OFL-Duarte values preparation beyond high school, integrating career and technical education with social-emotional learning alongside academic and post-secondary planning. Students are encouraged to broaden their experiences outside the classroom through extracurricular activities, fostering meaningful connections with peers and the community.

Educational Program:

The primary goals of Opportunities For Learning - Duarte are to:

- provide a comprehensive learning experience aligned with the Common Core State Standards
- identify and support students underserved by the traditional public school system
- foster self-motivated, competent, lifelong learners. Additionally, the program aims to offer students and parents more educational choices within California’s public school system.

The charter believes in involving students in planning and implementing their educational programs, encouraging them to take responsibility for their own lives. The program is designed to create an optimal learning environment where students can thrive. Through a hybrid educational model that includes independent study, small group direct instruction, experiential learning, and online learning, students receive immediate feedback and continuous encouragement, building success and self-confidence. By 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 ready for life beyond high school.

In addition to LCFF funding, and other state and federal funds, OFL Duarte will be using Learning Recovery Emergency Block Grant (LREBG) funds to establish learning recovery initiatives that support academic learning recovery, and staff and pupil social and emotional well-being. The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, and provides one-time funds for learning recovery initiatives through the 2027-28 school year. Our strategic plan for spending these funds to improve student outcomes in the 2024-25 school year is outlined in this LCAP Plan.

Reflections: Annual Performance

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

Following the outcomes revealed by the Fall 2023 California Dashboard, OFL Duarte attained a red or very low rating in the performance indicators of Graduation Rates and College/Career, as illustrated in the accompanying infographic. Ongoing enrollment and students enrolling credit deficient in the charter school has a direct impact on the LEA being in the red on the CA dashboard for its 4 to 5 year graduation rates. While the LEA’s 4 to 5 year graduation rates are in the red for all student groups, the LEA is proud of maintaining strong annual one year DASS graduation rates being at 90.6% for all students and Socioeconomically disadvantaged pupils (FRMP), have a DASS one year graduation rate of 91.7% for the 22-23 school year. The LEA also prides itself in its increase in Career Technical Education pathway

completion rates for the 22-23 school year being at 7 students having completed a pathway. The LEA was able to meet its CTE pathway completion in its previous 3-year LCAP cycle and has continued to enhance these positive strides in the actions of this new 24-27 LCAP in Goal 1, Action 2.

In response, the charter has formulated specific focus goal(s) and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.

Graduation Rates:

Goal 1, Action 1-Academic and Post-Secondary Planning

Goal 1, Action 3 - Post-Secondary Events and Workshops

Goal 1, Action 4 - Experiential Learning

Goal 1, Action 6 - Graduation Progression Supports and Interventions

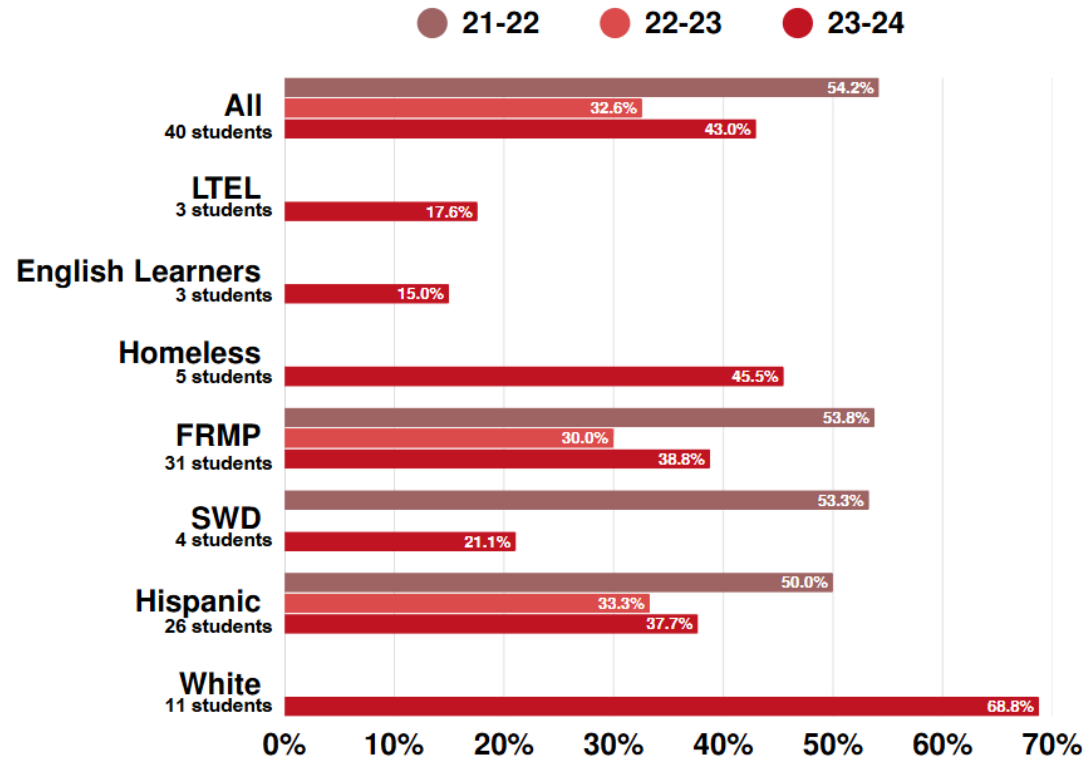
College/Career Indicator:

Goal 1, Action 2-CTE Pathway Completion

Goal 1, Action 4 - Experiential Learning

Goal 1, Action 7-Credit Recovery and College Readiness Initiative (LREBG)

OFL Duarte 4-5 Year Graduation Rate



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

Below is an overview of our current performance in three critical areas, along with reflections on the progress and challenges observed on the 2024 CA Dashboard and during the 2024-25 school year.

1. Graduation Rates

Overall Performance:

- 2023-24 Graduation Rate: 43.0% (Red Status)
- Improvement: Increased by 10.4 percentage points compared to 2022-23 (32.6%)
- Three-Year Average: 43.26%

Note: Despite the significant increase, the rate remains well below our target of 68%.

Subgroup Highlights:

Socioeconomically Disadvantaged Students:

- Current Rate: 38.8% (with an 8.8 percentage point increase)

Hispanic Students:

- Current Rate: 37.7% (with a 4.3 percentage point increase)

2. College & Career Readiness

Overall Performance:

- 2023-24 Preparedness Rate: 9.3% (Orange Status, Very Low)
- Improvement: Increased by 6.7 percentage points from 2022-23 (2.6%)

Note: Although there is progress, the overall percentage remains very low, indicating a continued need for targeted interventions.

Subgroup Highlights:

Socioeconomically Disadvantaged Students:

- Current Preparedness: 9.5% (up by 6.3 percentage points)

Hispanic Students:

- Current Preparedness: 6.2% (up by 1.8 percentage points)

3. Chronic Absenteeism

Overall Performance:

- 2023-24 Rate: 66.7% (Red Status, Very High)
- Increase: Up by 15.2 percentage points from 51.5% in 2022-23

Note: This significant rise in chronic absenteeism is concerning as regular attendance is crucial for academic success.

Subgroup Highlights:

Socioeconomically Disadvantaged Students:

- Current Rate: 71.9% (increased by 17.7 percentage points)

Hispanic Students:

- Current Rate: 76.7% (increased by 20.1 percentage points)

Reflections and Next Steps

Graduation Rates: While there has been a notable improvement in overall graduation rates, they remain significantly below our target. Special attention is required for subgroups such as socioeconomically disadvantaged and Hispanic students to further close the gap.

College & Career Readiness: The current college and career readiness rate remains very low, despite some gains. Our focus will continue on targeted support to boost these numbers across all student groups.

Chronic Absenteeism: The rise in chronic absenteeism, particularly among socioeconomically disadvantaged and Hispanic students, signals a need for more robust interventions to improve attendance and overall engagement.

Moving Forward

Our strategy involves refining and intensifying targeted interventions, enhancing support systems, and closely monitoring progress. By addressing these areas, we aim to improve student outcomes and ensure equitable opportunities for all.

This progress update will inform our ongoing efforts and resource allocation as we work toward achieving our goals in the upcoming years.

OFL Duarte has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions may be found in Goal 1 Action 7, Goal 2 Action 4, and Goal 3 Action 5. See action descriptions for an explanation of the rationale for choosing the selected actions. These strategic actions ensure that LREBG funding is maximized to address the school’s most pressing challenges, supporting students in achieving academic success and improving overall school performance. By prioritizing attendance, literacy, and mathematics achievement, OFL Duarte is committed to closing opportunity gaps, improving student outcomes, and ensuring that every student graduates well-prepared for postsecondary success.

Reflections: Technical Assistance

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

Not Applicable

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.

OFL Duarte

Support for Identified Schools

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

OFL Duarte was flagged for CSI because its 4- to 5-year graduation rate average falls below 68%. According to the 2024 CA Dashboard, the 2023-24 school year graduation rate is 43%, which has earned a red designation and represents a 10.4% increase from the previous year. The three-year average currently stands at 43.26%.

Model, Framework and Context:

Over the past three years, graduation rates have trended below state expectations, with the 2023–2024 rate reported at 43%, prompting the school’s identification for CSI. Contributing factors include inconsistent implementation of academic interventions, gaps in student engagement, and limited access to credit recovery and career pathway programs. Additionally, ongoing enrollment—particularly of students

transferring with incomplete transcripts or significant credit deficiencies—has placed additional strain on support systems and negatively impacted cohort graduation rates. The school has also identified widespread student learning gaps, especially in foundational literacy and math skills, which have contributed to students falling behind in coursework and becoming off-track for on-time graduation. This CSI Plan seeks to address these challenges through evidence-based interventions, data-driven decision-making, and strong educational engagement, all aimed at improving graduation outcomes for all students.

Comprehensive Support and Improvement:

In the 2023-24 school year, Opportunities For Learning - Duarte received a 43% graduation rate average and therefore was identified for Comprehensive Support and Improvement (CSI). Through all the efforts set forth in our 2021-2024 plan, the charter achieved the following one-year graduation rates for the last three school years: 90.0% for 2021/22, 95.2% for 2022-23, and 88.9% for 2023-24. OFL Duarte will continue the efforts we set forth in the 2025-2026 academic year, with the goal of exiting CSI identification once the state deems it possible. The charter’s plan includes reflecting upon our current practices from the CSI plan and fully integrating them into our Local Control and Accountability Plan (LCAP), with the School Plan for Student Achievement (SPSA) embedded within the LCAP to ensure alignment of goals, actions, and resource allocation. The plan also includes sharing data with all Educational Partners and collaborating to improve in areas where the school underperformed according to the California School Dashboard.

OFL-Duarte will continue to monitor the implementation and effectiveness of the CSI plan through quarterly monitoring cycles, conducting regular analyses of both progress and impact on student learning. School leadership will collaborate with staff to review relevant data and ensure alignment with the plan’s intended outcomes. At the beginning of the school year, staff and leadership will collectively revisit schoolwide goals and develop a clear, actionable roadmap to guide implementation efforts. Time will be intentionally set aside during staff meetings and in-service days to provide ongoing updates, reflect on successes, and address current challenges. The CSI plan will be formally reviewed at least three times per year to ensure consistent progress monitoring and timely adjustments in response to identified achievement gaps.

OFL-Duarte plans to integrate the established goals to create an effective school plan. In order to effectively meet ESSA requirements for CSI, the plan will incorporate LCAP Educational Partner engagement feedback by utilizing Educational Partner feedback through a comprehensive survey gathered once a semester and through various Educational Partner engagement events throughout the year. Utilizing this information Educational Partners selected the evidence-based interventions that they would like to use to address our performance indicators that are in the red and/or orange on the CA Dashboard to help boost our student performance outcomes. OFL-Duarte has also incorporated the goals, metrics, and actions as outlined in our 2024-27 LCAP to ensure alignment between LCAP and SPSA.

Comprehensive Needs Assessment Findings:

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

Comprehensive Needs Assessment Areas of Focus:

1. **A-G Completion Rate:** In the 23-24 school year, 11th grade FRMP students experienced a significant decline in A-G participation rates, dropping from 94.7% participation in 10th grade to 69.6%, with non-A-G rising from 5.3% to 30.4%.

2. **Chronic Absenteeism (CRA):** FRMP and Hispanic students increased their CRA from 22 to 23 school years. The overall increase rate was 7.1%, however the FRMP rate of increase was 10.4% and Hispanic students were 5% higher than all students.
3. **LTEL/ SWD Lexile Performance:** LTEL student performance data has declined by 32% over the past two academic years. There is a significant amount of LTEL students also designated as students with disabilities.
4. **ELA Performance:** To enhance 11th-grade student performance on the SBAC, we will promote greater engagement with school programs and resources, including SGI/DI classes, tutoring services, and teacher support.
5. **Math Performance:** Students who are not making adequate progress in math courses, or who scored at urgent intervention on Renstar should be placed in direct instruction classes.

Comprehensive Needs Assessment Root Cause Analysis Findings:

A-G Completion Rate:

-Root Cause #1: Insufficient availability of A-G courses, particularly through SGI and IS curriculum, restricts student's ability to stay on track on A-G plan.

Measurable Outcomes:

1. By the end of the 2025-26 school year, the availability of A-G courses will improve, as evidenced by a 10% increase in A-G course enrollment through SGI and IS curriculum.
2. The percentage of students on track to complete A-G requirements will increase by at least 5%, as measured by transcript reviews and graduation progress reports.

Chronic Absenteeism (CRA):

-Root Cause #1: Historically, our school has been geared towards the needs of high school students and middle school students have different needs because of their maturity level

-Root Cause #2: In the 22-23 school year, there were no SGI classes to support Middle School students.

Measurable Outcomes:

1. CRA rates will decrease by 15% in the 2025-26 school year. CRA would decrease for Hispanic students by 15% in the 2025-26 school year.
2. Core course completion rates for Middle School students will increase by 5% in the 2025-26 school year.

LTEL Lexile Growth:

-Root Cause #1: Low core course completion rates for Middle School students in the 24-25 school year.

-Root Cause #2: LTEL student present social emotional difficulties which directly impact school progression and lexile growth.

Measurable Outcomes:

1. Increase goal setting on a weekly basis
2. Connect LTEL students with school provided social/emotional supports i.e. Daybreak, EmpowerU

ELA Performance:

- Root Cause #1: Student performance is affected by their previous experience and what they are currently doing at our school.
- Root Cause #2: Student motivation is affected by a wide-range of factors, which are both positive and negative, which we try to address in various ways.

Measurable Outcomes:

1. By the end of the 2025-26 school year, student engagement and motivation will improve as measured by a 5% increase in student participation in academic support programs (e.g., tutoring, intervention classes, SGI/DI)

Math Performance:

- Root Cause #1: Students have gaps in their basic math skills that create lower scores on the SBAC.
- Root Cause #2: Students enrolled in our program without the basic math skills and struggle to complete core math classes which causes a lag in their progress toward graduation.

Measurable Outcomes:

1. There will be an increase in the “Standards Met” across all students for the 2026 SBAC test.
2. Increase student participation in Direct Instruction classes, going from trimester to quarterly, and/or math tutoring, hiring specific math tutors. Students are no more than a semester behind in Math progress based on their credits. Students who have not completed their 2-3 year Math requirement are enrolled in a Math course at all times.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:

The following trends and concerns were noted during the course of the charter’s Comprehensive Needs Assessment:

1. Increasing Math Performance and Core Course Completion Rates

- Student performance in Mathematics has shown an upward trend across all grade levels, with targeted interventions and instructional supports yielding measurable gains.
- A particular focus has been placed on English Learner (EL) and Free and Reduced Meal Program (FRMP) student populations, ensuring equitable access to resources such as tutoring, differentiated instruction, and scaffolded curriculum.
- Core course completion rates have improved across the entire student population, reinforcing the effectiveness of student support programs and academic interventions.

2. Decreasing Chronic Absenteeism for Middle School Students

- The chronic absenteeism rate among middle school students has declined due to proactive attendance monitoring, increased family outreach, and engagement initiatives that emphasize the importance of regular attendance.
- Strategies outlined in our LEA’s LCAP has positively impacted the data in this first year cycle. While there have been measured improvement, the LEA is continuing its effort to decrease chronic absenteeism rates over the remainder of the current three year LCAP cycle.

3. Increasing Graduation Rates for the Five-Year Graduation Cohort (CSI Designation)

- Graduation rates for the LEA's five-year cohort have increased, demonstrating progress in re-engaging students who require additional time to complete their high school requirements.
- Credit recovery programs, individualized graduation plans, and wraparound support services have played a crucial role in this improvement.

4. Increasing Lexile Rates for Long-Term English Learners (LTELs)

- The Lexile reading levels of the LEA's Long-Term English Learner (LTEL) student population have increased due to enhanced literacy interventions, structured English Language Development (ELD) instruction, and personalized learning plans.
- The implementation of targeted reading interventions, one-on-one tutoring, and access to digital literacy tools has supported student growth in reading comprehension and academic vocabulary.

5. Increasing A-G Completion Rates Among Graduating Seniors

- The percentage of students meeting A-G requirements for college eligibility has risen, reflecting ongoing efforts to improve access to rigorous coursework and academic counseling.
- Expanded Subject Group Instruction (SGI) options, dual enrollment programs, and post-secondary counseling opportunities and resources have provided students with more pathways to fulfill A-G course requirements.

6. Enhancing Student Engagement and School Climate

- Educational partner surveys indicate a stronger sense of belonging among students, with increased participation in extracurricular activities, student leadership programs, and a variety of social emotional learning modalities.
- Restorative practices and social-emotional learning (SEL) programs have contributed to a more positive school climate, reducing disciplinary incidents and strengthening student-teacher relationships.

7. Strengthening Family and Community Engagement

- Parent engagement has improved through multilingual communication, virtual and in-person workshops, and expanded opportunities for family involvement in decision-making processes.
- Increased participation in the Parent Advisory Committee (PAC) and school-wide events reflects a stronger partnership between families and the school community.

Data Utilized to conduct our Comprehensive Needs Assessment:

OFL-Duarte's Comprehensive Needs Assessment was informed by a multitude of internal and external data sources. This included monthly student progression data, monthly student progression plus data, core course completion data, dropout rate data, California Dashboard data, CAASPP data, graduation rate data, school attendance data, and LCAP and LCP survey data from students, parents, and staff. When possible, data was also categorized by a student group (English Learners, Long Term English Learners, Students with Disabilities, FRMP, and Foster Youth) to identify any prevalent trends and gaps between specific student populations.

Educational Partner Engagement Involvement

Parent Advisory Committee Educational Partner Engagement: OFL-Duarte's Parent Advisory Committee played an instrumental role in monitoring the charter's progress in achieving its school goals for the 2024-2025 school year. To date the Parent Advisory Committee has convened on the following days: 11/14/24, 1/23/25, and 4/9/25 and is anticipated to meet at least one more time during the current school year.

CNA Educational Partner Engagement: The key Educational Partners involved in OFL Duarte's Comprehensive Needs Assessment included the following charter staff: Principal, Assistant Principal, Assistant Principal of Operations, Assistant Principal of Instructional Programs, Lead Special Education Specialist, and Teacher Representative.

The Educational Partner group gathered data from multiple sources including the California Dashboard, Tableau, StudentTrac, and LCAP/LCP surveys. A data dive was conducted to review this compilation of data. Areas of focus were established based on a facilitated discussion of the school's data and an analysis of the school's performance gaps and strengths. Once five key areas of focus were identified, the Educational Partner group collaborated on a root cause analysis to determine the core factors responsible for the charter's gaps. Measurable outcomes to address the charter's root causes as well as measure student success and progress towards charter goals were then created. During this process, the charter also conducted a resource inequity review to highlight any disparities that existed in the charter's budget and resources as it related to equitably providing for the needs and services of all students. The findings of OFL Duarte's Comprehensive Needs Assessment were then shared with the charter's teachers and staff for feedback, as well as with the charter's Parent Advisory Committee.

LCAP Educational Partner Engagement: Educational Partners were invited to provide feedback on the school's overall program and its effectiveness in meeting the needs of all students through LCAP surveys distributed in both the fall and spring. In the fall, the charter hosted a Family Engagement Night to gather input from educational partners regarding the LCAP. In the spring, the charter facilitated Parent Advisory Committee meetings and distributed a school climate survey, offering parents additional opportunities to share their perspectives and feedback.

At the start of the school year, the charter's leadership and staff collaborated to set school goals, develop a strategic action plan, and establish methods for incorporating accountability with all Educational Partners. Throughout the year, staff consistently monitored student data during Professional Learning Communities (PLCs) and data dives. These meetings allowed staff to reflect on successes and challenges, assess students' learning needs, and discuss strategies to reduce the achievement gap. This ongoing collaboration fostered a culture of continuous growth and student-centered intervention, ensuring that instructional decisions remained informed by real-time data and aligned with the school's goals.

Resource Inequities Identified

The outcomes of the Resource Inequity review provided us the three areas of focus necessary to address systematic learning needs.

Actionable inequities that were identified by the Charter during their Resource Inequity Review and that are priorities for the Charter to address in their School Improvement Plans are as follows: (The first two bullet points will be prioritized in the charter's School Improvement Plans.)

- Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations
- Decreasing the current chronic absenteeism rate for the LEA's middle school population
- Increasing graduation rates for the LEA's five year graduation cohort (CSI identification)
- Increase lexile rate for the LEA's

The Charter's plan on addressing these inequities:

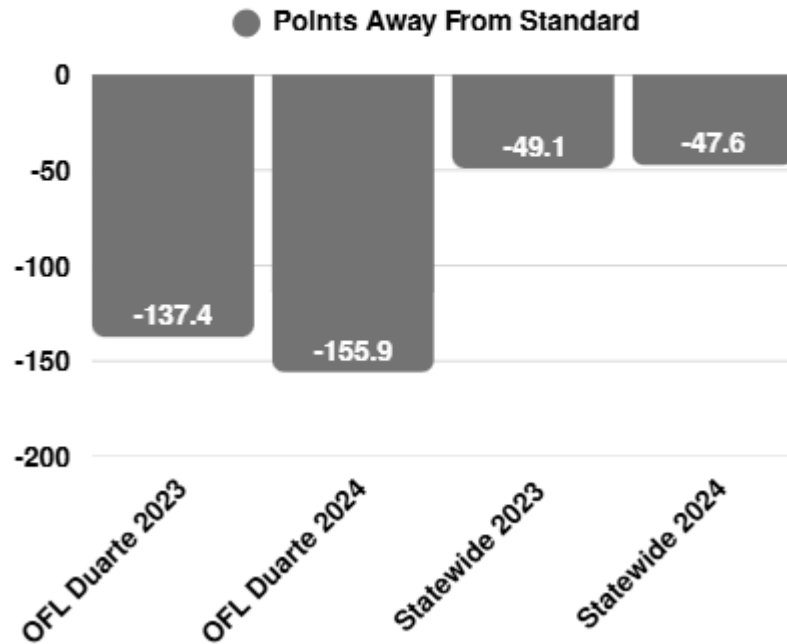
- To increase math performance and core course completion rates, the Charter will adopt evidence-based instructional practices, provide intensive academic support, and expand access to intervention programs specifically designed to support EL , LTEL, and FRMP students. This includes differentiated instruction, extended learning opportunities, and professional development for educators focused on culturally responsive pedagogy and language acquisition strategies.
- To decrease chronic absenteeism in the middle school population, the Charter will implement a multi-tiered system of support (MTSS) focused on early identification and intervention. This includes improving family engagement, expanding social-emotional learning supports, and collaborating with community-based organizations to address barriers to attendance such as transportation, mental health, and housing instability.
- To increase the five-year graduation rate, particularly for students in the CSI cohort, the Charter will strengthen its academic counseling and credit recovery systems, offer personalized learning plans, and expand postsecondary readiness programs. Dedicated staff members will track progress and ensure students receive tailored support to meet graduation requirements and transition successfully beyond high school.

There were no resource inequities that were identified during the review that are not actionable, but which impact student achievement:

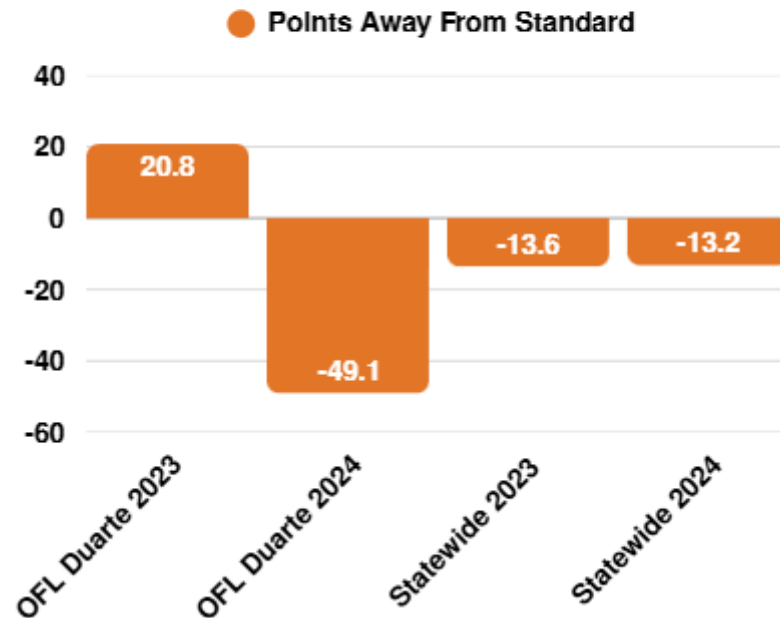
Evidence-Based Interventions Incorporated into CSI Plan

Drawing from internal assessment data, the Comprehensive Needs Assessment (CNA), and performance indicators from the California School Dashboard, the charter has identified an ongoing need for targeted interventions in both math and ELA. These evidence-based interventions are designed to address academic gaps and accelerate progress, particularly for underperforming student groups.

Smarter Balanced Summative Assessment Mathematics



Smarter Balanced Summative Assessment ELA



Educational partner engagement played a central role in selecting these interventions. Through CNA discussions, advisory committees, and LCAP engagement events, educational partners reviewed data and collaborated with school leadership to identify and recommend interventions that are most responsive to student needs. Based on this input, the charter has incorporated the following interventions into its CSI Plan and aligned them within the LCAP

Math Intervention Strategy:

To increase math performance, the LEA is incorporating evidence-based math programs through the restricted funding source under the Learning Recovery Emergency Block Grant (LREBG). These targeted interventions are specifically designed to address significant gaps in foundational math skills. Students are identified and placed into these programs based on their performance on the RenStar benchmark assessment, with a focus on those who score within the "Urgent Intervention" category. By leveraging high-impact, research-based instructional strategies and programs, the LEA aims to accelerate learning, build conceptual understanding, and support students in meeting grade-level standards. Progress is monitored regularly to ensure that instruction is responsive to student needs and aligned with best practices in math education. In year one of this LCAP cycle, we partnered with HeyTutor!, who provided an intervention teacher at our learning center

four days a week. In year two, we will be partnering with The Math Yogis to provide the same service at the learning center for those students identified as “Urgent Intervention”.

Middle School Support through BrainPOP:

For middle school students, LREBG funds are used to incorporate *BrainPOP* as a supplemental intervention for both Math and ELA. BrainPOP offers interactive, standards-aligned content that supports differentiated instruction and reinforces academic concepts through engaging visual and auditory formats. Identified students benefit from consistent use of BrainPOP during intervention blocks and in classroom settings. The program’s scaffolding and adaptive learning paths help close skill gaps and strengthen core academic foundations.

ELA Intervention for High School Students – ERWC:

To increase ELA performance, eligible students are enrolled in the Expository Reading and Writing Course (ERWC), a Tier 2 intervention facilitated by certified English teachers. ERWC is a college-preparatory, evidence-based course designed to develop academic literacy and critical thinking skills. It emphasizes expository, analytical, and argumentative reading and writing—skills that prepare students for post-secondary success. Staff have completed required CSU training and engage in ongoing professional development. Lexile data and growth measures are used to evaluate student progress and inform instructional planning.

English Learner Support through iLit and ELD-Aligned Programs:

To support English Learners (ELs), the charter will continue its implementation of iLit, a Tier 2 intervention that uses a gradual release model and incorporates the Sheltered Instruction Observation Protocol (SIOP). iLit supports literacy and language development through diagnostic, formative, and summative assessments that guide customized instruction. The program targets both newcomers and middle school EL students.

In addition, Long-Term English Learners (LTELs) receive support through an evidence-based, ELD-aligned intervention program that emphasizes vocabulary development, reading comprehension, and structured language practice. These interventions are designed to build academic language and increase access to grade-level content. Progress is monitored through language benchmarks and formative assessments, allowing educators to adapt instruction and provide timely, targeted support.

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

1. iLit: <https://www.pearsonschool.com/index.cfm?locator=PS3zYd>
2. Expository Reading and Writing Course (ERWC): <https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing-course-erwc>
3. BrainPOP: [Research and Efficacy | BrainPOP](#)
4. The Math Yogis: <https://www.themathyogis.com/high-dosage-tutoring>

Monitoring and Evaluating Effectiveness

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

Implementation and effectiveness of the CSI plan will be regularly assessed through staff meetings, Professional Learning Communities (PLCs), Parent Advisory Committee (SPAC) meetings (held at least four times per year), and school leadership meetings.

Within PLCs, staff will conduct data reviews to analyze student achievement trends in ELA and math. To assess the impact of evidence-based interventions on student learning, the LEA will continue to collect and analyze data from multiple sources, including:

- Star Renaissance benchmark assessments (administered three times annually)
- Student work samples from ERWC courses
- Core course completion reports

This data will also be presented at PAC meetings throughout the 2025-26 school year, ensuring that Educational Partners remain informed about the LEA's progress in improving math achievement and graduation rates. Additionally, SSC members will review key graduation-related data, including:

- Current Graduation Rate
- Senior Portfolio Completion Rate
- A-G Completion Rate
- Updates on Senior Intervention Strategies

Feedback from the PAC, along with findings from the LEA's annual Comprehensive Needs Assessment (CNA), has guided the development of the 2025-26 School Plan for Student Achievement (SPSA), which has been incorporated into our 2024-27 LCAP.

Leadership and Staff Engagement

School leadership will use this ongoing data monitoring to make adjustments to intervention strategies as needed. The CSI plan will be revisited at area in-services to ensure all instructional staff understand its components and school goals. Additionally, leadership will review the CSI plan at least twice per semester to assess whether the LEA is meeting the set metrics and actions.

The PAC will continue to play a critical role in evaluating the effectiveness of the CSI plan, meeting at least four times annually to assess progress. To further strengthen Educational Partner engagement, the LEA will host additional Educational Partner engagement events throughout the school year, providing multiple opportunities for families and staff to offer input and stay informed.

Training and Support for Staff

- To ensure effective implementation of evidence-based interventions, school leadership will continue to provide training, resources, and support for staff. This will include:
- Best practices for implementation of iLit
- Guidance and refresher training through instructional platforms
- Ongoing support from the English Learner Coach
- Collaboration among ERWC teachers, who will continue meeting regularly to share strategies, lesson plans, and resources
- Parent and Community Engagement

To support continuous school improvement, the LEA will maintain consistent communication and engagement with families, including:

- Regular parent engagement events and workshops
- Weekly teacher communication with parents
- Semesterly parent-student-teacher conferences
- Training sessions for SSC members to build their capacity as engaged Educational Partners
- Comprehensive Needs Assessment (CNA) and Goal Setting

The LEA will continue conducting an annual CNA, incorporating multiple data sources such as:

- California School Dashboard Data
- Internal Benchmark Assessments

The CNA will be used to identify areas for improvement and set strategic goals aimed at closing opportunity gaps among student subgroups. The LEA remains committed to achieving at least a yellow rating on the California School Dashboard in Graduation Rate and Math Achievement.

Progress Monitoring Cycles

Parent Advisory Committee (PAC) Meeting Cycle: The PAC will meet at least four times per year to monitor progress toward SPSA/LCAP goals. Each meeting will include a review of SPSA/LCAP actions implementation and its impact on student achievement, using the most current data.

Board Meeting Cycle: Updates on the effectiveness of math interventions and graduation-related metrics will be presented to the internal board four times a year (September, December, March, and June).

The board will review math achievement data, graduation rates, senior portfolio completion, and A-G completion progress.

Data Tracking Cycle:

- Monthly data analysis will help identify students in need of urgent intervention.
- Post-benchmark data dives will assess intervention effectiveness and inform future instructional decisions.
- A senior tracker system will be used to monitor graduation progress, allowing teachers and staff to identify at-risk students early.
- The post-secondary counselor, teachers, and leadership will collaborate on senior intervention meetings and ensure students stay on track for graduation.
- A graduation portfolio tracker will be maintained to support students in fulfilling their senior portfolio requirements.

Commitment to Continuous Improvement

The LEA remains committed to enhancing student outcomes by refining intervention strategies, strengthening Educational Partner engagement, and fostering a culture of data-driven decision-making. By leveraging ongoing assessments and targeted supports, we aim to improve graduation rates, math achievement, and college/career readiness for all students in the 2025-26 school year.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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Staff
Students
Parents/Guardians
Governing Board
PAC/ELAC
Duarte Unified School District
(Authorizer)
Los Angeles County Charter
SELPA
Duarte Chamber of Commerce
Duarte Rotary Club
Duarte Kiwanis Club

- The partnership between students, families, and school staff is central to decision-making at OFL Duarte. Teachers cultivate strong, positive relationships with students, allowing them to provide individualized support on academic, mental, and social-emotional levels. Collaboration with parents and educational partners is facilitated through surveys, educational partner engagement events, and the Parent Advisory/ELAC meetings. The LEA conducted Parent Advisory Committee meetings on the following dates: 11/14/24, 1/23/25, 4/9/25, and 5/14/25. Communication about individual student progress occurs daily, weekly, monthly, and at the end of each semester. Formal updates on academic progress are provided at the end of each semester, and teachers hold achievement chats with students and parents to discuss benchmark assessment data and graduation progress. Teachers proactively support students needing interventions and work closely with parents to address all the student's learning needs.
- OFL Duarte promotes family engagement through various modalities. At minimum, the charter holds one parent engagement event per semester. The LEA utilizes both virtual and in-person methods to ensure continuous involvement of educational partners. Communication with educational partners occurs through texts, emails, video meetings, phone calls, and message blasts, all provided in the families' home languages to promote inclusion. Student Leadership has organized or sponsored numerous events to engage all students enrolled in the LEA. Parent engagement events occurred on the following dates: 9/4/2024, 2/25/25.
- The LEA has expanded its inclusion in its local community through membership in various local community clubs and organizations. The Assistant Principal serves as a voluntary board member of the Duarte Chamber of Commerce to represent OFL Duarte. This provides various opportunities for OFL Duarte staff and students access and engagement with the local community. Staff have volunteered at events such as the Duarte City Picnic (9/21/24). OFL Duarte students have been given the opportunity to author and publish articles in the chamber's quarterly magazine. The Director of Schools serves on the Rotary club which allows OFL Duarte to give back to the local community through service. OFL Duarte staff is also represented in the Kiwanis club. Over the past two academic years, OFL Duarte students have received post-secondary scholarships from both the Kiwanis and Rotary Clubs.
- **Regular Teacher/Staff Meetings:** Assistant Principals met routinely with teachers at the school site to review student progress and charter goal advancement. Weekly and bi-weekly staff gatherings at school sites facilitated discussions on aligning site procedures with overarching charter goals and policies. Teachers participate in weekly professional learning community meetings aimed to target unduplicated student populations, middle school, and graduating seniors. These meetings provide a platform to share best practices and collaborate on strategies to support and enhance student academic progress.
- **Feedback Sessions:** One-on-one interactions and staff meetings provided a platform for staff and leadership to exchange insights and feedback on the execution of actions and metrics.

	• Charter In-Services: These sessions served as forums for Professional Learning Communities to discuss the progress of workshop implementations and the utilization of resources. The focus was on addressing critical areas such as graduation rates, support for special populations, performance in English and math, and college and career readiness. • Scheduled In-Services: The LEA conducted in-services on the following dates: 9/6/24, 10/25/24, 2/21/25, and 5/30/25 offering dedicated times for collaborative discussion and skill development among staff members. • SELPA Consultation: The LEA consults with the LACOE Charter SELPA on 5/1/25 to review LCAP goals, actions and services.
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Insert or delete rows, as necessary.

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

Throughout the LCAP development process, the LEA actively engaged its educational partners to ensure the plan reflected a broad range of insights and priorities. On (tbd), feedback was received from the LACOE Charter SELPA, and on 4/24/25, input was provided by parents during the Parent Advisory Committee meeting. These sessions, along with additional consultations, played a crucial role in shaping our LCAP Goals, Actions, and Services.

In addition to these meetings, school improvement surveys were distributed to all educational partners in Fall 2024, and our annual School Climate Survey was conducted in Spring 2025. The qualitative data gathered from these surveys provided valuable insights:

- **Fall 2024 Survey Data:**
 - *Family Responses:* School Climate – 96% favorable; School Fit – 85% favorable; School Safety – 92% favorable
- **Spring 2025 School Climate Survey Data:**
 - *Family Responses:* School Climate – 80% favorable; School Fit – 70% favorable; School Safety – 84% favorable;
 - *Student Responses:* School Climate – 76% favorable; Sense of Belonging – 62%; Teacher-Student Relationships – 75% favorable; School Safety – 89% favorable;

This comprehensive feedback, combined with insights from various engagement events and achievement conversations, guided our prioritization for the 2024-2027 LCAP. As a result, we have focused our efforts on:

- **Enhanced Math Interventions:** Implementing targeted strategies for all student populations, with a particular emphasis on socioeconomically disadvantaged pupils (FRMP) and Hispanic students (Goal 2, Action 1).
- **Family and Community Engagement:** Strengthening engagement opportunities to build stronger school-community ties (Goal 3, Action 2).
- **Targeted Support for EL and LTEL Students:** Expanding interventions and resources to better serve English Learner (EL) and Long-Term English Learner (LTEL) students (Goal 4, Actions 1 and 2).

Based on educational partner feedback and our analysis of survey data, the following metrics have been established for the 2024-2027 LCAP:

- An increase in the LEA’s 4- to 5-year graduation rate as reported on the CA Dashboard (Goal 1, Metric 2).
- Improved graduation rates for FRMP and Students with Disabilities (SWD) on the A-G track (Goal 1, Metric 4).

- A reduction in chronic absenteeism rates (Goal 3, Metric 1).
- An expansion of social-emotional offerings and opportunities for middle school students (Goal 3, Metric 2).

This collaborative and data-informed process has ensured that our LCAP is a responsive plan designed to meet the evolving needs of our students and community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	To improve graduation rates and college & career readiness outcomes for all students, with a particular focus on subgroups at the very low or red level on the Fall 2023 CA Dashboard.	Focus

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Findings from our Comprehensive Needs Assessment (CNA) and the Fall 2024 California School Dashboard highlight persistent challenges in graduation rates and college & career readiness. The 2024 CA Dashboard continues to designate our overall graduation rate in the "red" category, signaling an urgent need for focused intervention.

This issue is particularly concerning for specific student subgroups, including socioeconomically disadvantaged students (FRMP) and students with disabilities (SWD), who continue to experience lower-than-average graduation rates, further widening equity gaps. While our overall graduation rate has increased to 43%, FRMP students still graduate at a rate of only 38.8%, and Hispanic students at 37.7%, both of which fall significantly below state targets.

Similarly, college and career readiness remains a major area for improvement. The latest College Career Indicator (CCI) data shows that only 9.3% of students are classified as "prepared", despite a 6.7 percentage point increase from the previous year. Socioeconomically disadvantaged students are slightly above this rate at 9.5%, while Hispanic students remain at 6.2%. These numbers indicate that a large majority of students are not meeting key post-secondary benchmarks, such as A-G completion, CTE pathway participation, or dual enrollment opportunities.

Beyond the data, our CNA has identified systemic barriers that continue to impact student success. These challenges include:

- Basic physiological and socio-emotional needs that remain unmet for many students, affecting attendance, engagement, and academic performance.
- Recurring academic struggles that diminish confidence and motivation, particularly for students who enter high school underprepared.
- Limited access to structured college & career readiness pathways, particularly for historically underserved subgroups.

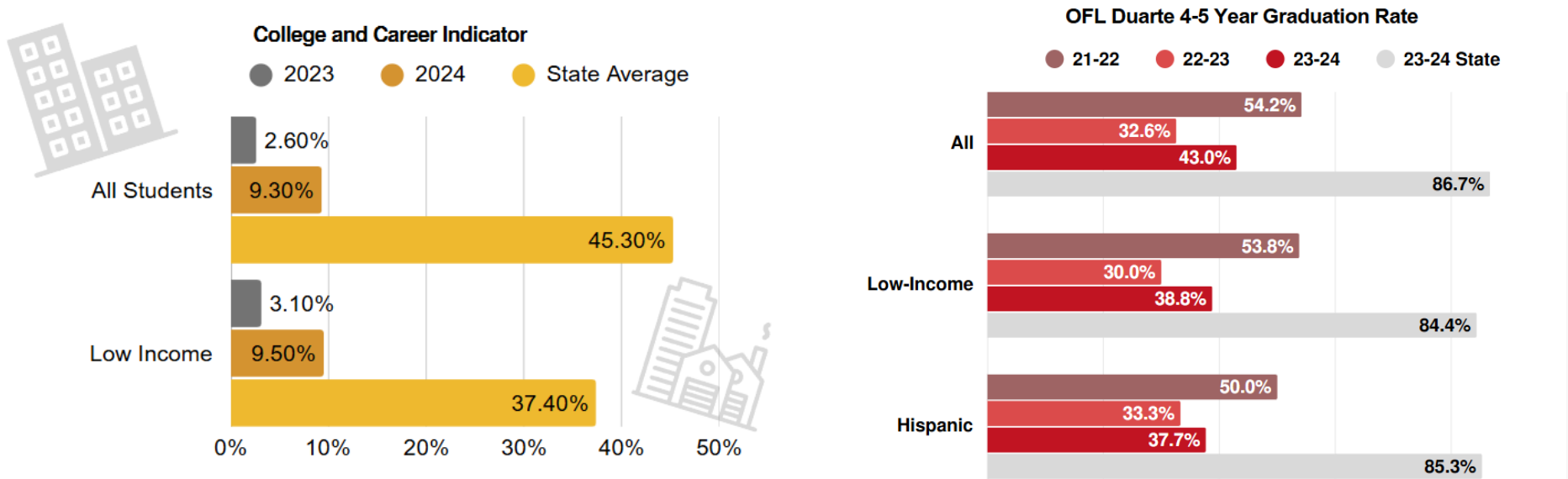
Strategic Response and Priorities for 2025-26

In response to these findings, our 2025-26 LCAP prioritizes targeted initiatives designed to improve graduation rates and college & career readiness outcomes for all students, with a focus on closing gaps for FRMP and Hispanic students. These efforts include:

- Expanding evidence-based interventions to improve credit recovery and math achievement, both of which directly impact graduation rates.
- Strengthening student support systems, including tutoring, mentoring, and academic counseling, to provide early intervention for struggling students.
- Enhancing career pathway programs and post-secondary readiness supports, such as dual enrollment opportunities, CTE pathways, and senior portfolio completion strategies.
- Providing professional development for educators to improve instructional practices that support English Learners, socioeconomically disadvantaged students, and students with disabilities.
- Increasing engagement with families and stakeholders to foster a stronger support system for students navigating academic and post-secondary challenges.

Commitment to Continuous Improvement

Our multi-year strategy remains aligned with CDE guidance and will continue through the 2024-27 LCAP cycle, ensuring that graduation rate improvements and CCI outcomes for Hispanic and FRMP students remain a top priority. Through ongoing data analysis, stakeholder collaboration, and targeted interventions, we are committed to closing opportunity gaps and ensuring that all students have the resources and support needed to graduate and pursue post-secondary success.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Percentage of students enrolled in dual enrollment programs	2022-23 Internal Data: All students = .8% Hispanic = 0%	2024-25 Internal Data: All students = 1.3% Hispanic = 1.0%	Not Applicable until 2026	By the end of the 2026-27 academic school year 2% of students will be enrolled in a dual enrollment program. Hispanic students rate 1%	All students = 0.5%↑ Hispanic = 1.0%↑
Metric #2	Percentage of students graduating within 4 to 5 years as reported on the California Dashboard	Fall CA Dashboard 2023 All students = 32.6% Hispanic = 33.3% FRMP = 30%	Fall CA Dashboard 2024 All students = 43% Hispanic = 37.7% FRMP = 38.8%	Not Applicable until 2026	The charter's 4 to 5-year graduation rate average as noted on the CA Dashboard will improve by 5% as indicated on the Fall 2027 CA Dashboard. Hispanic students' rates increase by 5% FRMP students' rates increase by 3%	All students = 10.4%↑ Hispanic = 4.4%↑ FRMP = 8.8%↑
Metric #3	DASS one-year graduation rate percentage	2022-23 Internal Data: All students = 90.6% Hispanic = 88.9% FRMP = 91.7%	2023-24 Internal Data: All students = 88.9% Hispanic = 89.7% FRMP = 92%	Not Applicable until 2026	The charter's DASS one-year graduation rate will be at or above 92% annually. Hispanic students rate 90% FRMP students rate 92%	All students = 1.7%↓ Hispanic = 0.8%↑ FRMP = 0.3%↑

Metric #4	Percentage of students completing the A-G course requirements	A-G completion of 12th graders 2022-23 Internal Data: All Students = 16.7% FRMP = 14.3% SWD = 5.3%	A-G completion of 12th graders 2024-25 Internal Data: All Students = 52.4% FRMP = 53.3% SWD = 25%	Not Applicable until 2026	20% of 12 grade students will graduate on the A-G planning guide meeting UC/CSU Requirements FRMP students rates 16% SWD student rates 8%	All Students = 35.7%↑ FRMP = 39%↑ SWD = 19.7%↑
Metric #5	The average number of core academic courses completed by students	Spring 2024 Internal Data: English = 8.51 Science = 9.24 Social Studies = 7.66	Spring 2025 Internal Data: English = 7.1 Science = 6.2 Social Studies = 7.3	Not Applicable until 2026	The charter strives for all students to complete an average of: 8.8 English, 9.3 Science 7.75 Social Studies units by the end of the 2026-27 academic school year.	English = 1.41↓ Science = 3.04↓ Social Studies = 0.36↓
Metric #6	Number of students enrolled in Career Technical Education (CTE) programs and completion rate.	2022-23 Internal Data: 7 students enrolled in CTE programs Completion Rate: 10%	2023-24 Internal Data: CTE programs Completion Rate: 78.6% 2024-25 Internal Data: CTE programs Completion Rate: 88.9%	Not Applicable until 2026	15% of students enrolled in Career Technical Education (CTE) programs will complete the pathway by the end of the 2026-27 academic school year.	78.9%↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

In Year 1, the LEA implemented a comprehensive set of actions aligned to Goal 1, aimed at improving graduation rates and postsecondary readiness, with a targeted focus on underserved student groups including FRMP-eligible, Hispanic, and Students with Disabilities (SWD). These efforts were strategically informed by California School Dashboard indicators and local data.

Implementation Highlights:

- Graduation Rate (Metric 4): The percentage of on-track seniors increased by 6%, largely driven by expanded credit recovery opportunities and individualized support plans.
- College/Career Indicator (Metric 5): While official CA Dashboard data is pending, internal metrics indicate increases in A–G completion, FAFSA submissions (+10%), and participation in CTE pathways and certification programs.

Substantive Implementation Notes and Challenges:

- Actions were implemented largely as planned, though several experienced adjustments due to resource or capacity constraints, particularly regarding counselor caseloads, special education staffing, and outreach to younger students.

Actions with notable differences from the adopted plan include:

- Action 1: Delayed updates to individualized student plans for 9th-grade students due to limited counselor availability.
- Action 5: Gaps in staffing hindered full implementation of inclusive practices and transition planning for SWD.
- Action 4: Transportation constraints limited equitable participation in college and career field trips.

Action-Specific Implementation Summaries:

- Action 1: Successfully launched individualized academic and postsecondary plans, with strong uptake among juniors and seniors.
- Action 2: Added two new CTE pathways and improved alignment with industry needs, increasing enrollment by 18%.
- Action 3: Hosted well-attended bilingual family events and FAFSA workshops; participation strong among FRMP and Hispanic families.
- Action 4: Over 20 field experiences conducted; student feedback showed strong motivational impact.
- Action 5: Increased postsecondary readiness activities for SWD; inclusion strategies need improvement.
- Action 6: Over 80 students received graduation intervention plans; academic progress evident, though SEL needs remain.
- Action 7: Expanded credit recovery options resulted in 78% of participating students earning needed credits.

Next Steps:

- Expand digital tools for academic planning.
- Increase SEL supports and staff capacity.
- Launch early-grade college readiness outreach.
- Strengthen systems for tracking subgroup progress and refining implementation based on real-time data.

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

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

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

The Year 1 actions under Goal 1 have demonstrated moderate to high effectiveness in supporting graduation and postsecondary readiness, particularly for FRMP-eligible, Hispanic, and SWD students. Early evidence suggests that the LEA's targeted, multi-pronged approach is contributing to measurable improvements in credit recovery, college/career awareness, and pathway participation.

Action Effectiveness Ratings:

Action 1: Academic and Postsecondary Planning

Moderately effective. Increased engagement in planning activities, especially among upper-grade students. Impact limited for 9th/10th grades due to counselor capacity.

Action 2: CTE Pathway Expansion

Effective. Increased enrollment and alignment with workforce needs; Hispanic student participation notably improved. Final completion data pending.

Action 3: Postsecondary Events and Workshops

Highly effective. Strong family and student participation, particularly among target subgroups. Improved financial aid literacy. Needs earlier grade engagement.

Action 4: Experiential Learning Opportunities

Effective. Increased motivation and engagement, especially for first-generation students. Access challenges due to transportation logistics.

Action 5: SWD Support and Instructional Access

Moderately effective. Growth in SWD engagement with college/career activities, but effectiveness limited by staff shortages and need for inclusive instruction training.

Action 6: At-Risk Graduation Interventions

Highly effective. Clear improvements in credit completion and student re-engagement. SEL needs identified as ongoing barriers.

Action 7: Credit Recovery and A–G Support (LREBG)

Highly effective. Strong participation and credit completion rates. Helped address learning loss and increased A–G eligibility among underserved students.

The combined effect of these actions indicates meaningful progress toward improving student outcomes in graduation and postsecondary readiness. Actions were particularly effective when focused on direct student engagement, flexible learning supports, and culturally responsive programming. Moving forward, greater emphasis on early intervention, inclusive practices, and SEL integration will be essential to sustain momentum and address remaining gaps.

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

The LEA remains committed to the metrics and actions identified in Goal 1 to continue engaging students to expand their post-secondary options, as we have seen growth in 4 and 5 year cohort Graduation Rates and College & Career Preparedness. No changes were made to the planned goals, metrics or actions for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Academic and Post-Secondary Planning	Develop and implement individualized academic and post-secondary plans for students, including goal-setting, course selection, and college or career exploration activities. Provide ongoing support and guidance to ensure students are on track to meet graduation and post-secondary readiness requirements. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP and Hispanic students.	\$110,000.00	Yes
Action #2	CTE Pathway Completion	Expand and enhance Career Technical Education (CTE) pathways to provide students with opportunities to acquire industry-specific skills and certifications. Collaborate with local businesses and industry partners to develop relevant and rigorous CTE programs aligned with workforce needs.	\$47,000.00	Yes
Action #3	Post-Secondary Events and Workshops	Organize and facilitate post-secondary events, workshops, and informational sessions to educate students and families about college and career options, financial aid opportunities, and application processes. Provide resources and support to help students navigate the transition from high school to post-secondary education or the workforce. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP and Hispanic students.	\$30,000.00	Yes
Action #4	Experiential Learning	Students will be offered experiential learning programs and field trips to promote their path to success toward graduation and expand their awareness of post-secondary options.	\$50,000.00	Yes
Action #5	SWD Targeted Support and Instruction	Implement targeted interventions and instructional strategies to support the academic and post-secondary success of students with disabilities (SWD). Provide specialized support services, accommodations, and resources to address the unique needs and challenges faced by SWD students in accessing college and career pathways.	\$190,000.00	No

Action #6	Graduation Progression Supports and Interventions	Implement proactive support and interventions to monitor and improve students' progress towards graduation. Identify at-risk students, develop personalized intervention plans, and provide additional academic, social-emotional, and behavioral support as needed to ensure all students stay on track to graduate. This initiative is designed to improve academic outcomes, specifically focusing on college and career readiness and graduation rates, as highlighted on the CA Dashboard, with a particular emphasis on our FRMP and Hispanic students.	\$50,000.00	Yes
Action #7	Credit Recovery and College Readiness Initiative (LREBG)	Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. LREBG action rationale: This action is grounded in research that demonstrates the effectiveness of targeted credit recovery and extended learning opportunities in supporting student graduation and postsecondary readiness. Studies show that students who are credit-deficient are significantly more likely to drop out of high school unless they receive timely and flexible academic interventions (Balfanz, Herzog, & Mac Iver, 2007). Providing structured access to instruction—such as through summer school, online coursework, after-school programs, and tutoring—has been found to improve credit accumulation and re-engage students who are off-track for graduation (Rickles et al., 2018; Watson & Gemin, 2008). Furthermore, interventions that focus on increasing A–G course completion and other college-preparatory pathways can positively impact students' college eligibility and long-term academic outcomes (Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009). This action supports the learning recovery of students most affected by the disruptions of the COVID-19 pandemic by providing equitable access to rigorous coursework, personalized support, and flexible scheduling—strategies shown to promote both high school completion and postsecondary success. Metrics to measure effectiveness: LCAP Goal 1, Metric 4&5	\$50,000.00	No

Goal #	Description	Type of Goal
Goal #2	Increase Math Proficiency	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improving math proficiency is essential for academic achievement and long-term success. Findings from our Comprehensive Needs Assessment (CNA) and 2024 CA Dashboard data continue to highlight persistent gaps in math performance, underscoring the need for targeted interventions and structured support systems.

Key challenges include:

- Students entering with limited foundational math skills, making it difficult to progress through grade-level content.
- A curriculum that lacks integrated social-emotional learning (SEL) components, which are critical for building confidence and perseverance in math.
- Math achievement gaps among specific subgroups, particularly socioeconomically disadvantaged students and English Learners, who face additional barriers to success.

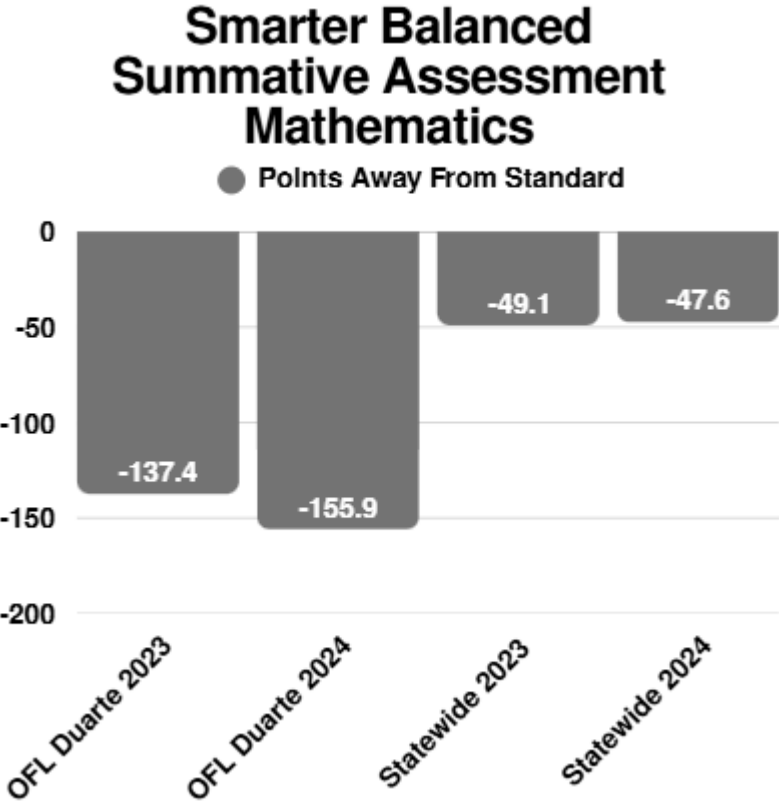
Strategic Response and Priorities for 2025-26

To address these challenges, our 2025-26 LCAP will focus on:

- Enhancing math instruction through evidence-based strategies, including differentiated instruction, interactive learning tools, and structured interventions.
- Expanding math intervention programs to provide targeted support for struggling students, particularly in key transition years (middle school and early high school).
- Implementing rigorous data tracking through benchmark assessments and student progress monitoring to identify learning gaps early and provide timely interventions.
- Strengthening professional development for educators to ensure high-impact math instruction and strategies that support diverse learners.
- Incorporating SEL into math instruction to improve student engagement, perseverance, and confidence in tackling complex mathematical concepts.

Commitment to Continuous Improvement

By implementing these focused strategies, we aim to increase overall math proficiency, reduce performance gaps, and ensure equitable outcomes for all students. Through data-driven decision-making, stakeholder engagement, and ongoing professional learning, the LEA remains committed to elevating math achievement and preparing students for future academic and career success.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Math RenStar Scale Score Increase	2022-23 Internal Data: All Students = 743.8 average = 28.5 growth	2023-24 Internal Data: All Students = 757.3 average = 63.6% growth 2024-25 Internal Data: All Students = 788.0 average = 63.2% growth	Not Applicable until 2026	Students will achieve an average scaled score growth of 35 or higher by the end of the 26-27 academic school year.	13.5 average↑ 35.1% growth↑
Metric #2	Math Grade level equivalency (GLE)	2022-23 Internal Data: All Students = 7.3 average = 0.8 growth	2023-24 Internal Data: All Students = 7.6 average = 1.0 growth 2024-25 Internal Data: All Students = 8.6 average = 1.2 growth	Not Applicable until 2026	Students will achieve an average GLE growth of 1.0 or higher by the end of the 26-27 academic school year.	1.3 average↑ 0.4 growth↑
Metric #3	Math SBAC Standards Attainment	2022-23 Internal Data: 8.4% met or exceeded the standard	2023-24 Internal Data: 8.1% met or exceeded the standard 2024-25 data unavailable as currently in this testing window	Not Applicable until 2026	The charter aims to move from red to yellow on the CA dashboard by the end of the 26-27 academic school year.	0.3%↓

Metric #4	Math Urgent Intervention completion, and/or Out of Urgent Intervention	2022-23 Internal Data: 34.1% Math Urgent Intervention Completion	2023-24 Internal Data: 28.6% Math Urgent Intervention Completion May 2025: 34.4% have moved out of Urgent	Not Applicable until 2026	By the end of the 2026-27 academic school year, 45% of students will have moved out of the "on watch," "intervention," or "urgent intervention" categories on the RenSTAR assessment.	5.5%↓
Metric #5	Math Core Course Completion	2022-23 Internal Data: 7.31 Average math core course completion	2023-24 Internal Data: 6.2 Average math core course completion 2024-25 Internal Data: 6.6 Average math core course completion; this rate is up until 4/24/25. This will be updated at end of year with final completion rate.	Not Applicable until 2026	The charter aims to increase overall math achievement for all students through attaining an average core course completion of 6 or higher, by the end of the 2026-27 academic school year.	1.11↓

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

Students demonstrated **strong internal growth in math skills** (RenStar, GLE), suggesting that key instructional and intervention strategies are having a positive academic impact. However, **state test proficiency (SBAC)** has not improved and **course completion rates remain below baseline**, indicating areas that need targeted improvement.

Action #1 – Targeted Math Interventions:

Small group instruction and tutoring helped boost GLE and RenStar outcomes. The increase in students moving out of urgent intervention shows success in targeting high-need students. However, the drop in overall intervention **completion** suggests issues with program access, consistency, or student engagement.

Action #2 – Access to a Broad Course of Study:

While materials and course access were supported, the **decline in course completion** (from 7.31 to 6.6) highlights ongoing barriers. These may include credit recovery needs, attendance challenges, or a lack of embedded academic supports within math courses.

Action #3 – Quality of Instruction:

Professional development contributed to positive trends in growth-based measures. However, more targeted PD aligned with SBAC rigor and instructional differentiation is needed to translate internal gains into **state-standard proficiency**.

Action #4 – Enhanced Academic Support and Assessment (LREBG):

High-dosage tutoring, SEL integration, and expanded learning supports contributed to GLE and RenStar improvements. Research-based approaches are helping to close learning gaps, especially for underserved students, but must be **scaled and embedded** more deeply in daily instruction and intervention planning.

Areas of Growth:

Despite notable improvements in internal growth measures such as RenStar scores and Grade Level Equivalency, the school continues to face significant challenges in fully translating these gains into increased proficiency on the state SBAC assessment. This misalignment suggests that classroom instruction and intervention programs are not yet fully calibrated to meet the rigor and expectations of the SBAC standards. Additionally, while more students have successfully exited urgent intervention status, the overall completion rates of these programs have declined, indicating barriers related to student engagement, scheduling, or accessibility. The decline in math core course completion further highlights broader academic challenges, including attendance issues, credit recovery needs, and insufficient embedded supports within core math courses. These factors collectively suggest a need for enhanced coordination across instruction, intervention, and academic support systems to ensure students can successfully meet proficiency benchmarks and complete required coursework.

To address these challenges, the school will refine its intervention strategies by improving scheduling and tracking systems to ensure higher completion and follow-through rates for students identified as urgent or at risk. Professional development will be expanded and targeted specifically toward aligning instruction with SBAC standards, including scaffolding techniques for multilingual learners and increased use of formative assessment data to tailor pacing and instruction. The integration of social-emotional learning (SEL) and tutoring supports within core math classes will be strengthened to reduce barriers that negatively impact course completion. Additionally, instructional alignment will be enhanced through the development of pacing guides, implementation of common assessments, and provision of content-based coaching to ensure teachers deliver standards-aligned, rigorous instruction. Finally, ongoing monitoring of core course completion will be prioritized, with early interventions deployed to support students who are falling behind or at risk of course failure, ensuring they stay on track toward graduation and proficiency goals.

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

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

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

The actions implemented to increase math proficiency have had **varying levels of effectiveness**, with clear evidence of progress in some internal performance metrics, but limited impact on external measures of proficiency such as the SBAC.

Action #1 – Targeted Math Interventions have been partially effective. Students receiving these supports demonstrated meaningful academic gains, as reflected in the RenStar Math Scale Score, which increased from an average of 743.8 to 788.0 over two years. Similarly, students showed steady growth in math Grade Level Equivalency (GLE), increasing from an average of 7.3 to 8.6. These gains suggest that interventions are positively impacting foundational math skills and helping to close learning gaps for many students. Furthermore, the percentage of students moving out of urgent intervention status increased from 28.6% to 34.4%, indicating that some of the most academically at-risk students are responding to intensive supports.

However, the **completion rate for urgent intervention programs** declined compared to the previous year, which points to issues with implementation fidelity, scheduling conflicts, or student engagement. Although some students are improving, others may not be accessing or completing the intervention programs at a consistent or effective level, limiting the overall impact of this action.

Action #2 – Access to a Broad Course of Study has shown limited effectiveness. While students have access to a full range of math courses, the average core course completion rate has declined from 7.31 in 2022–23 to 6.6 in 2024–25 (as of April), despite a slight recovery from 6.2 the year before. This trend suggests that although the structural access to courses is in place, student success within those courses remains a concern. Barriers such as chronic absenteeism, lack of academic support within the classroom, and credit recovery issues may be contributing to the drop-in completion rates.

Action #3 – Quality of Instruction efforts through professional development (PD) have been somewhat effective in promoting academic growth as evidenced by internal measures. The consistent improvement in RenStar and GLE scores implies that instructional quality is improving, particularly in helping students grasp fundamental concepts. However, the effectiveness of this action is undermined by the lack of corresponding gains on the SBAC, where the percentage of students meeting or exceeding standards decreased slightly from 8.4% to 8.1%. This disconnect suggests that while PD may be supporting general instruction, it may not yet be sufficiently focused on aligning instruction to state standards or addressing the depth of knowledge required on the SBAC.

Action #4 – Enhanced Academic Support and Assessment (LREBG-funded) has positively influenced growth trends, particularly for students receiving tutoring, small-group instruction, or wraparound support. These services likely contributed to the improved internal assessment outcomes. However, as with the other actions, the limited impact on SBAC outcomes indicates a need to recalibrate support systems to ensure they are preparing students for grade-level proficiency and the types of tasks they will encounter on high-stakes assessments.

In summary, the current actions have been **effective at fostering internal growth and supporting foundational math development**, but **ineffective in significantly moving students toward grade-level proficiency as measured by the SBAC**. Going forward, these actions must be refined to improve instructional alignment with standards, strengthen intervention engagement and completion, and provide more comprehensive supports within core classes to boost both proficiency and credit attainment.

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

The LEA remains committed to the metrics and actions identified in Goal 2 as we have seen gains in our key metrics indicating increased Math proficiency among our students. No changes were made to the planned goals, metrics or actions for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted Math Interventions	Implement targeted intervention programs to enhance math literacy and proficiency for students across all demographics. Offer small group instruction, personalized tutoring, and intervention strategies tailored to individual student needs.	\$70,000.00	Yes
Action #2	Resources to Access a Broad Course of Study	Allocate resources to provide access to a comprehensive and rigorous math curriculum, ensuring students have the necessary materials and tools to engage effectively with the content.	\$80,000.00	Yes
Action #3	Quality of Instruction	Enhance the quality of math instruction by providing professional development opportunities for educators focused on effective teaching strategies, differentiation, and embedding social-emotional learning into the curriculum.	\$200,583.00	Yes

Action #4	Enhanced Academic Support and Assessment (LREBG)	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Accelerating progress to close learning gaps is supported by extensive educational research emphasizing the importance of timely, targeted, and evidence-based interventions to address unfinished learning—particularly in the wake of the COVID-19 pandemic. Learning supports such as high-dosage tutoring, small group instruction, extended learning time, and social-emotional learning (SEL) strategies have been identified as effective tools in narrowing achievement disparities, especially for historically underserved student populations (Kraft & Goldstein, 2020; Nickow, Oreopoulos, & Quan, 2020). The National Bureau of Economic Research and the Annenberg Institute have found that structured, high-frequency tutoring provided by trained educators or paraprofessionals can significantly improve student outcomes in reading and math, particularly when aligned with grade-level content and integrated into the school day. Similarly, research by the Learning Policy Institute (Darling-Hammond et al., 2020) underscores the role of tiered systems of support, including academic interventions and wraparound services, in creating equitable learning environments that address both academic and non-academic barriers to learning. Enhancing these supports not only accelerates academic recovery but also promotes student engagement, confidence, and long-term achievement. By investing in comprehensive learning supports, OFL Duarte can build sustainable systems that meet diverse student needs and ensure all learners have the opportunity to succeed. Metrics to measure effectiveness: LCAP Goal 2, Metrics 4&5	\$50,000.00	No
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Goal #	Description	Type of Goal
Goal #3	Reduce Chronic Absenteeism, Enhance School Climate, and Student Well-being	Maintenance of Progress

State Priorities addressed by this goal.

3: Parent Involvement
5: Student Engagement
6: School Climate

An explanation of why the LEA has developed this goal.

Reducing chronic absenteeism is crucial for both academic success and overall student well-being. Our analysis reveals that enrollment patterns significantly affect math proficiency and chronic absenteeism rates, underscoring how these issues are interconnected. Additionally, our data shows that different student subgroups have unique strengths and challenges that require focused attention.

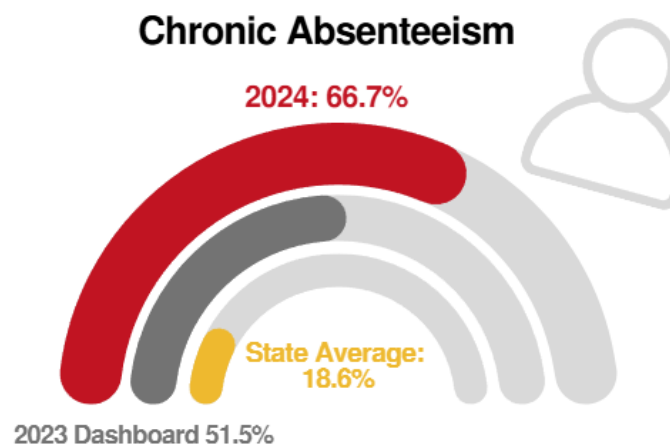
Key Root Causes Identified:

- Many middle school students are new to our independent study model, which can diminish their motivation and academic engagement.
- These students also depend on social interaction and peer support—elements that are often missing in an independent study setting.

Data indicates a concerning increase in chronic absenteeism among Middle School FRMP students, with rates reaching 66.7% for all students on the 2024 California Dashboard which is an increase of 15.2%. This trend not only hinders academic achievement but also negatively impacts the overall school climate, student connectedness, and sense of safety.

To comprehensively address these challenges, we are implementing targeted interventions that both reduce chronic absenteeism and enhance school climate. By fostering a sense of belonging and safety, we aim to create a supportive and inclusive environment where every student feels valued and motivated to engage in their education.

These actions are designed to tackle the root causes of absenteeism while simultaneously promoting a positive school culture and supporting student well-being.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Decrease the Chronic Absenteeism	2022-23 Internal Data: 51.5% 7th and 8th grade chronically absent	2023-24 Internal Data: 69.2% 7th and 8th grade chronically absent May 2025: 60.0% 7th and 8th grade chronically absent	Not Applicable until 2026	Decrease the Chronic Absenteeism rate by 5% by June 30, 2027.	17.7%↑
Metric #2	Social-Emotional Learning (SEL)	2022-23 Internal Data: 79.1% participation rate in SEL opportunities	2023-24 Internal Data: 77.3% participation rate in SEL opportunities	Not Applicable until 2026	Ensure 85% of middle school students will participate in at least one Social-Emotional Learning (SEL) opportunity by June 30, 2027.	1.8%↓

Metric #3	Basic Services	Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: 38.7% (Out-of-Field) 0% (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 At OFL Duarte, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in california under the Education Code reference mentioned above for alternative settings.	Fall 2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: 41.4% (Out-of-Field) 0% (Ineffective) Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 At OFL Duarte, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in california under the Education Code reference mentioned above for alternative settings.	Not Applicable until 2026	Teaching Assignment Monitoring Outcomes: Clear (% of teaching FTE): maintained at or above 38.7% - Textbook Insufficiencies: 0 - Facilities Inspections: 100% - Number of Uniform Complaints: 0	Teaching Assignment Monitoring Outcomes: 2.7↑ (Out-of-Field) Maintained 0% (Ineffective) - Textbook Insufficiencies: Maintained 0 - Facilities Inspections: Maintained 100% - Number of Uniform Complaints: Maintained 0
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		Using this report in the 2022 - 2023 school year, all OFL Duarte teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	Using this report in the 2023 - 2024 school year, all OFL Duarte teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.			
Metric #4	School Climate Survey	2022-23 Internal Data: Students: 88.8% Parents: 87% Staff: 93%	2024-25 School Climate Survey: Students: 79% Parents: 93% Staff: 89%	Not Applicable until 2026	Between 85% of students, 85% of parents, and 90% of staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by Educational Partner surveys.	Students: 9.8%↓ Parents: 6%↑ Staff: 4%↓
Metric #5	Dropout rates	2022-23 Internal Data: Middle School: 5.7% High School: 10.6%	2023-24 Internal Data: Middle School: 25.6% High School: 9.5%	Not Applicable until 2026	The high school dropout rates will be maintained at or below 8%. The middle school dropout rate will be maintained at or below 5%.	Middle School: 19.9%↑ High School: 1.1%↓
Metric #6	Suspension Rates	Fall 2023 CA Dashboard: 0% Suspension Rate	Fall 2024 CA Dashboard: 0.3% Suspension Rate	Not Applicable until 2026	The charter aims to maintain its suspension rates at or below 1.5%.	0.3%↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The implementation of actions under Goal 3—**Reduce Chronic Absenteeism, Enhance School Climate, and Student Well-being**—has largely followed the planned strategies, with some adjustments based on emerging needs and real-time challenges.

Most actions were successfully launched as intended. School climate surveys were administered to students, staff, and families, and data was reviewed to inform site-level climate initiatives. SEL opportunities, such as EmpowerU and Daybreak Telehealth, were continued and provided Tier 1 and Tier 2 supports to students across grade levels. Extracurricular opportunities were offered to support student engagement, and mental health resources were accessible through counseling and telehealth platforms. Additionally, school safety protocols and staff professional development opportunities were carried out to maintain a supportive and secure environment.

However, there were **some substantive differences** between planned and actual implementation. The **family engagement strategies**, while partially implemented, were limited by inconsistent attendance at family workshops and lower-than-expected participation in community-based support initiatives. Although the school-based attendance team was established, challenges with staffing and caseloads affected the intensity and consistency of early intervention efforts. Additionally, while SEL supports were available, participation slightly declined from the previous year (from 79.1% to 77.3%), indicating a need for improved access and integration into students’ academic routines.

A major **challenge** was the increase in chronic absenteeism, particularly in middle school (rising to 69.2% in 2023–24, then slightly improving to 60% in 2024–25). This suggests deeper systemic barriers—such as transportation issues, family crises, and disengagement—that require more intensive intervention and multi-agency support. Similarly, the significant rise in middle school dropout rates in 2023–24 (from 5.7% to 25.6%) revealed the need for earlier, more sustained re-engagement strategies.

Despite these challenges, there were notable **successes**: the school maintained low suspension rates (0.3%), facilities remained in excellent condition, and textbook sufficiency and staff qualifications were upheld. Furthermore, all staff met credentialing requirements under the LAO provisions, and safety inspections reported 100% compliance.

These implementation experiences underscore the importance of deepening student and family engagement, expanding attendance interventions, and ensuring that wellness supports are embedded into daily school life. Moving forward, the LEA will refine outreach methods, bolster early warning systems, and enhance collaboration with community partners to ensure stronger outcomes in climate, attendance, and student well-being.

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

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

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

The implementation of actions under Goal 3 has yielded **mixed results**, with some progress in key areas of school climate and student support, but **continued challenges in reducing chronic absenteeism** and dropout rates—particularly among middle school students. **Action #1 (School Climate Surveys and Interventions)** has proven effective in maintaining positive stakeholder perception. School climate survey results have remained high, with 88.8% of students, 87% of parents, and 93% of staff reporting positive feelings about the school environment in 2022–23. These strong baseline numbers reflect an overall safe and inclusive school culture, which has been further supported by interventions implemented in response to survey data. These include student wellness events, safety improvements, and SEL supports designed to promote belonging.

Action #2 (Family and Community Engagement) has shown partial effectiveness. While family outreach and partnerships have increased, including attendance workshops and individualized supports, these efforts have not yet reversed the rise in chronic absenteeism. Rates among 7th and 8th grade students increased from 51.5% in 2022–23 to 69.2% in 2023–24, before dropping slightly to 60% as of May 2025. This trend suggests deeper systemic barriers, such as transportation, health, and family challenges, that are not fully addressed by current strategies.

Action #3 (School Safety Measures) remains effective, as reflected by consistently low suspension rates (0% in 2022–23 and 0.3% in 2024) and zero uniform complaints across two years. Continued efforts to enhance safety protocols and facilities are fostering a physically secure learning environment, which supports student well-being.

Action #4 (Student Wellness) has contributed to a stable rate of SEL participation, with 77.3% of students engaging in wellness activities. Additionally, programs that promote nutrition, transportation access, and extracurricular inclusion are helping address non-academic barriers to engagement. However, the impact on dropout rates—particularly in middle school, which rose sharply to 25.6% in 2023–24—signals a need for earlier, more targeted supports to maintain consistent attendance and retention.

Action #5 (Comprehensive Student Support and Staff Training Initiative – LREBG) has been critical in providing tiered mental health and SEL services. The continued implementation of EmpowerU and Daybreak Telehealth has expanded access to counseling and coaching, particularly for English Learners, Foster Youth, and socioeconomically disadvantaged students. These services have likely contributed to maintaining strong climate perceptions and low suspension rates. However, their broader impact on absenteeism has been limited by challenges in consistent engagement and follow-through.

Despite strong safety ratings and widespread implementation of SEL and wellness supports, the school continues to face persistent challenges with **chronic absenteeism**, particularly in the middle grades. The sharp increase in absenteeism and dropout rates suggests that foundational attendance issues may stem from unmet socio-emotional, transportation, or family needs that are not fully addressed through current outreach strategies.

To address rising chronic absenteeism and disengagement—especially in middle school—the LEA will implement targeted improvements across attendance systems, student engagement, and staff support. A tiered attendance intervention model will be launched to identify and support at-risk students earlier, including home visits and partnerships with community agencies to address root causes such as transportation or housing instability.

Family engagement will be expanded through more accessible workshops, community events, and resource connections, fostering stronger school-home collaboration. To improve student connectedness, the LEA will increase the integration of SEL into daily instruction, supported by trauma-informed training for teachers and advisory-based SEL programming.

In response to increased dropout rates, especially at the middle school level, the LEA will implement mentoring, transitional supports, and re-engagement strategies to promote academic persistence. These efforts align with MTSS and the Community Schools Framework, and aim to create more responsive, supportive, and equitable conditions for student attendance, engagement, and overall well-being.

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

The LEA remains committed to the metrics and actions identified in Goal 3. We are encouraged by a steady gain in our metric to decrease our Chronic Absenteeism. No changes were made to the planned goals, metrics or actions for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Enhance School Climate Surveys and Interventions	Administer regular school climate surveys to assess students' perceptions of safety, connectedness, and overall satisfaction with the school environment. Use survey data to identify areas for improvement and implement targeted interventions to enhance school climate, such as implementing school-based initiatives, improving physical facilities, and providing resources for students to address safety concerns.	\$45,000.00	Yes
Action #2	Increase Family and Community Engagement	Develop strategies to increase family and community engagement in supporting students' attendance and well-being. This may include hosting family workshops on attendance and school success, partnering with community organizations to provide resources and support services for families, and establishing a school-based attendance team to collaborate with families in addressing attendance issues.	\$50,000.00	Yes
Action #3	Strengthen School Safety Measures	Enhance school safety measures to create a secure and supportive learning environment for all students. This may include implementing safety protocols and procedures, enhancing security infrastructure, and providing training for staff and students on emergency preparedness and crisis response.	\$110,000.00	Yes
Action #4	Student Wellness	Students will be offered a diverse range of Extracurricular activities to promote a supportive and inclusive school environment to ensure students and staff are building positive relationships, creating a culture of belonging, and addressing social-emotional needs. Counseling support will be offered to students in crisis. The charter will promote students' access to healthy meals and snacks to support learning. Student transportation for school sponsored events, sports, and other school activities will be provided.	\$95,000.00	Yes

Action #5	Comprehensive Student Support and Staff Training Initiative (LREBG)	Integrating pupil supports to address other barriers to learning, and staff support and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Integrating academic, behavioral, and wellness supports aligns with California’s Multi-Tiered System of Support (MTSS) and the California Community Schools Framework, both of which emphasize the importance of addressing the whole child to remove barriers to learning and promote equity. Research shows that providing access to health, mental health, and social-emotional supports significantly improves academic engagement, behavior, and student well-being (Adelman & Taylor, 2006; Durlak et al., 2011). Comprehensive supports—such as meal programs, trauma-informed care, and extended-day opportunities—are core components of effective community schools, which have been shown to increase student achievement, reduce chronic absenteeism, and support family engagement (Oakes, Maier, & Daniel, 2017). Training staff to recognize and respond to these needs ensures that systems of support are proactive, inclusive, and sustainable, accelerating learning recovery and fostering long-term student success. The LEA will continue implementation of EmpowerU, <u>a Tier 1 and Tier 2 intervention</u> that blends a digital social-emotional learning (SEL) curriculum with one-on-one virtual coaching. <u>Research</u> shows that EmpowerU’s evidence-based approach improves student resilience, engagement, mental health, and academic outcomes—making it a critical support for students disproportionately impacted by the pandemic, including English Learners, Foster Youth, and students from low-income backgrounds. In addition, the LEA will continue implementation of Daybreak Telehealth, as Telehealth therapy expands access to mental health services by removing barriers such as transportation, provider shortages, and scheduling conflicts—especially in underserved or rural communities. As part of a Multi-Tiered System of Support (MTSS) and	\$50,000.00	No
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		aligned with the Community Schools Framework, telehealth allows schools to deliver timely, equitable, and confidential care to students experiencing trauma, anxiety, or other mental health challenges. Research supports that virtual counseling can be just as effective as in-person services in improving emotional well-being, which is essential for students' academic engagement and overall success (Gloff et al., 2015; Myers et al., 2017). Metrics to measure effectiveness: LCAP Goal 3, Metrics 1,2,4		
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Goal #	Description	Type of Goal
Goal #4	To enhance academic achievement and English proficiency for English Learners (EL) and Long-Term English Learners (LTEL), facilitating their successful integration into mainstream academic settings	Focus

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Enhancing academic achievement and English proficiency for English Learners (EL) and Long-Term English Learners (LTEL) is critical to ensuring equitable opportunities and fostering student success. Our Comprehensive Needs Assessment (CNA) reveals significant gaps in academic performance and language acquisition among these students, highlighting the urgent need for targeted support and interventions.

EL and LTEL students face unique challenges—ranging from limited English language skills and cultural barriers to gaps in content knowledge—that hinder their ability to fully engage in learning and access educational resources. These obstacles directly impact their academic outcomes, emphasizing the necessity for customized instructional strategies.

Drawing from our CNA findings, it is evident that EL and LTEL students require tailored support to overcome issues such as insufficient language development and limited access to academic resources. By implementing targeted interventions that focus on language acquisition, literacy development, and content-area proficiency, we can more effectively address these challenges.

Our strategy is centered on measurable outcomes, including increasing reclassification rates, enhancing literacy assessment performance, and improving core course completion rates. Additionally, integrating specialized language acquisition programs and offering focused professional development for educators will further strengthen our capacity to meet the diverse needs of EL and LTEL students.

Through these concerted efforts, we aim to create an inclusive and supportive learning environment where EL and LTEL students feel valued and empowered. By addressing the root causes of academic disparities with evidence-based strategies, we are committed to closing achievement gaps and ensuring that all students have the opportunity to reach their full potential.

By executing the actions outlined under this goal, we will build a learning environment that not only boosts academic success and English proficiency but also empowers EL and LTEL students to thrive throughout their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Increase core course completion rates among EL and LTEL students, ensuring progress towards grade-level academic standards	Spring 2024 Internal Data: EL: - English: 5.78 - Math: 6.11 - Social Studies: 5.98 - Science: 4.5 LTEL: - English: 5.5 - Math: 4.9 - Social Studies: 3.6 - Science: 3.7	Spring 2025 Internal Data: EL: - English: 7.2 - Math: 6.7 - Social Studies: 7.1 - Science: 5.8 LTEL: - English: 5.6 - Math: 5.6 - Social Studies: 7.7 - Science: 4.9	Not Applicable until 2026	The average core course completion rate for EL students by the end of the 2026-27 school will be at: - English: 7 units - Social Studies: 7 units - Science: 5 units - Math: 6.5 units The average core course completion rate for LTEL students by the end of the 2026-27 school will be at: - English: 6.75 units - Social Studies: 5 units - Science: 4.5 units - Math: 6 units	EL: - English: 1.42↑ - Math: 0.59↑ - Social Studies: 1.12 ↑ - Science: 1.3 ↑ LTEL: - English: 0.1 ↑ - Math: 0.7 ↑ - Social Studies: 4.1 ↑ - Science: 1.2 ↑

Metric #2	Increase Lexile scores for EL and LTEL students, demonstrating growth in reading comprehension and vocabulary	2022-23 Internal Data: EL Average Lexile Growth: 54% LTEL Average Lexile Growth: 75%	2024-25 Internal Data: EL Average Lexile Growth: 24.9% LTEL Average Lexile Growth: 25.1%	Not Applicable until 2026	55% of all EL students will maintain or increase Lexile growth, measured through at least two Ren Star Reading benchmark assessments. and 70% of LTEL students will maintain or increase Lexile growth, measured through at least two Ren Star Reading benchmark assessments.	EL Average Lexile Growth: 29.1%↓ LTEL Average Lexile Growth: 49.9%↓
Metric #3	English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC)	Fall 2023 CA Dashboard - No performance color	Fall 2024 CA Dashboard - No performance color	Not Applicable until 2026	40% of English Learners will maintain or progress one ELPI level by the release of the 2027 CA Dashboard.	No performance color on CA Dashboard to report on
Metric #4	Reclassification rate	2022-23 Internal Data: Reclassification rate 100%	2023-24 Internal Data: Reclassification rate 40%	Not Applicable until 2026	Reclassification will be at or above 75% by the end of the 2026-27 academic school year.	60%↓

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

The goal to enhance academic achievement and English proficiency for English Learners (EL) and Long-Term English Learners (LTEL) has demonstrated mixed progress, with clear areas of success as well as ongoing challenges.

Core course completion rates for EL students show steady improvement across English, Math, Social Studies, and Science, indicating growing engagement with grade-level content. EL students’ English completion increased from 6.2 units in 2023-24 to 7.2 units in spring 2025, and similar positive trends are seen across other subjects. However, LTEL students’ course completion rates remain inconsistent, with slower growth and variability across subject areas, particularly in Science, which remains below grade level.

Lexile growth rates for both EL and LTEL students, while positive, have declined compared to previous years. EL Lexile growth dropped from 54% in 2022-23 to 24.9% in 2024-25, and LTEL growth decreased similarly. This signals a need for renewed focus on reading comprehension and vocabulary development to sustain language acquisition momentum.

The **English Language Proficiency Assessment for California (ELPAC)** data remains unavailable for performance color coding, limiting clear insight into proficiency levels; however, the **reclassification rate** dropped significantly from 100% in 2022-23 to 40% in 2023-24. This sharp decline highlights challenges in transitioning EL and LTEL students out of language learner status and fully integrating them into mainstream academic settings.

In response, the LEA implemented targeted actions including research-based English Language Development (ELD) curriculum tailored to EL and LTEL needs, and specialized instructional programs designed to accelerate language acquisition and academic proficiency. Professional development for staff was prioritized to deepen expertise in supporting EL and LTEL students effectively.

Challenges include sustaining consistent growth for LTEL students, addressing decreased Lexile progress, and improving reclassification rates. Successes include steady improvements in core course completion for EL students and the continued investment in targeted instruction and professional learning.

Moving forward, the LEA plans to intensify supports for LTEL students, enhance literacy interventions, and monitor reclassification processes to ensure equitable access to rigorous instruction and full integration into the mainstream curriculum.

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

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

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

The targeted actions implemented to enhance academic achievement and English proficiency for EL and LTEL students have yielded mixed results, reflecting both progress and areas needing further refinement.

The use of research-based English Language Development (ELD) curricula and targeted instructional support for EL students has been effective in improving core course completion rates across multiple subjects. EL students demonstrated consistent growth in units completed in English, Math, Social Studies, and Science, indicating that the instructional strategies are helping these students engage more fully with grade-level academic content.

Similarly, specialized programs designed for LTEL students have begun to address their unique needs, but progress has been less consistent. While some subject areas show improvement, overall LTEL course completion remains uneven, suggesting that current instructional supports need to be intensified or better differentiated to accelerate language acquisition and content mastery for this group.

Professional development efforts for staff have positively contributed to increased educator capacity and awareness of best practices for EL and LTEL instruction. This has helped promote more effective teaching strategies and supported retention and recruitment of qualified staff committed to EL student success.

However, the decline in Lexile growth for both EL and LTEL students indicates that reading comprehension and vocabulary development interventions may require enhancement or more targeted implementation. Furthermore, the sharp drop in reclassification rates from 100% to 40% signals that despite instructional gains, students are not advancing out of EL status as quickly as expected, potentially reflecting gaps in support for language proficiency or assessment preparation.

In summary, while the actions have been partially effective—particularly in improving course completion and building staff capacity—there remain significant challenges in accelerating language proficiency growth and increasing reclassification rates. Continued focus on refining instructional programs, deepening literacy supports, and closely monitoring student progress will be critical to achieving the goal fully.

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

The LEA will be continuing with the metrics and actions outlined within Goal 4 as they have proven to be effective in working toward meeting our 2026-27 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	EL Targeted Support and Instruction	Provide targeted support and instruction using research based ELD specific curriculum focused on language development and academic literacy. Implement a comprehensive language acquisition program that supports EL students in acquiring English language skills to build academic proficiency in all core subject areas.	\$35,000.00	Yes
Action #2	LTEL Targeted Support and Instruction	Offer targeted support and instruction specifically designed for Long-Term English Learners (LTEL), addressing their unique academic and language needs. Integrate a specialized language acquisition program for LTEL students, emphasizing strategies to accelerate language development and bridge gaps in academic content knowledge.	\$35,000.00	Yes
Action #3	EL and LTEL Professional Development	School staff will be provided opportunities to attend professional development to help strengthen their depth of knowledge to support the retention, recruitment, and hiring of highly qualified staff to promote the success of our English Language Learners.	\$72,000.00	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,007,583	\$69,788

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
22.28%	0.00% - No Carryover	\$0.00 - No Carryover	22.285%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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Goal 1 Actions 1, 2	• Goal 1, Action 1: Academic and Post-Secondary Planning • Goal 1, Action 2 :CTE Pathway Completion The unique needs of our LEA's unduplicated student groups, particularly low-income and Hispanic students, were identified through a comprehensive needs assessment. This assessment included an analysis of student achievement data from the CA Dashboard and feedback from educational partners. Identified Needs: • Academic Achievement: The College and Career indicator on the CA Dashboard revealed that only 9.3% of all OFL Duarte graduates were at the prepared level. Among unduplicated student groups, low-income students were slightly better at 9.5%, while Hispanic students had low representation in dual enrollment programs (1.5%). • Post-Secondary Readiness: The overall dual enrollment rate was extremely low at 2.0%, indicating a significant need for better preparation and support for college and career readiness. The overall CTE pathway completion rate was low at a rate of 0% of students enrolled in a pathway, completing the appropriate pathway on the 2024 CA dashboard. • Feedback from Educational Partners: Input from teachers, counselors, and parents highlighted a need for individualized support in academic planning and post-secondary goal setting.	These actions are designed to address the unique needs of our unduplicated student groups, particularly low-income (FRMP) and Hispanic students, by providing ongoing academic and post-secondary planning guidance. Here's how these action will meet these needs and why it is implemented on a charter-wide level: • Ongoing Academic and Post-Secondary Planning: Fully credentialed teachers and post-secondary counselors will provide personalized academic and post-secondary planning guidance. This will include goal-setting, course selection, and college or career exploration activities tailored to meet the specific needs identified in our needs assessment. • Increased Access to School Staff: Students will have increased access to school staff, enabling regular monitoring and support of each student's progress towards graduation and post-secondary readiness. This will help ensure that low-income and Hispanic students receive the individualized attention and support they need to succeed. • Dual Enrollment Program: By promoting enrollment in dual enrollment programs, students will gain valuable post-secondary educational experiences. This will help them build effective strategies for college preparedness, addressing the low dual enrollment rates identified among Hispanic and low-income students. • CTE Pathway Completion: By increasing the rate of students completing their CTE pathways, students will acquire	Goal 1, Metric 1: Percentage of students enrolled in a dual enrollment program. We anticipate that the rate of student participation in dual enrollment programs will increase overall by having 2% of all students enrolled in a dual enrollment opportunity over the course of the new three year LCAP cycle. Additionally, the LEA's Hispanic student population will participate in dual enrollment offerings at a rate of 1%. Goal 1, Metric 6: Number of students enrolled in Career Technical Education (CTE) programs and completion rate. We anticipate that by the end of the 26-27 academic school year, 15% of all students who are enrolled in a CTE pathway will complete the pathway. This will be a 5% increase from the LEA's baseline CTE completion rate.
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This initiative is principally directed towards our low-income and Hispanic students, aiming to improve academic outcomes with a particular focus on increasing college and career readiness and graduation rates for these unduplicated student groups. By addressing the identified gaps in academic achievement and post-secondary preparedness, we aim to create a more equitable educational environment that supports the success of low-income and Hispanic students.

the appropriate certifications and career technical education experience to transfer into the workforce upon high school completion.

Rationale for charter wide Implementation:

- **Equitable Access and Support:** Implementing this action on a charter-wide level ensures that all students, regardless of their background, have equitable access to the necessary support and resources. While the action is principally targeted towards low-income and Hispanic students, providing it schoolwide ensures that no student is left behind.
- **Comprehensive Improvement:** charter wide implementation allows for a comprehensive approach to improving overall academic outcomes and post-secondary readiness. This holistic approach ensures that the support systems and strategies are embedded within the school culture, benefiting all students and creating a consistent and cohesive learning environment.

These actions are not merely about achieving an expected outcome but are deeply connected to the specific needs of our unduplicated student groups. By providing tailored support and resources, we aim to improve academic achievement and post-secondary readiness, particularly for low-income and Hispanic students. Implementing this action on a charter-wide level ensures that every student has the opportunity to succeed, thereby fostering an inclusive and equitable educational environment.

Goal 1 Actions 3, 4, and 6	• Goal 1, Action 3: Post Secondary Events and Workshops • Goal 1, Action 4 :Experiential Learning • Goal 1, Action 6: Graduation Progression Supports and Interventions The unique needs of our LEA's unduplicated student groups, particularly low-income and Hispanic students, were identified through a comprehensive needs assessment. This assessment included an analysis of student achievement data from the CA Dashboard and feedback from educational partners. Identified Needs: • Graduation Rate: The LEA's 4 to 5 year graduation rate is in the red on the California Dashboard with an overall grad rate of 43%. Additionally, FRMP students have a grad rate of 38.8%, with Hispanic students graduating at a rate of 37.7%. • A-G Completion: The overall A-G completion rates were significantly low, indicating a need for an increase in post-secondary supports to promote readiness on the College and Career indicator on the CA Dashboard. For the 23–24 school year, 50.0% of all graduating students completed the A–G requirements. FRMP students had a 52.5% A-G completion rate. • Feedback from Educational Partners: Input from teachers, counselors, and parents highlighted a need for individualized support and interventions for graduating seniors who are at risk due to academic, social-emotional, or	These actions are designed to address the unique needs of our unduplicated student groups, particularly low-income (FRMP) and Hispanic students, by providing ongoing academic and post-secondary planning guidance and support. Here's how these actions will meet these needs and why they are implemented on a charter-wide level: Post-Secondary Events and Experiential Learning Opportunities: The LEA will offer post-secondary experiential learning trips, field trips, events, and workshops to foster student awareness of post-secondary opportunities and options. These activities will address the need for exposure to various career paths and educational opportunities, which is crucial for students who may not have access to such resources outside of school. By participating in these events, students will gain a better understanding of their future possibilities, motivating them to progress towards graduation. Students Graduating on A-G Track: To ensure that low-income and Hispanic students are prepared for post-secondary education, we will provide targeted support to help them stay on the A-G course of study. This includes tutoring, academic counseling, and workshops focused on college readiness. These supports are designed to address the gaps in academic achievement and college preparedness identified among these student groups, ensuring they receive the individualized attention they need to succeed. Graduation Progression Supports and Interventions: We will implement necessary	Goal 1, Metric 2: Percentage of students graduating within 4 to 5 years as reported on the CA Dashboard We anticipate that the 4 to 5 year CA dashboard graduation rate for all students will increase by 5% over the course of the new three year LCAP cycle. Additionally, the LEA's Hispanic student population will increase at a rate of 5%, and FRMP student population will increase by 3%. Goal 1, Metric 3: DASS one year graduation rate percentage We anticipate that by the end of the 26-27 academic school year, the LEA's DASS one year graduation rate will be at or above 92% annually. Additionally, Hispanic students' one year DASS graduation rate will be at 90% and FRMP students at 92%. Goal 1, Metric 4: Percentage of students completing the A-G requirements The LEA anticipates to see an increase in the rate of all students graduating on the A-G planning guide to a rate of
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	behavioral supports that are impeding on graduation progression. This initiative is principally directed towards our low-income and Hispanic students, aiming to improve academic outcomes with a particular focus on increasing college and career readiness and graduation rates for these unduplicated student groups. By addressing the identified gaps in academic achievement and post-secondary preparedness, we aim to create a more equitable educational environment that supports the success of low-income and Hispanic students.	academic interventions and targeted supports for seniors at risk of not graduating. This includes mentoring, after-school programs, and specialized workshops aimed at building effective strategies for college preparedness. By focusing on students who are at risk of falling behind, particularly low-income and Hispanic students, we can directly address the identified low graduation rates among these groups and improve their progression towards graduation. Rationale for Charter-Wide Implementation: Equitable Access and Support: Implementing these actions on a charter-wide level ensures that all students, regardless of their background, have equitable access to the necessary support and resources. While these actions are principally targeted towards low-income and Hispanic students, providing them schoolwide ensures that no student is left behind. This approach recognizes the diverse needs of our student population and aims to create a supportive environment for all. Comprehensive Improvement: Charter-wide implementation allows for a comprehensive approach to improving overall academic outcomes and post-secondary readiness. By embedding these support systems and strategies within the school culture, we can ensure that every student benefits from a consistent and cohesive learning environment. This holistic approach is essential for fostering an inclusive and equitable educational setting where all students have the opportunity to succeed.	20%. FRMP students will display an increase to graduate on A-G at a rate of 16%. Goal 1, Metric 5: The average number of core academic courses completed by students. We anticipate the following core course averages by the end of the 26-27 academic school year. English: 8.8 Science: 9.3 Social Studies: 7.75
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		These actions are not merely about achieving an expected outcome but are deeply connected to the specific needs of our unduplicated student groups. By providing tailored support and resources, we aim to improve academic achievement and post-secondary readiness, particularly for low-income and Hispanic students. Implementing this action on a charter-wide level ensures that every student has the opportunity to succeed, thereby fostering an inclusive and equitable educational environment.	
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Goal 2 Action 1, 2, and 3	• Goal 2, Action 1: Targeted Math Interventions • Goal 2, Action 2 :Resources to Access a Broad Course of Study • Goal 2, Action 3: Quality of Instruction The unique needs of our LEA's unduplicated student groups, particularly low-income and Hispanic students, were identified through a comprehensive needs assessment. This assessment included an analysis of student achievement data from the CA Dashboard and feedback from educational partners. Identified Needs: Math Performance on CA Dashboard: The LEA's overall math performance for all student groups is 155.9 points below standard on the CA dashboard. On the 23-24 administration of the Math CAASPP statewide assessment, only 8.1% of students met or exceeded the standard. Notably, 0% of Hispanic students exceeded the standard across all tested grade levels (7, 8, and 11th). Feedback from Educational Partners: Input from teachers, counselors, and parents highlighted a need for individualized support and interventions in mathematics. This initiative is principally directed towards our low-income and Hispanic students, aiming to improve academic outcomes in mathematics. By addressing the identified gaps in academic achievement, we aim to create a more equitable educational environment that supports the success of low-income and Hispanic students and promotes an increase in overall math fluency and standard attainment.	These actions are designed to address the unique math achievement needs of our unduplicated student groups. Here's how these actions will meet these needs and why it is implemented on a charter-wide level: • Targeted Math Interventions: The LEA will offer targeted interventions to increase math literacy and proficiency. This will be accomplished through math tutoring, small group instruction in math amongst multiple grade levels, and tailored individual student supports and strategies. • Resources to Access a Broad Course of Study: Resources will be allocated to provide all students access to a comprehensive and rigorous math curriculum offerings. This action ensures that students are equipped with essential materials and tools to fully participate in the general education math curriculum. • Quality of Instruction: The LEA is dedicated to enhance the quality of math instruction provided to students through supporting its teachers by offering professional development opportunities. These professional development opportunities will equip teachers with effective teaching strategies, differentiation skillset, and tools to incorporate social-emotional practices within the classroom. Rationale for Charter-Wide Implementation: Inclusivity and Consistency: Implementing these actions on a charter-wide level ensures a unified approach to addressing the academic needs of all students, including those from unduplicated	#1:Math RENSTAR scale score growth rates The LEA anticipates that student individual scaled scores on the RENSTAR benchmark assessment will exhibit a growth rate of 35 or higher by the 26-27 academic school year. #2: Math grade level equivalency (GLE) growth rates Students will achieve an average grade level equivalency growth rate of 1.0 or higher by the end of the new three year LCAP cycle. #3: Math SBAC standards attainment The LEA aims to see growth in student math performance on the CA dashboard to move from the red to yellow by the 26-27 school year. #4: Math urgent Intervention Completion and/or out of urgent intervention rates. The LEA anticipates 45% of students will have moved out of "urgent intervention" on its
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		student groups. By providing these interventions and resources across the entire school, we foster an inclusive environment where every student benefits from consistent support and opportunities. • Maximizing Resources: Charter-wide implementation allows the LEA to efficiently allocate resources and support systems, ensuring that every student, regardless of their background, has access to high-quality instruction and interventions. This approach prevents resource fragmentation and maximizes the impact of our educational strategies. • Cultural Integration: By embedding these actions within the school culture, we promote a cohesive and supportive learning environment. This integration ensures that all students, including low-income and Hispanic students, experience the same high standards and comprehensive support, reinforcing the school's commitment to equity and excellence. Scalability and Sustainability: Implementing these actions on a charter-wide basis allows for scalability and sustainability of effective practices. Successful strategies and interventions can be consistently applied and refined across all grade levels, ensuring long-term improvement in academic outcomes for all student groups.	internal RENSTAR math benchmark assessment. #5: Math core course completion rates Math core course completion rates will be at 6 or higher on average by the 26-27 academic school year.
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Goal 3 Action 1,2,3, and 4	• Goal 3, Action 1: Enhance School Climate Surveys and Interventions • Goal 3, Action 2 :Increase Family and Community Engagement • Goal 3, Action 3: Strengthen School Safety Measures • Goal 3, Action 4: Student Wellness Unique Needs Assessment: The unique needs of our LEA's unduplicated student groups, particularly low-income and middle school students, were identified through a comprehensive needs assessment. This assessment included an analysis of student achievement data from the CA Dashboard and feedback from educational partners. Identified Needs: • Chronic Absenteeism: The LEA's overall chronic absenteeism rate on the CA Dashboard for the 23-24 school year was 66.7%, an increase from the previous year, significantly impacted by an increase in middle school enrollment. The comprehensive needs assessment revealed that middle school students exhibit significant learning gaps and barriers that impede their access to the general education curriculum. • Feedback from Educational Partners: Input from teachers, counselors, and parents highlighted a need to increase family engagement with the school and its offerings. Qualitative data from the 24-25 school climate survey indicated a need to enhance social-emotional offerings and opportunities for students to improve their	These actions are designed to address the unique needs of our unduplicated student groups, particularly low-income (FRMP) and middle school students, by providing ongoing academic and social emotional support. Here's how these actions will meet these needs and why it is implemented on a charter-wide level: • Enhance school climate surveys and interventions: In the pursuit of addressing the needs to increase family and student engagement, the LEA will administer regular school climate surveys to assess student perceptions of school safety, sense of school connectedness, and their overall satisfactions with the school environment. From the data derived from these surveys, the LEA will be able to assess appropriate targeted interventions such as but not limited to school-based initiatives, improving its physical facilities, and providing necessary resources to its students. • Increase Family and Community Engagement: Strategies will be developed and implemented to increase family engagement. This action will be implemented through in-person offerings such as workshops in relation to school attendance to address the significant need in decreasing its chronic absenteeism rate paired with strategies to be successful in school. The LEA will also continue its efforts in community partnerships to provide community-wide opportunities to students and families. Lastly, a school-based attendance team	#1: Decrease chronic absenteeism rate The LEA anticipates to see its chronic absenteeism rate on the CA Dashboard decrease by 5%. #2: Social emotional learning participation rates The LEA will ensure that 85% of middle school students will participate in at least one social emotional (SEL) opportunity. #3: Basic Services This will be maintained by the following teaching assignment monitoring outcomes: No more than 50% Out of Field & Ineffective Textbook Insufficiencies: 0 Facilities Inspections: 100% Number of Uniform Complaints: 0 #4: School climate survey data: An increase in educational partners reporting a sense of connectedness to school will increase by having 85% of students, 85% of parents, and 90% of staff experiencing a positive school climate.
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	sense of belonging and engagement with peers. This initiative is principally directed towards all students enrolled in the LEA, with an emphasis on middle school and low-income (FRMP) populations. By addressing the need to decrease chronic absenteeism rates and increase family and student engagement, we aim to create a more equitable educational environment that supports the success of all students.	will be established to partner with families to address attendance barriers. • Strengthen School Safety Measures: The LEA is dedicated to enhance school safety measures across the charter to maintain a supportive learning environment for all students. Possible components of this action that will be implemented to ensure this enhancement of safety measures may be safety protocol implementation, enhancing security infrastructure, staff training, and student targeted emergency preparedness measures. • Student Wellness: A diverse range of social emotional offerings and extracurricular opportunities will be provided to students. This will promote a supportive and inclusive environment for students while also building a positive school climate and increased sense of belonging for students. Counseling will be offered for students presenting a crisis. Physical student needs will be met through the provision of access to healthy meals and snacks. Lastly, transportation will be provided to ensure student access and participation in sports, school sponsored events, and other school activities. Rationale for Charter-Wide Implementation: • Inclusivity and Comprehensive Support: Implementing these actions on a charter-wide level ensures that all students, regardless of their background, receive equitable access to necessary support and resources. This inclusive	#5: Drop Out rate maintenance or decrease rates: The LEA aims to maintain its high school dropout rate at or below 8% and its middle school dropout rate at or below 5%. #6: Suspension rate maintenance or decrease rates: The LEA aims to maintain its suspension rates at or below 1.5%
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		approach guarantees that every student benefits from interventions aimed at improving engagement and well-being, particularly for those from unduplicated student groups. • Holistic Improvement: A charter-wide implementation fosters a unified approach to improving the overall school climate, safety, and student wellness. This method embeds support systems and strategies within the entire school culture, ensuring consistent and cohesive improvements across all grade levels and student demographics. • Efficient Resource Allocation: By applying these actions school-wide, the LEA can efficiently allocate resources and support systems, ensuring that every student benefits from high-quality interventions and programs. This prevents resource fragmentation and maximizes the impact of the initiatives. • Cultural Integration and Sustainability: Charter-wide implementation integrates these actions into the school culture, promoting a supportive and inclusive environment. This integration helps sustain effective practices and ensures that the benefits of the initiatives are experienced by all students over the long term. These actions are not merely about achieving an expected outcome but are deeply connected to the specific needs of our unduplicated student groups. By providing tailored support and resources, we aim to improve academic achievement and social-emotional well-being,	
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		particularly for low-income and middle school students. Implementing these actions on a charter-wide level ensures that every student has the opportunity to succeed, thereby fostering an inclusive and equitable educational environment.	
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Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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Goal 4 Action 1,2, and 3	• Goal 4, Action 1: EL Targeted Support and Instruction • Goal 4, Action 2: LTEL Targeted Support and Instruction • Goal 4, Action 3: EL and LTEL Professional Development Unique Needs Assessment: The unique needs of our LEA's unduplicated student groups, particularly English Learners (EL) and Long Term English Learners (LTEL), were identified through a comprehensive needs assessment. This assessment included an analysis of student achievement data from the CA Dashboard and feedback from educational partners. Identified Needs: • English Core Course Completion Rate: Both the LEA's EL and LTEL populations exhibit an achievement gap compared to other student groups in English core course completion rates, with EL students completing an average of 7.5 ELA units and LTEL students completing an average of 5.8 units. LTEL students exhibit a significant completion gap when compared to all other student populations, including the EL student population. • Lexile Growth Rates: Reading comprehension and vocabulary are impacted by EL and LTEL student lexile scores. Demonstrated lexile growth on two or more RenStar internal benchmark assessment administrations shows learning gaps for both EL and LTEL students compared to other student groups. EL students in the	These actions are designed to address the unique needs of our unduplicated student groups, particularly English Learners (EL) and Long Term English Learners (LTEL), by providing ongoing academic support. Here's how these actions will meet these needs: • EL Targeted Support and Instruction: Targeted academic support and research-based instruction will be provided to EL students. This will focus on language development and academic literacy. The LEA will implement a comprehensive language acquisition program for its EL student population, which will build skills and support EL students towards language proficiency in all core subject areas. This program is designed to close the achievement gap in English core course completion rates and improve lexile growth rates. • LTEL Targeted Support and Instruction: Similar to EL students, LTEL students will receive targeted academic supports and research-based instruction focused on language development and academic literacy. The comprehensive language acquisition program will help LTEL students accelerate their language development and academic content knowledge. This targeted support aims to address the lower English core course completion rates and improve lexile growth for LTEL students. EL and LTEL Professional Development: Professional development opportunities targeting EL and LTEL student support will be provided to school staff. This will equip staff with the	#1: Increase core course completion rates among EL and LTEL students, ensuring progress towards grade-level academic standards. The LEA anticipates core course completion rates for EL students will be as follow by the 26-27 school year: English: 7 Social Studies: 7 Science: 5 Math: 6.5 The LEA anticipates core course completion rates for LTEL students will be as follow by the 26-27 school year: English: 6.75 Social Studies: 5 Science: 4.5 Math: 6 #2: Increase Lexile growth for EL and LTEL students, demonstrating growth in reading comprehension and vocabulary. The LEA anticipates that by the 26-27 academic school year, lexile growth for EL students will be maintained or increased by 55% and by 70% for LTEL students.
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	24-25 school year had an average lexile growth of 24.8%, while LTEL students had an average of 24.9%. Feedback from Educational Partners: Input from teachers, counselors, and parents highlighted a need for support in lexile growth and ELA core course completion rates for both EL and LTEL students enrolled in the LEA. Teachers also reported a need for increased professional development opportunities focused on ELD instructional strategies and practices to promote an increase in language proficiency for students.	necessary tools and strategies to support EL and LTEL students in acquiring language proficiency. By enhancing staff instructional capacity, the LEA aims to directly support improvements in EL and LTEL course completion and language development. ELA core course completion rates and lexile growth. Additionally, this action supports the LEA in its efforts to retain, recruit, and hire highly qualified staff to promote EL and LTEL student success.	
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Insert or delete rows, as necessary.

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

To determine the contribution of limited actions toward meeting the increased or improved services requirement, the LEA conducted an internal analysis focused on services provided specifically to English Learners (EL) and Long-Term English Learners (LTEL). These services are not available charter wide and are targeted based on identified subgroup needs. The methodology included a review of current and historical staffing allocations, academic performance trends, language proficiency data, and feedback from educators and educational service providers.

The LEA determined that **14.08%** of the total **22.28%** planned to increase or improve services for unduplicated student groups will come from the following *limited actions*, as detailed below:

Goal 4, Action 1: EL Targeted Support and Instruction

- **Staff Allocation:** \$25,000 (2.48%)
- **Skyrocket Fees (ELD services, compliance, curriculum, PD):** \$10,000 (0.99%)
- **Methodology:** This represents 30% of an EL teacher’s time dedicated to direct ELD instruction and support for EL students. The cost estimate is based on historical staffing allocations and current service delivery models.
- **Total Contribution from Action 1: 3.47%**

Goal 4, Action 2: LTEL Targeted Support and Instruction

- **Staff Allocation:** \$25,000 (2.48%)
- **Skyrocket Fees (targeted LTEL compliance and curriculum):** \$10,000 (0.99%)

- **Methodology:** Similar to Action 1, this reflects a 30% allocation of staff time and resources devoted specifically to LTEL students. This includes analysis of proficiency data, progress monitoring, and differentiated instructional scaffolds.
- **Total Contribution from Action 2: 3.47%**

Goal 4, Action 3: EL and LTEL Professional Development

- **EL Coach Salary (fully dedicated to EL/LTEL PD):** \$50,000 (4.96%)
- **Skyrocket Fees (PD, compliance support, curriculum):** \$22,000 (2.18%)
- **Methodology:** 100% of the EL coach's salary is attributed to this action due to their exclusive focus on building instructional capacity for staff serving EL and LTEL students. Additionally, EL teachers will participate in PD to deepen their ELD expertise and support staff retention. Skyrocket costs reflect vendor contracts for PD facilitation and instructional tools.
- **Total Contribution from Action 3: 7.14%**

Total Contribution from Limited Actions (Goal 4, Actions 1–3): 14.08%

These contributions reflect the **estimated cost of providing these services if they were funded exclusively through LCFF**, and were derived based on staffing FTE allocations, historical spending patterns, and vendor contracts. These actions are **limited to the EL and LTEL student groups** and are not made available to the general student population, thereby qualifying as increased and improved services under the LCFF framework.

In combination with charter-wide actions that are principally directed to unduplicated student groups, the LEA confirms that the full **22.28%** obligation will be met through a combination of **targeted investments, academic interventions, and professional learning**, resulting in improved academic outcomes and progress for our unduplicated student populations.

Additional Concentration Grant Funding

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

Projected Additional 15 Percent LCFF Concentration Grant: \$69,788

LCAP Reference: *Goal 4, Action 3 – Strengthening Support for English Learners, Low-Income Students, and Foster Youth*

As the LEA serves a student population with an unduplicated count above 55%, the additional concentration grant add-on funding will be used to **retain and expand staff who provide direct services** to English Learners (EL), Long-Term English Learners (LTEL), foster youth, and low-income students.

Because the LEA operates as a single-school charter where all students attend a campus with unduplicated enrollment exceeding 55%, there are no comparison schools. Therefore, this funding will be used at the school site to increase the number of **certificated and classified staff** providing direct services and to support **staff retention**.

The 2025–26 plan includes the following efforts:

Goal 4, Action 3: Strengthening Support for English Learners, Low-Income Students, and Foster Youth

As the LEA continues to serve a student population with an unduplicated count above 55%, the additional concentration grant add-on funding will be used to expand and retain staff who provide direct services to students in schools with a high concentration of English Learners (EL), Long-Term English Learners (LTEL), foster youth, and low-income students.

The 2025-26 plan will maintain and enhance efforts to increase staff capacity, strengthen instructional practices, and improve student outcomes through the following strategies:

1. Retention of Highly Qualified Staff

- Funding will support the retention of certificated and classified staff who provide direct academic and socio-emotional services to EL, LTEL, foster youth, and low-income students.
- This includes teachers, instructional aides, and student support staff who offer targeted interventions, ensuring continuity in education and a stable, supportive learning environment.

2. Recruitment of Additional Staff

- The LEA will recruit and hire additional certificated and classified staff to meet the increased needs of students in schools with high unduplicated populations.
- New hires will include specialized EL teachers, instructional aides, and intervention specialists to provide individualized academic support and language development interventions.
- Additional student support services staff will be hired to assist with counseling, mentorship, and socio-emotional well-being initiatives.

3. Professional Development to Enhance Instructional Practices

- Professional learning opportunities will continue to be provided to staff working with EL and LTEL students to enhance instructional effectiveness and student engagement.

Training will focus on:

- Best practices in EL instruction to improve language acquisition and academic success.
- Differentiation techniques to tailor instruction for diverse learners.
- Culturally responsive teaching strategies that create an inclusive learning environment.
- Effective intervention strategies for EL, LTEL, foster youth, and low-income students to ensure progress in core coursework and language proficiency.

By retaining, recruiting, and training staff, the LEA remains committed to expanding high-quality services for English Learners, foster youth, and low-income students. These strategic efforts will help close achievement gaps, improve student outcomes, and ensure equitable access to educational opportunities in the 2025-26 school year and beyond.

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

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 4,521,449	\$ 1,007,583	22.285%	0.000%	22.285%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,269,583	\$ 150,000	\$ -	\$ -	\$ 1,419,583.00	\$ 640,000	\$ 779,583

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Academic and Post-Secondary Planning	All Students, Focus Hispanic and Hispanic	Yes	LEA-Wide	Low-Income	All Schools	On-going	\$ 90,000	\$ 20,000	\$ 110,000	\$ -	\$ -	\$ -	\$ 110,000	0.000%
1	2	CTE Pathway Completion	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ 5,000	\$ 42,000	\$ 47,000	\$ -	\$ -	\$ -	\$ 47,000	0.000%
1	3	Post-Secondary Events and Workshop	All Students, Focus Hispanic and Hispanic	Yes	LEA-Wide	Low-Income	All Schools	On-going	\$ 10,000	\$ 20,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
1	4	Experiential Learning	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ 5,000	\$ 45,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
1	5	SWD Targeted Support and Instructor	Students with Disabilities	No	LEA-Wide	N/A	All Schools	On-going	\$ 90,000	\$ 100,000	\$ 190,000	\$ -	\$ -	\$ -	\$ 190,000	0.000%
1	6	Graduation Progression Supports and Interventions	All Students, Focus Hispanic and Hispanic	Yes	LEA-Wide	Low-Income	All Schools	On-going	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
1	7	Credit Recovery and College Readiness Initiative (LREBG)	All Students	No	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ -	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000	0.000%
2	1	Targeted Math Intervention	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ 60,000	\$ 10,000	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	0.000%
2	2	Resources to Access Broad Course of Study	All Students	No	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ 60,000	\$ 20,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
2	3	Quality of Instruction	All Students	No	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ 160,000	\$ 40,583	\$ 200,583	\$ -	\$ -	\$ -	\$ 200,583	0.000%
2	4	Enhanced Academic Support and Assessment (LREBG)	All Students	No	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ -	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000	0.000%
3	1	Enhanced School Climate Surveys and Interventions	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ -	\$ 45,000	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000	0.000%
3	2	Increase Family and Community Engagement	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
3	3	Strengthen School Safety Measures	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ 10,000	\$ 100,000	\$ 110,000	\$ -	\$ -	\$ -	\$ 110,000	0.000%
3	4	Student Wellness	All Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ -	\$ 95,000	\$ 95,000	\$ -	\$ -	\$ -	\$ 95,000	0.000%
3	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	All Students	No	LEA-Wide	English Learners and Low-Income	All Schools	On-going	\$ -	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ 50,000	0.000%
4	1	EL Targeted Support and Instruction	English Learners	Yes	Limited	English Learners	All Schools	On-going	\$ 25,000	\$ 10,000	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	0.000%
4	2	LTEL Targeted Support and Instruction	Long Term English Learners	Yes	Limited	English Learners	All Schools	On-going	\$ 25,000	\$ 10,000	\$ 35,000	\$ -	\$ -	\$ -	\$ 35,000	0.000%
4	3	EL and LTEL Professional Development	English Learners and Long Term English Learners	Yes	Limited	English Learners	All Schools	On-going	\$ 50,000	\$ 22,000	\$ 72,000	\$ -	\$ -	\$ -	\$ 72,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 4,521,449	\$ 1,007,583	22.285%	0.000%	22.285%	\$ 799,000	0.000%	17.671%	Total:	\$ 799,000
								LEA-wide Total:	\$ 657,000
								Limited Total:	\$ 142,000
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Academic and Post-Secondary Planning	Yes	LEA-Wide	Low-Income	All Schools	\$ 110,000	0.000%
1	2	CTE Pathway Completion	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 47,000	0.000%
1	3	Post-Secondary Events and Workshop	Yes	LEA-Wide	Low-Income	All Schools	\$ 30,000	0.000%
1	4	Experiential Learning	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 50,000	0.000%
1	6	Graduation Progression Supports and Inter	Yes	LEA-Wide	Low-Income	All Schools	\$ 50,000	0.000%
2	1	Targeted Math Intervention	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 70,000	0.000%
3	1	Enhanced School Climate Surveys and Inte	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 45,000	0.000%
3	2	Increase Family and Community Engagem	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 50,000	0.000%
3	3	Strengthen School Safety Measures	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 110,000	0.000%
3	4	Student Wellness	Yes	LEA-Wide	English Learners and Low-Income	All Schools	\$ 95,000	0.000%
4	1	EL Targeted Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 35,000	0.000%
4	2	LTEL Targeted Support and Instruction	Yes	Limited	English Learners	All Schools	\$ 35,000	0.000%
4	3	EL and LTEL Professional Development	Yes	Limited	English Learners	All Schools	\$ 72,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,360,078.00	\$ 1,459,002.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Academic and Post-Secondary Planning	Yes	\$ 95,000	\$ 103,050
1	2	CTE Pathway Completion	Yes	\$ 57,000	\$ 62,311
1	3	Post-Secondary Events and Workshop	Yes	\$ 38,000	\$ 24,652
1	4	Experiential Learning	Yes	\$ 85,000	\$ 22,190
1	5	SWD Targeted Support and Instruction	No	\$ 150,000	\$ 183,428
1	6	Graduation Progression Supports and Interventions	Yes	\$ 48,000	\$ 45,076
1	7	Credit Recovery and College Readiness Initiative (LREBG)	No	\$ 100,000	\$ 200
2	1	Targeted Math Intervention	Yes	\$ 60,000	\$ 69,510
2	2	Resources to Access Broad Course of Study	Yes	\$ 50,000	\$ 71,018
2	3	Quality of Instruction	Yes	\$ 137,078	\$ 224,533
2	4	Enhanced Academic Support and Assessment (LREBG)	No	\$ 100,000	\$ 12,156
3	1	Enhanced School Climate Surveys and Interventions	Yes	\$ 30,000	\$ 53,117
3	2	Increase Family and Community Engagement	Yes	\$ 30,000	\$ 131,243
3	3	Strengthen School Safety Measures	Yes	\$ 60,000	\$ 116,356
3	4	Student Wellness	Yes	\$ 95,000	\$ 132,713
3	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	No	\$ 100,000	\$ 41,442
4	1	EL Targeted Support and Instruction	Yes	\$ 25,000	\$ 40,919
4	2	LTEL Targeted Support and Instruction	Yes	\$ 25,000	\$ 38,327
4	3	EL and LTEL Professional Development	Yes	\$ 75,000	\$ 86,760

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,007,583	\$ 910,078	\$ 1,221,776	\$ (311,698)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Academic and Post-Secondary Planning	Yes	\$ 95,000	\$ 103,050.29	0.000%	0.000%
1	2	CTE Pathway Completion	Yes	\$ 57,000	\$ 62,310.74	0.000%	0.000%
1	3	Post-Secondary Events and Workshop	Yes	\$ 38,000	\$ 24,652.10	0.000%	0.000%
1	4	Experiential Learning	Yes	\$ 85,000	\$ 22,189.71	0.000%	0.000%
1	6	Graduation Progression Supports and Interventions	Yes	\$ 48,000	\$ 45,076.00	0.000%	0.000%
2	1	Targeted Math Intervention	Yes	\$ 60,000	\$ 69,510.01	0.000%	0.000%
2	2	Resources to Access Broad Course of Study	Yes	\$ 50,000	\$ 71,017.99	0.000%	0.000%
2	3	Quality of Instruction	Yes	\$ 137,078	\$ 224,533.01	0.000%	0.000%
3	1	Enhanced School Climate Surveys and Interventions	Yes	\$ 30,000	\$ 53,117.36	0.000%	0.000%
3	2	Increase Family and Community Engagement	Yes	\$ 30,000	\$ 131,242.65	0.000%	0.000%
3	3	Strengthen School Safety Measures	Yes	\$ 60,000	\$ 116,356.43	0.000%	0.000%
3	4	Student Wellness	Yes	\$ 95,000	\$ 132,713.45	0.000%	0.000%
4	1	EL Targeted Support and Instruction	Yes	\$ 25,000	\$ 40,918.98	0.000%	0.000%
4	2	LTEL Targeted Support and Instruction	Yes	\$ 25,000	\$ 38,327.39	0.000%	0.000%
4	3	EL and LTEL Professional Development	Yes	\$ 75,000	\$ 86,759.92	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,521,449	\$ 1,007,583	0.000%	22.285%	\$ 1,221,776	0.000%	27.022%	\$0.00 - No Carryover	0.00% - No Carryover

RESOURCE INEQUITIES REVIEW ADDENDUM

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

Charter	Date Resource Inequity Review was conducted
OFL Duarte	1/31/2025

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

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	- Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations - Decreasing the current chronic absenteeism rate for the LEA's middle school population - Increasing Graduation Rates for the LEA's five year graduation cohort (CSI designation) - Increase lexile rate for the LEA's LTEL student population - Increase A-G completion rates of the LEA's graduating senior population
Which inequities are priorities for the Charter to address in their School Improvement Plans?	- Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations - Decreasing the current chronic absenteeism rate for the LEA's middle school population - Increasing Graduation Rates for the LEA's five year graduation cohort (CSI designation)
How does the Charter plan on addressing these inequities?	The Charter is committed to addressing systemic inequities by implementing targeted, data-driven strategies that prioritize academic achievement, attendance, and graduation outcomes—particularly for English Learners (EL), students eligible for Free and Reduced-Price Meals Program (FRMP), and students identified under the Comprehensive Support and Improvement (CSI) designation. To increase math performance and core course completion rates, the Charter will adopt evidence-based instructional practices, provide intensive academic

	support, and expand access to intervention programs specifically designed to support EL , LTEL, and FRMP students. This includes differentiated instruction, extended learning opportunities, and professional development for educators focused on culturally responsive pedagogy and language acquisition strategies. To decrease chronic absenteeism in the middle school population, the Charter will implement a multi-tiered system of supports (MTSS) focused on early identification and intervention. This includes improving family engagement, expanding social-emotional learning supports, and collaborating with community-based organizations to address barriers to attendance such as transportation, mental health, and housing instability. To increase the five-year graduation rate, particularly for students in the CSI cohort, the Charter will strengthen its academic counseling and credit recovery systems, offer personalized learning plans, and expand postsecondary readiness programs. Dedicated staff members will track progress and ensure students receive tailored support to meet graduation requirements and transition successfully beyond high school. These strategies reflect the Charter’s commitment to educational equity and ensuring that all students—regardless of background—are supported in reaching their full academic potential.
If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.	N/A

Summary / Addendum Document

Comprehensive Needs Assessment

Date: 3/28/25

Educational Partners

Who are the educational partners involved in the Comprehensive Needs Assessment?

How were educational partners involved in the Comprehensive Needs Assessment?

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

The 2024-2025 Comprehensive Needs Assessment (CNA) engaged a diverse group of educational partners, including administrators, general education teachers, special education specialists, English language specialists, postsecondary counselors, instructional coaches, support staff, parents, and students. This collaborative, multi-phase process involved: (1) collecting and analyzing data essential for the CNA, (2) conducting in-depth whole-group and small-group data reviews to identify key focus areas, (3) performing a Root Cause Analysis to examine underlying challenges, (4) establishing measurable outcomes to address those root causes, and (5) completing a Resource Inequity Review of the charter. Parents and students contributed through survey responses, interviews, parent conferences, and feedback gathered during Family Engagement Events. The findings from the CNA were shared with the Parent Advisory Committee on March 13, 2025.

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

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

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

In order to determine school needs, resource inequalities, and actionable items, OFL Duarte conducted review and analysis on the following qualitative and quantitative sets of data:

- **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.
 - 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. **A-G Completion Rate** In the 23-24 school year, 11th grade FRMP students experienced a significant decline in A-G participation rates, dropping from 94.7% participation in 10th grade to 69.6%, with non-A-G rising from 5.3% to 30.4%.
2. **Chronic Absenteeism**: FRMP and Hispanic students increased their CRA from 22 to 23 school years. The overall increase rate was 7.1%, however the FRMP rate of increase was 10.4% and Hispanic students were 5% higher than all students.
3. **LTEL/ SWD Lexile Performance**: LTEL student performance data has declined by 32% over the past two academic years. There is a significant amount of LTEL students also designated as students with disabilities.

4. **ELA Performance:** To enhance 11th-grade student performance on the SBAC, we will promote greater engagement with school programs and resources, including SGI/DI classes, tutoring services, and teacher support.
5. **Math Performance:** Students who are not making adequate progress in math courses, or who scored at urgent intervention on Renstar should be placed in direct instruction classes.

PRIORITIZED NEED

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

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

1. Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations
2. Decreasing the current chronic absenteeism rate for the LEA's middle school population
3. Increasing Graduation Rates for the LEA's five year graduation cohort (CSI designation)
4. Increase lexile rate for the LEA's LTEL student population
5. Increase A-G completion rates of the LEA's graduating senior population

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 Rate:

-Root Cause #1: Insufficient availability of A-G courses, particularly through SGI and IS curriculum, restricts student's ability to stay on track on A-G plan.

Measurable Outcomes:

1. By the end of the 2024-25 school year, the availability of A-G courses will improve, as evidenced by a 10% increase in A-G course enrollment through SGI and IS curriculum.

2. the percentage of students on track to complete A-G requirements will increase by at least 5%, as measured by transcript reviews and graduation progress reports.

Chronic Absenteeism:

-Root Cause #1: Historically, our school has been geared towards the needs of high school students and middle school students have different needs because of their maturity level

-Root Cause #2: In the 22-23 school year, there were no SGI classes to support Middle School students.

Measurable Outcomes:

1. CRA rates will decrease by 15% in the 24-25 school year. CRA would decrease for Hispanic students by 15% in the 24-25 school year.
2. Core course completion rates for Middle School students will increase by 5% in the 24-25 school. year.

LTEL Lexile Growth:

-Root Cause #1: Core course completion rates for Middle School students will increase by 5% in the 24-25 school. year.

-Root Cause #2: LTEL student present social emotional difficulties which directly impact school progression and lexile growth.

Measurable Outcomes:

1. Increase goal setting on a weekly basis
2. Connect LTEL students with school provided social/emotional supports i.e. Daybreak, EmpowerU

ELA Performance:

-Root Cause #1: Student performance is affected by their previous experience and what they are currently doing at our school.

-Root Cause #2: Student motivation is affected by a wide-range of factors, which are both positive and negative, which we try to address in various ways.

Measurable Outcomes:

1. By the end of the 2024-25 school year, student engagement and motivation will improve as measured by a 5% increase in student participation in academic support programs (e.g., tutoring, intervention classes, SGI/DI)

Math Performance:

-Root Cause #1: Students have gaps in their basic math skills that create lower scores on the SBAC.

-Root Cause #2:Students enrolled in our program without the basic math skills and struggle to complete core math classes which causes a lag in their progress toward graduation.

Measurable Outcomes:

1. There will be an increase in the “Standards Met” across all students for the 2025 SBAC test.
2. Increase student participation in Direct Instruction classes, going from trimester to quarterly, and/or math tutoring, hiring specific math tutors. Students are no more than a semester behind in Math progress based on their credits. Students who have not completed their 2-3 year Math requirement are enrolled in a Math course at all times.

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?

As part of our annual review process, our charter school conducted a Comprehensive Needs Assessment (CNA) to analyze key performance trends and identify areas for growth. This analysis was based on multiple data sources, including student achievement metrics, stakeholder feedback, and program effectiveness evaluations. The following trends have emerged as areas of improvement:

1. Increasing Math Performance and Core Course Completion Rates

- Student performance in Mathematics has shown an upward trend across all grade levels, with targeted interventions and instructional supports yielding measurable gains.
- A particular focus has been placed on **English Learner (EL)** and **Free and Reduced Meal Program (FRMP)** student populations, ensuring equitable access to resources such as tutoring, differentiated instruction, and scaffolded curriculum.
- Core course completion rates have improved across the entire student population, reinforcing the effectiveness of student support programs and academic interventions.

2. Decreasing Chronic Absenteeism for Middle School Students

- The **chronic absenteeism rate among middle school students** has declined due to proactive attendance monitoring, increased family outreach, and engagement initiatives that emphasize the importance of regular attendance.
- Strategies outlined in our LEA's LCAP has positively impacted the data in this first year cycle. While there have been measured improvement, the LEA is continuing its effort to decrease chronic absenteeism rates over the remainder of the current three year LCAP cycle.

3. Increasing Graduation Rates for the Five-Year Graduation Cohort (CSI Designation)

- Graduation rates for the LEA's **five-year cohort** have increased, demonstrating progress in re-engaging students who require additional time to complete their high school requirements.
- Credit recovery programs, individualized graduation plans, and wraparound support services have played a crucial role in this improvement.

4. Increasing Lexile Rates for Long-Term English Learners (LTELs)

- The **Lexile reading levels** of the LEA's **Long-Term English Learner (LTEL) student population** have increased due to enhanced literacy interventions, structured English Language Development (ELD) instruction, and personalized learning plans.
- The implementation of targeted reading interventions, one-on-one tutoring, and access to digital literacy tools has supported student growth in reading comprehension and academic vocabulary.

5. Increasing A-G Completion Rates Among Graduating Seniors

- The percentage of students meeting **A-G requirements** for **college eligibility** has risen, reflecting ongoing efforts to improve access to rigorous coursework and academic counseling.
- Expanded **Subject Group Instruction (SGI) options, dual enrollment programs, and post-secondary counseling opportunities and resources** have provided students with more pathways to fulfill A-G course requirements.

6. Enhancing Student Engagement and School Climate

- Educational partner surveys indicate a stronger sense of belonging among students, with increased participation in **extracurricular activities, student leadership programs, and a variety of social emotional learning modalities.**
- Restorative practices and social-emotional learning (SEL) programs have contributed to a more positive school climate, reducing disciplinary incidents and strengthening student-teacher relationships.

7. Strengthening Family and Community Engagement

- Parent engagement has improved through **multilingual communication, virtual and in-person workshops, and expanded opportunities for family involvement** in decision-making processes.
- Increased participation in the Parent Advisory Committee (PAC) and school-wide events reflects a stronger partnership between families and the school community.

Conclusion

The LEA's commitment to continuous improvement is evident in these key areas of growth. **Many of these positive trends have been directly supported by actions aligned with the Learning Recovery Emergency Block Grant (LREBG), which has provided critical funding for academic interventions, expanded instructional support, and targeted student services.** These grant-funded initiatives—such as additional math intervention programs, access to instruction for credit-deficient pupils to complete graduation requirements (Goal 1, Action 7), an implementation and expansion of learning supports (Goal 2, Action 4), and a comprehensive student support and staff training initiative through Goal 3, Action 5 (i.e. counseling, school meal programs, before and after school programs, mental health referrals, and staff trainings).

While significant progress has been made, the school remains dedicated to further enhancing student achievement, engagement, and postsecondary readiness through **data-driven decision-making and the strategic allocation of resources, including LREBG funding, to sustain and build upon these successes.**

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

