LCFF Budget Overview for Parents

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

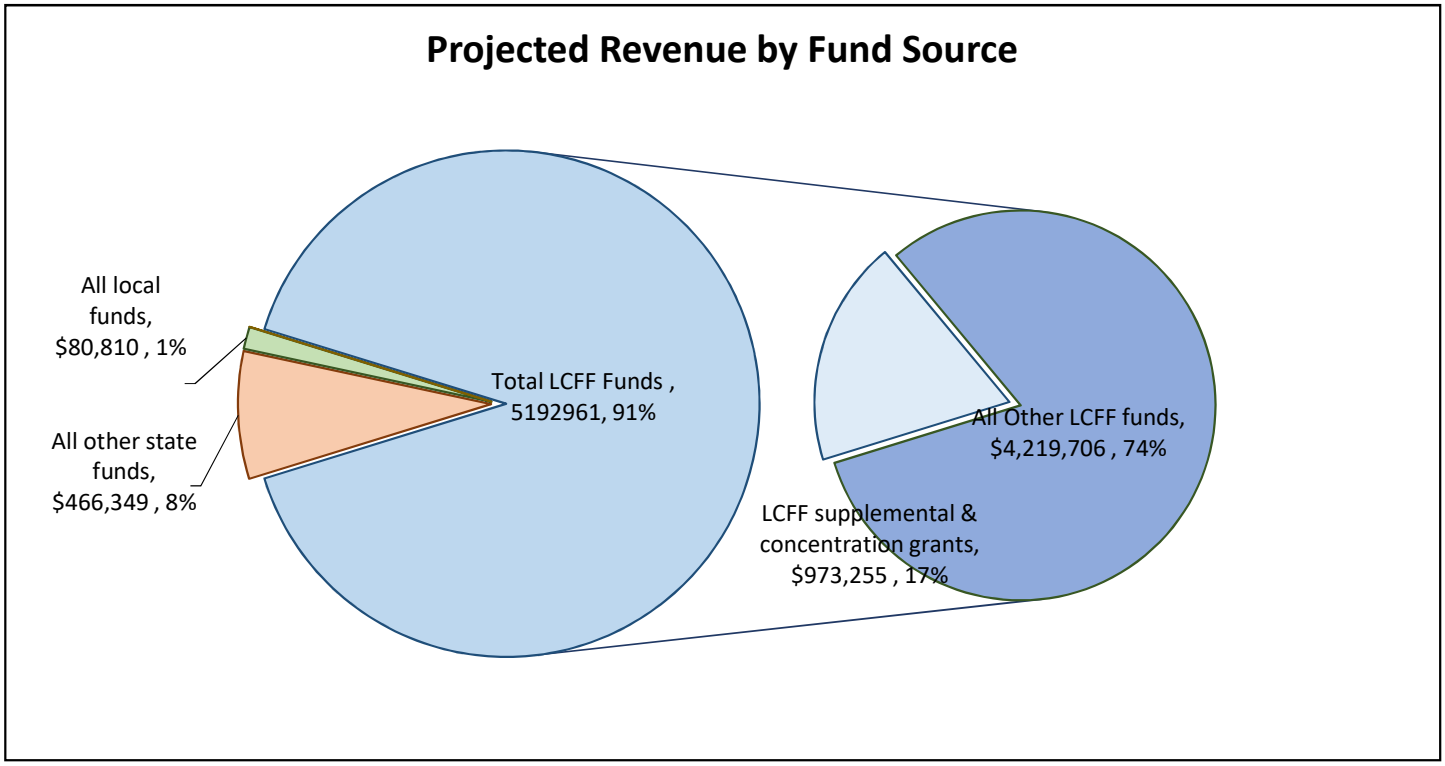
CDS Code: 19 64469 0128736

School Year: 2026-27

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 2026-27 School Year

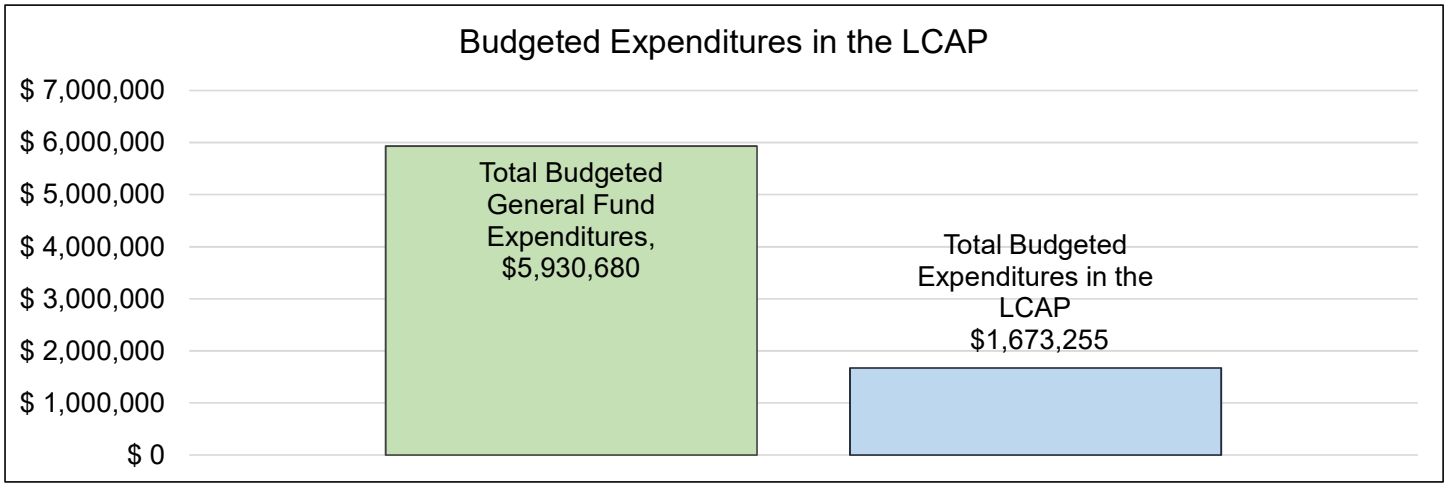


This chart shows the total general purpose revenue Opportunities For Learning Duarte expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning Duarte is $5,740,120.00, of which $5,192,961.00 is Local Control Funding Formula (LCFF), $466,349.00 is other state funds, $80,810.00 is local funds, and $0.00 is federal funds. Of the $5,192,961.00 in LCFF Funds, $973,255.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Opportunities For Learning Duarte plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Opportunities For Learning Duarte plans to spend $5,930,680.00 for the 2026-27 school year. Of that amount, $1,673,255.00 is tied to actions/services in the LCAP and $4,257,425.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

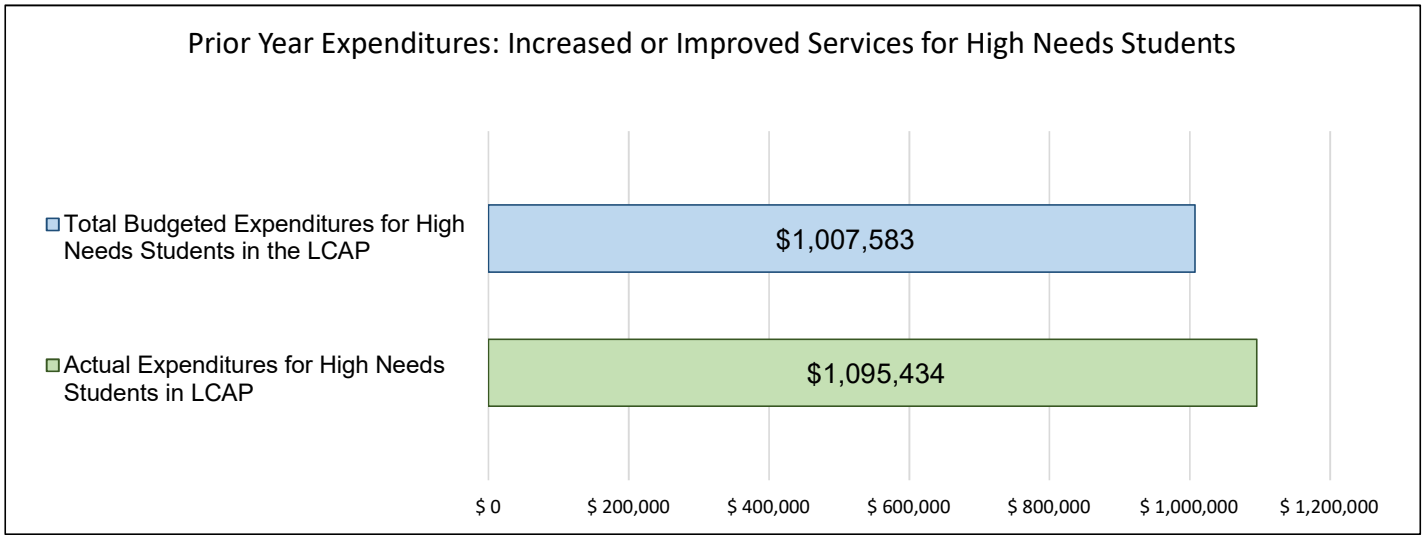
In addition to the programs and actions outlined in the LCAP, the General Fund covers a range of required operational expenditures that support the overall functioning of the school but are not directly tied to specific LCAP actions. This includes salaries for classified and administrative staff not funded through LCAP, facility operations and upkeep, software and licensing agreements, audit and compliance costs, and central office or network service fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Opportunities For Learning Duarte is projecting it will receive $973,255.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning Duarte must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning Duarte plans to spend $973,255.00 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 2025-26



This chart compares what Opportunities For Learning Duarte budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Opportunities For Learning Duarte estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Opportunities For Learning Duarte's LCAP budgeted $1,007,583.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning Duarte actually spent $1,095,434.18 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

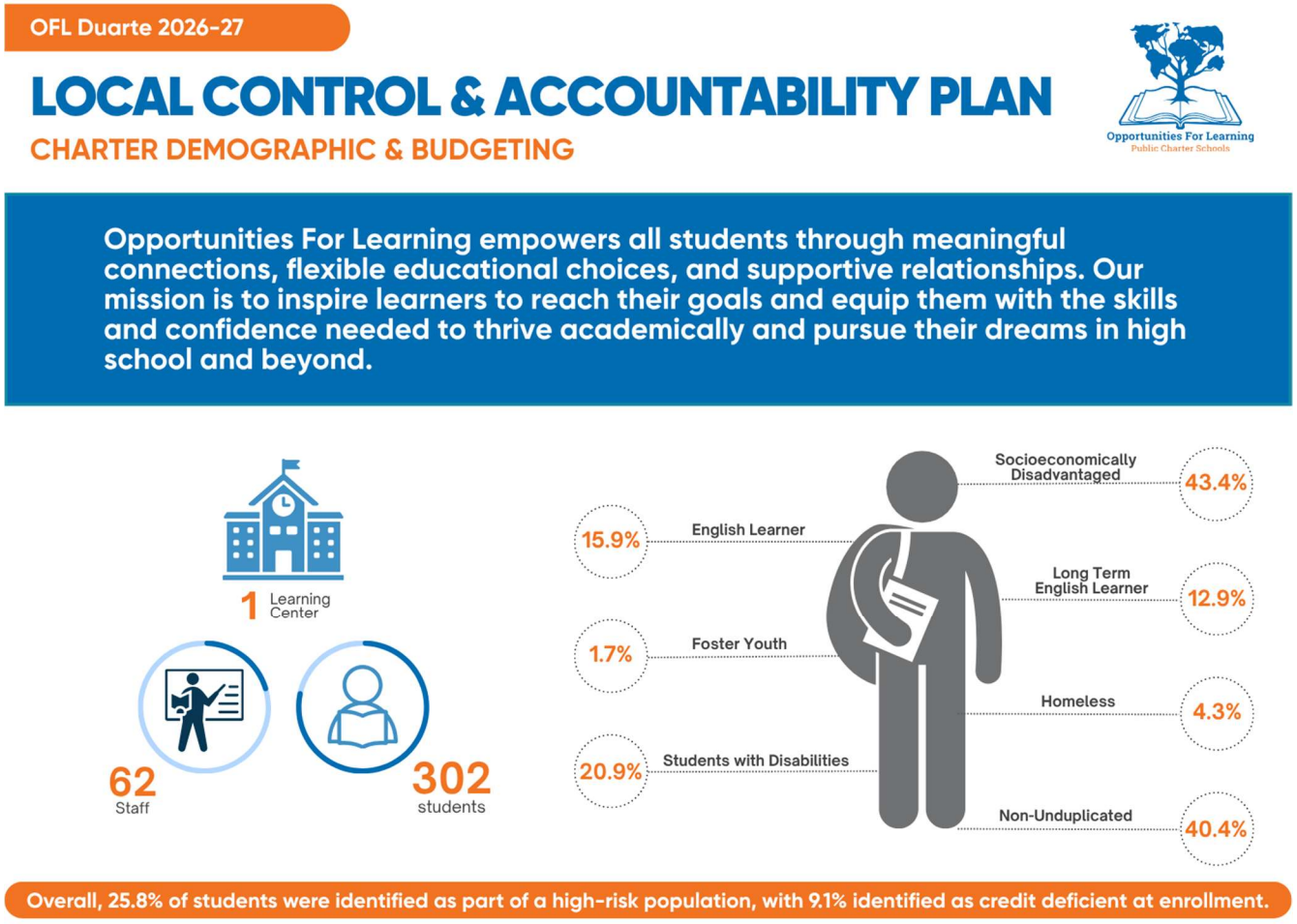
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning Duarte	Megan Betry, Principal	mbetry@ofy.org

Plan Summary 2026-27

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-promise 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), Dual Enrollment offerings, and experiential learning trips, students become well-rounded individuals ready for life beyond high school.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG):
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 2026-27 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.

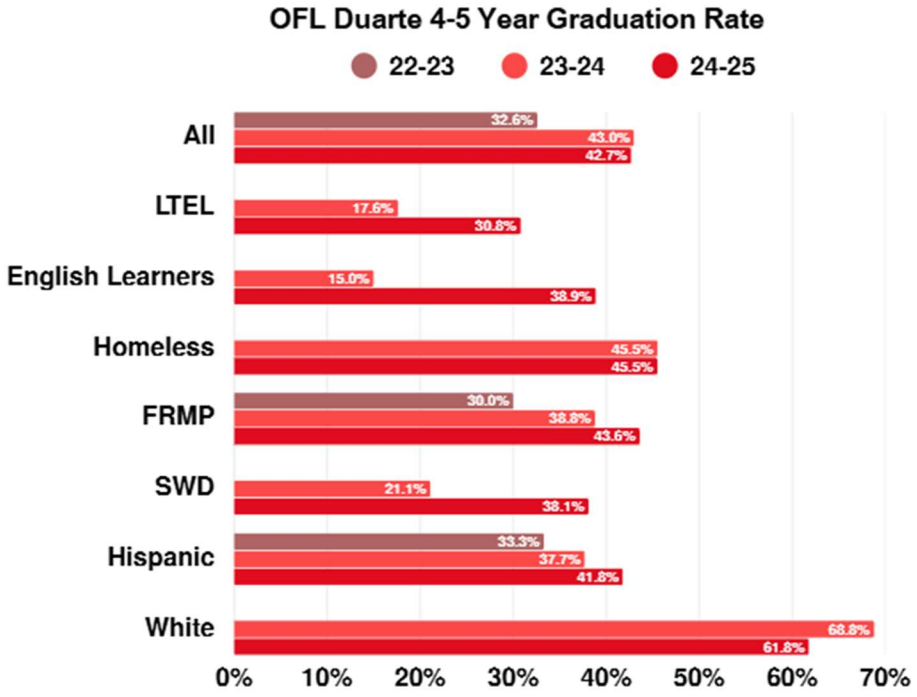
Following the outcomes reported in the 2025 California Dashboard, OFL Duarte continues to demonstrate areas of growth while also recognizing ongoing challenges on the state indicators of Graduation Rate and College/Career Readiness. These indicators were initially identified as areas of need in the 2023 Dashboard and remain focal points for improvement alongside the most recent data.

The LEA's combined four- and five-year graduation rate has increased from 32.6% in 2023 to 42.7% in 2025, reflecting steady improvement; however, performance levels remain in the Red category on the Dashboard. This trend continues to be directly impacted by the school's high rate of ongoing enrollment and students entering significantly credit deficient, which affects the stability of the four- and five-year cohort calculations. While the four- and five-year graduation rate remains an identified area of need, OFL Duarte continues to demonstrate strong performance under the Alternative School Status (DASS) one-year graduation rate. The one-year graduation rate remains high at 87.2% for all students in 2025, with Socioeconomically Disadvantaged (FRMP) students at 88.9%, demonstrating the LEA's continued success in supporting students toward timely completion once enrolled.

In the College and Career Indicator, the percentage of students identified as "Prepared" has increased significantly from 2.6% in 2023 to 22.0% in 2025, with a corresponding decrease in students identified as "Not Prepared" (from 89.5% to 68.3%). Growth is also evident in College and Career Guide completion rates, with 47.2% of 12th grade students completing their planning guide in 2025, nearly doubling from 25.3% in 2024. Additionally, credit attainment and monthly student progression data show improved engagement trends in 2024–2025, further supporting college and career readiness outcomes.

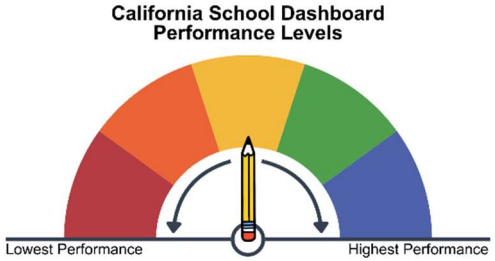
The LEA continues to strengthen Career Technical Education (CTE) pathway access and completion as part of its 2024–2027 LCAP cycle under Goal 1, Action 2. Building on progress made during the previous LCAP cycle, OFL Duarte remains committed to expanding college and career opportunities, increasing pathway completion, and improving overall Dashboard performance through targeted academic interventions, credit recovery systems, and individualized graduation planning.

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)



Following a review of the 2025 California School Dashboard and local data, OFL Duarte identified the following areas of strength as well as areas of challenges:

Graduation Rate - Red Performance Level (maintained performance level)
Overall Performance:
- 2024–25 Graduation Rate: 42.7%
- Prior Year (2023–24): 43.0%
- Three-Year Trend: Increased from 32.6% (2022–23) to 42.7% (2024–25)

Over the past three years, the combined four- and five-year graduation rate has shown steady growth compared to 2022–23; however, there was a slight stabilization this year. Despite overall gains since 2023, the graduation rate remains below the LEA's long-term target of 68% and continues to reflect the impact of enrolling students who enter significantly credit deficient.
Subgroup Highlights:
Socioeconomically Disadvantaged (FRMP):
- Current Rate: 43.6%
- Three-year growth from 30.0% (2022–23) demonstrates continued upward progress.

Hispanic Students:
- Current Rate: 41.8%
- Increased from 33.3% (2022–23), reflecting sustained subgroup growth over time.

While progress over multiple years is evident, graduation outcomes remain an area of focused improvement, particularly in strengthening early credit accumulation and retention systems.

College & Career Readiness - Yellow Performance Level (increased 1 performance level)
Overall Performance:

- 2024–25 Preparedness Rate: 22.0%
- Prior Year (2023–24): 9.3%
- Three-Year Growth: Increased from 2.6% (2022–23)

The College and Career Indicator shows significant improvement this year. The percentage of students identified as “Prepared” more than doubled from the prior year, while the percentage of students classified as “Not Prepared” declined from 89.5% (2022–23) to 68.3% (2024–25). Although this reflects meaningful progress, overall preparedness levels remain an area requiring continued strategic focus.
Subgroup Highlights:

Socioeconomically Disadvantaged (FRMP):

- Current Preparedness: 22.5%
- Increased substantially from 3.1% (2022–23).

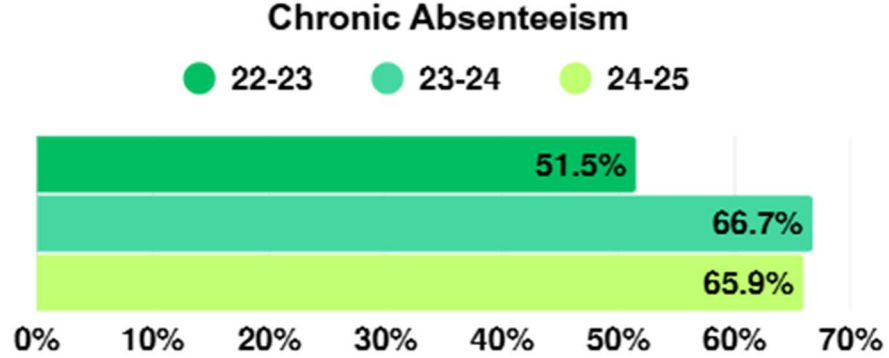
Hispanic Students:

- Current Preparedness: 22.0%
- Demonstrates strong improvement from 4.3% (2022–23)

These gains indicate that expanded access to A–G coursework, SBAC performance growth, college credit opportunities, and CTE pathway completion are beginning to positively influence outcomes.

Chronic Absenteeism - Orange Performance Level (increased 1 performance level)
Overall Performance:

- 2024–25 Rate: 65.9% (Very High)
- Prior Year (2023–24): 66.7%
- Three-Year Trend: Increased significantly from 51.5% (2022–23) and remains elevated.



Chronic absenteeism continues to be a critical area of growth. While there was a slight decrease this year compared to 2023–24, rates remain substantially higher than 2022–23 levels. Given the strong relationship between attendance, credit attainment, and graduation outcomes, this indicator remains a high-priority focus area.
Subgroup Highlights:

Socioeconomically Disadvantaged (FRMP):

- ○ Current Rate: 71.4%
- ○ Slight decrease from 71.9% last year, but still significantly elevated.

Hispanic Students:

- ○ Current Rate: 69.7%
- ○ Improved from 76.7% in 2023–24, though still in the Very High range.

Reflections and Next Steps

Graduation Rates:

Multi-year improvement demonstrates that current interventions are positively impacting outcomes; however, rates remain below target. Continued emphasis will be placed on early credit monitoring, personalized graduation planning, and intensive support for credit-deficient students.

College & Career Readiness:

The significant increase in preparedness rates reflects meaningful progress. The LEA will continue expanding access to CTE pathways, A–G completion, and college credit opportunities while strengthening academic support to further reduce the percentage of students identified as “Not Prepared.”

Chronic Absenteeism:

Although slight improvements are emerging, attendance remains a major barrier to improved academic performance and graduation outcomes. The LEA will prioritize attendance interventions, engagement strategies, and wraparound supports to address root causes and improve consistency in student participation.

Chronic absenteeism remains a significant area of need. While the overall rate decreased slightly to 65.9% in 2024–25 (from 66.7% in 2023–24), rates remain substantially higher than 2022–23 levels (51.5%) and continue to fall within the Very High-performance category. Socioeconomically Disadvantaged students (71.4%) and Hispanic students (69.7%) continue to experience disproportionately high rates of chronic absenteeism.

Given the direct correlation between attendance, credit attainment, and graduation outcomes, the LEA will continue to prioritize systematic attendance monitoring, early intervention protocols, and targeted student engagement strategies to address this indicator.
Based on current performance data, OFL Duarte will continue implementing and refining evidence-based strategies focused on:

- Reducing chronic absenteeism through structured attendance monitoring systems and tiered interventions
- Increasing credit attainment and monthly student progression
- Strengthening literacy and mathematics achievement through targeted academic supports
- Expanding college and career readiness opportunities

The LEA will utilize ongoing data review processes to monitor implementation fidelity and measure progress toward established LCAP goals. Resource allocation for 2026–27 reflects identified student needs and aligns with Dashboard indicators requiring improvement.

LREBG Funds – 2026-2027
OFL Duarte has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2026-27 school year. LREBG-funded actions are incorporated into:
Goal 1, Action 7 - Credit Recovery and College Readiness
Goal 2, Action 4 - Enhanced Academic Support and Assessment
Goal 3, Action 5 - Comprehensive Student Support and Staff Training

These actions are strategically aligned to address the LEA's highest priority needs, including attendance, literacy, mathematics achievement, and credit accumulation. The selected actions were determined based on analysis of student outcome data and are designed to accelerate learning recovery and improve overall academic performance.

Through targeted investment of LREBG funds, OFL Duarte will continue to address opportunity gaps, strengthen student engagement, and support improved outcomes across all student groups, with the objective of increasing graduation rates and college and career readiness indicators.

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.

Opportunities For Learning 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 continues to be identified for Comprehensive Support and Improvement (CSI) due to its combined four- and five-year graduation rate remaining below the state-established threshold of 68%. According to the 2025 California Dashboard data, the 2024–25 graduation rate

is 42.7%, compared to 43.0% in 2023–24 and 32.6% in 2022–23. While multi-year growth is evident when compared to 2022–23, overall performance remains in the Red performance level, and the three-year average continues to fall significantly below state expectations.

Model, Framework and Context:
Over the past three years, OFL Duarte's graduation rate has remained below the state standard, resulting in continued CSI identification. Contributing factors include:

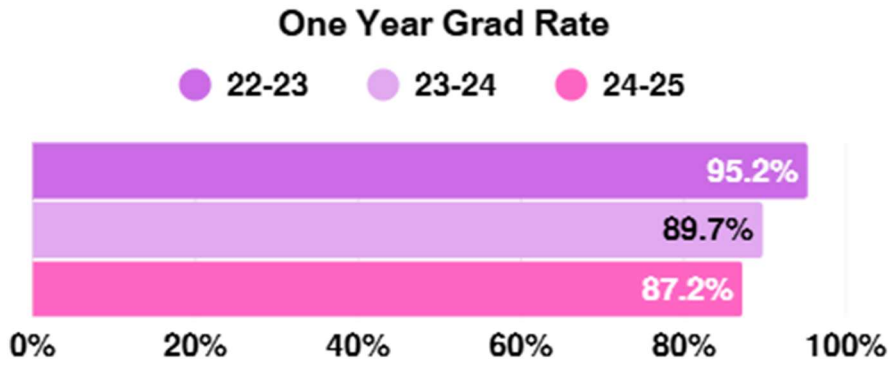
- Enrollment of students who transfer with significant credit deficiencies or incomplete transcripts
- High rates of chronic absenteeism, which continue to impact credit accumulation and cohort outcomes
- Learning gaps in foundational literacy and mathematics skills
- Inconsistent student engagement and barriers related to mobility and socio-economic challenges

As a school serving a high proportion of credit-deficient students through a blended education model, cohort calculations are significantly influenced by ongoing enrollment patterns. Many students enter off-track for graduation, requiring intensive academic intervention, credit recovery, and individualized graduation planning.

This CSI plan is designed to address these identified root causes through structured, evidence-based interventions, strengthened progress monitoring systems, and expanded academic and engagement support.

Progress to Date
Although the four- and five-year cohort rate remains below target, OFL Duarte continues to demonstrate strong performance in its Alternative School Status (DASS) one-year graduation rate. The one-year graduation rate for all students was:

- 95.2% in 2022–23
- 89.1% in 2023–24
- 87.2% in 2024–25



These outcomes demonstrate the LEA's continued effectiveness in graduating students once they are stabilized and actively engaged in the instructional program. The CSI plan builds upon these strengths while targeting systemic improvements in multi-year cohort performance.

OFL Duarte will continue implementing the strategies outlined in its prior CSI efforts while fully integrating CSI actions into the 2024–27 Local Control and Accountability Plan (LCAP). The School Plan for Student Achievement (SPSA) is embedded within the LCAP to ensure alignment of goals, actions, metrics, and expenditures.

Monitoring and Implementation
OFL Duarte will monitor CSI implementation through structured quarterly review cycles. These monitoring systems include:

- Ongoing review of graduation rate projections and cohort tracking
- Analysis of credit attainment and monthly student progression data
- Monitoring of chronic absenteeism trends
- Review of literacy and mathematics growth data

School leadership will collaborate with instructional and support staff to review progress toward established metrics. At the beginning of each school year, leadership and staff will revisit schoolwide goals and develop a clearly defined implementation roadmap. Time will be allocated during staff meetings and professional development days for data reflection, progress updates, and strategic adjustments.

The CSI plan will be formally reviewed a minimum of three times annually to ensure continuous progress monitoring and timely response to identified gaps.

Educational Partner Engagement and ESSA Alignment
To meet ESSA requirements for CSI, OFL Duarte incorporates meaningful Educational Partner engagement into the development, implementation, and refinement of its improvement efforts. Educational Partner input is gathered through:

- Comprehensive surveys are administered at least once per semester
- Ongoing engagement events throughout the school year
- Review and discussion of California Dashboard data and local performance indicators

Feedback from Educational Partners informs the selection and refinement of evidence-based interventions, particularly in areas identified as Red or Orange on the California Dashboard, including graduation rate, chronic absenteeism, and college and career readiness.

All CSI-related goals, metrics, and actions are fully aligned with the 2024–27 LCAP to ensure coherence across planning documents and to support sustainable improvement. Resource allocation decisions reflect identified needs and are designed to accelerate graduation outcomes, reduce absenteeism, and increase college and career readiness for all student groups.

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:

<u>A-G Completion Rate:</u>
Root Cause #1: Students are not aware of CCI/ A-G requirements, and not identifying them early or preparing them impacts their CCI success.

Measurable Outcome: Identify and monitor all students at risk of falling behind on graduation and CCI preparedness with emphasis on 4-5th year cohorts with particular attention to A-G completion at 60% and CCI by increasing to 35%.

Chronic Absenteeism:
Root Cause #1: Middle School Students exhibit significant gaps in their executive functioning skills.
Measurable Outcome 1: 40% of Middle school students will be able to design and successfully complete the metrics they set for themselves.
Measurable Outcome 2: 40% of Middle school students will successfully complete a minimum of 4 units.

Root Cause #2: Middle School SEL participation rates exhibit a significant need for a variety of social emotional learning interventions.
Measurable Outcome 1: By the end of the first 30 days of enrollment middle school parents will receive virtual and in person resources.
Measurable Outcome 2: By Spring 2027 80% of middle school students will participate in a social emotional learning opportunity that will empower students to take responsibility for their learning.

EL Lexile Performance:
Root Cause #1: The language barrier and confidence level could affect the participation rate of EL students in school activities.
Measurable Outcome 1: Improve student engagement in school clubs, dual enrollment, field trips, and activities by 10%.

Root Cause #2: Core unit completion rates for EL students have room for growth. This is especially the case with math and science.
Measurable Outcome 1: Increase ELL core course completion by 10% through building students' academic language

Math Performance:
Root Cause #1: Students have gaps in their basic math skills, which causes them to score below grade level on Renstar Benchmark Assessments
Measurable Outcome 1: Students taking their second benchmark test will have a meeting with a teacher to go over their baseline Math Scale Score, and GLE. They will then be given a goal, reflecting on the math intervention they have had between the two tests.
Measurable Outcome 2: Each student will be made aware of and given an incentive for taking the benchmark testing and hitting their improvement goal.

Root Cause #2: SWD, Middle School, and LTEL Students struggle to complete core Math courses, which causes a lag in their progress towards completing their graduation requirements in Math.
Measurable Outcome 1: Assign a DI Math class or IS Math class with intervention to each 8th and 11th grade student to decrease the number of students who score "Standard not Met" on the Math SBAC test by 10%.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:
As part of the LEA's annual continuous improvement process, the charter conducted a Comprehensive Needs Assessment (CNA) to review performance data, evaluate program effectiveness, and identify ongoing priorities for growth. The analysis incorporated multiple measures, including student achievement data, attendance trends, graduation outcomes, educational partner feedback, and evaluation of LCAP-aligned initiatives. The following areas continue to demonstrate measurable progress while remaining focal points for sustained improvement:

Strengthening Mathematics Achievement and Core Course Completion

● Mathematics performance continues to demonstrate positive growth across grade levels, reflecting the sustained implementation of targeted instructional supports and intervention structures.
● Focused efforts to address achievement gaps for English Learners (EL), Long-Term English Learners (LTEL), and students eligible for the Free and Reduced-Price Meals Program (FRMP) have supported more equitable outcomes. Access to differentiated instruction, tutoring, scaffolded curriculum, and structured intervention periods has contributed to improved academic performance.
● Core course completion rates remain on an upward trajectory across student groups, indicating that academic monitoring systems, intervention programs, and student support services are effectively promoting course success and credit attainment.

Reducing Chronic Absenteeism Among Middle School Students
● Chronic absenteeism rates among middle school students have continued to decline as a result of sustained attendance monitoring systems, proactive outreach, and strengthened family engagement practices.
● The strategies outlined in the LEA's LCAP—including Multi-Tiered Systems of Support (MTSS), social-emotional learning initiatives, and community partnerships—have contributed to measurable improvements over the course of the three-year cycle. While progress is evident, the LEA remains committed to further reducing absenteeism rates through continued early identification and intervention efforts.

Improving Five-Year Graduation Rates (CSI Cohort)
● The graduation rate for the five-year cohort, including students identified under the Comprehensive Support and Improvement (CSI) designation, has continued to improve.
● Expanded credit recovery opportunities, individualized graduation planning, targeted academic counseling, and wraparound support services have strengthened re-engagement efforts for students requiring additional time to complete graduation requirements. Ongoing progress monitoring ensures that students remain on track toward completion and postsecondary transition.

Increasing Lexile Growth for Long-Term English Learners (LTELs)
● Lexile reading levels among Long-Term English Learners (LTELs) have shown continued growth due to enhanced literacy interventions and structured English Language Development (ELD) instruction.
● Targeted reading supports—including small-group instruction, one-on-one tutoring, data-informed literacy plans, and access to digital literacy platforms—have strengthened reading comprehension and academic vocabulary development, contributing to improved academic access across content areas.

Increasing A–G Completion Rates Among Graduating Seniors
● The percentage of graduating seniors meeting A–G requirements for college eligibility has increased, reflecting sustained efforts to expand access to rigorous coursework and strengthen academic advising systems.
● Expanded Small Group Instruction (SGI), dual enrollment opportunities, and enhanced postsecondary counseling have created additional pathways for students to fulfill A–G requirements and prepare for college and career readiness.

Strengthening Family and Community Engagement
● Family engagement efforts have expanded through multilingual communication systems, virtual and in-person workshops, and structured opportunities for meaningful input in school decision-making processes.
● Participation in the Parent Advisory Committee (PAC) and school-wide events remains strong, reflecting deeper collaboration between families and the school community in support of student success.

The LEA's commitment to continuous improvement remains evident in these areas of growth. Many of the positive trends identified in this year's Comprehensive Needs Assessment have been supported by actions aligned with the Learning Recovery Emergency Block Grant (LREBG), which has provided essential funding for expanded academic interventions, instructional supports, and student services.

LREBG-funded initiatives—including expanded math intervention programs; access to instruction and credit recovery for credit-deficient students (Goal 1, Action 7); implementation and expansion of learning supports (Goal 2, Action 4); and comprehensive student support and staff training initiatives (Goal 3, Action 5), including counseling services, school meal programs, before- and after-school programs, mental health referrals, and professional development—have strengthened the LEA's capacity to address learning gaps and promote equitable outcomes.

While meaningful progress has been achieved, the LEA remains dedicated to sustaining and building upon these gains through strategic resource allocation, ongoing data analysis, and alignment of LCAP goals and grant-funded initiatives to ensure continued growth in student achievement, engagement, and postsecondary readiness.

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.

<u>Educational Partner Engagement Involvement</u>
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 2025-2026 school year. To date the Parent Advisory Committee has convened on the following days: 9/24/25, 11/12/25, and 2/25/26 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.)

- 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)
- Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations
- Increasing Lexile performance for both the EL and LTEL student populations

The Charter's plan on addressing these inequities:
In the final year of the current three-year LCAP cycle, the Charter remains steadfast in its commitment to addressing systemic inequities through targeted, data-driven strategies that promote improved academic achievement, attendance, and graduation outcomes—particularly for English Learners (EL), Long-Term English Learners (LTEL), students eligible for the Free and Reduced-Price Meals Program (FRMP), and students identified within the Comprehensive Support and Improvement (CSI) cohort.

To strengthen mathematics achievement and increase successful completion of core coursework, the Charter will continue refining and expanding evidence-based instructional practices and tiered academic interventions. Targeted support for EL, LTEL, and FRMP students will include differentiated instruction, structured intervention blocks, extended learning opportunities, and ongoing professional development for educators centered on culturally responsive teaching, language development strategies, and data-informed instructional planning.

To further reduce chronic absenteeism, particularly at the middle school level, the Charter will sustain and enhance its Multi-Tiered System of Supports (MTSS) framework to ensure early identification and timely intervention. Efforts will include deepening family engagement initiatives, strengthening social-emotional and mental health supports, and continuing partnerships with community-based organizations to mitigate barriers to consistent attendance, including transportation, housing instability, and access to wellness services.

To improve the five-year graduation rate—especially among students in the CSI cohort—the Charter will continue strengthening academic counseling systems, expanding credit recovery pathways, and implementing individualized graduation and postsecondary readiness plans. Dedicated staff will monitor student progress closely, provide targeted academic and social-emotional supports, and ensure students remain on track to meet graduation requirements and transition successfully to college, career, or other postsecondary opportunities.

Through these sustained and strategically aligned efforts, the Charter reaffirms its commitment to advancing educational equity and ensuring that all students—regardless of background, language status, or socioeconomic circumstance—are provided the support necessary to achieve their full academic potential.

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.

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), Goal 2 Action 4. 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 the second year of our work, we strengthened our support for students needing urgent intervention by partnering with The Math Yogis to offer targeted math tutoring at the learning center. This collaboration provided focused, personalized instruction for students identified as requiring immediate support. At the same time, we implemented the evidence-based program Freckle to help bridge gaps between foundational math skills and grade-level standards, ensuring students had the tools needed to progress with confidence. In the upcoming year, we plan to build on our progress by continuing our partnership with The Math Yogis to provide targeted, high-quality tutoring for students in need of intensive support. We will expand our use of Freckle to further strengthen foundational skills and close learning gaps, while also incorporating IXL as an additional intervention tool to

reinforce grade-level standards through personalized, skill-based practice. Together, these resources will allow us to provide a more comprehensive and responsive approach to meeting the diverse mathematical needs of our students.

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. Analysis of BrainPOP data indicated that, while the platform provided general support, it did not adequately meet the specific academic needs of our middle school students, particularly in addressing gaps in foundational skills and providing sufficient targeted practice aligned to grade-level standards. The data revealed a need for more differentiated and skill-specific interventions. As a result, we identified Freckle and IXL as more effective tools for this student group, as they offer adaptive practice and targeted skill development.

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. This year, Freckle was utilized as an intervention tool to support students in English, providing targeted practice in foundational literacy skills and allowing for differentiated instruction based on individual student needs. The program's adaptive features helped reinforce key concepts and address learning gaps. Building on this progress, in the coming year we will continue to use Freckle and IXL to expand our support for English intervention. Together, these programs will offer a more comprehensive approach, combining adaptive practice with standards-aligned skill reinforcement to better meet the diverse needs of our students and promote continued growth in literacy.

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: https://www.brainpop.com/discover/research
4. The Math Yogis: https://www.themathyogis.com/high-dosage-tutoring
5. Freckle: https://www.renaissance.com/products/practice-instruction/freckle/

6. IXL Learning: https://www.ixl.com/membership/teachers/research

Monitoring and Evaluating Effectiveness

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

The LEA will continuously assess the implementation and effectiveness of the CSI plan through multiple collaborative structures, including staff meetings, Professional Learning Communities (PLCs), Parent Advisory Committee (PAC/SPAC) meetings (held at least four times per year), and school leadership meetings.

Within PLCs, staff will review and analyze student achievement trends in both ELA and Math. To evaluate the impact of evidence-based interventions on learning outcomes, the LEA will collect and examine data from several sources, including:

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

This information will also be shared at PAC meetings throughout the 2026-27 school year, keeping Educational Partners informed on progress toward improving math achievement and graduation rates. Additionally, SSC members will review key graduation-related metrics, such as:

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

Feedback from PAC members, combined with insights from the LEA's annual Comprehensive Needs Assessment (CNA), informed the development of the 2026-27 School Plan for Student Achievement (SPSA), which is incorporated into the 2024–27 LCAP.

Leadership and Staff Engagement
School leadership will leverage ongoing data monitoring to refine intervention strategies and adjust resources as needed. The CSI plan will be reviewed during area in-services to ensure all instructional staff understand its components, school goals, and expected outcomes. Additionally, leadership will formally assess progress on the CSI plan at least twice per semester to determine if metrics and actions are being met.

The PAC will continue to play a vital role in evaluating the CSI plan's effectiveness, meeting at least four times annually. To strengthen engagement, additional opportunities for families and staff to provide input will be offered throughout the school year.

Training and Support for Staff
To ensure effective implementation of evidence-based interventions, the LEA will provide ongoing training, resources, and support, including:

- Best practices for implementing iLit
- Refresher training and guidance through instructional platforms
- Continued support from the English Learner Coach

- Regular collaboration among ERWC teachers to share strategies, lesson plans, and resources

Parent and Community Engagement
Consistent engagement with families and the community is a key component of the LEA's improvement strategy. Engagement efforts include:

- Regular parent workshops and engagement events
- Weekly teacher communication with parents
- Semesterly parent-student-teacher conferences
- SSC member training to enhance their capacity as active Educational Partners

Comprehensive Needs Assessment and Goal Setting
The LEA will conduct an annual CNA using multiple data sources, including:

- California School Dashboard data
- Internal benchmark assessments

The CNA will identify areas for improvement, guide strategic goal-setting, and inform resource allocation to close opportunity gaps among student subgroups. The LEA remains committed to achieving at least a yellow rating on the California School Dashboard for Graduation Rate and Math Achievement.

Progress Monitoring Cycles
Parent Advisory Committee (PAC) Meetings: PAC will meet at least four times per year to monitor SPSA/LCAP goal implementation, reviewing current actions and their impact on student outcomes.

Board Meetings: The internal board will receive updates on intervention effectiveness and graduation-related metrics four times per year (September, December, March, and June). Data reviewed will include math achievement, graduation rates, senior portfolio completion, and A-G course completion.

Data Tracking:

- Monthly data analysis will identify students needing urgent intervention
- Post-benchmark data dives will evaluate intervention effectiveness and guide instructional decisions
- A senior tracker system will monitor graduation progress and flag at-risk students
- Post-secondary counselors, teachers, and leadership will coordinate senior intervention meetings
- A graduation portfolio tracker will ensure students complete senior portfolio requirements

Commitment to Continuous Improvement
The LEA remains dedicated to improving student outcomes through:

- Continuous refinement of intervention strategies
- Strengthening Educational Partner engagement
- Cultivating a culture of data-informed decision-making

By leveraging these processes and targeted support, OFL Duarte aims to increase graduation rates, math achievement, and college/career readiness for all students during the 2026-27 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

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: 9/24/25, 11/12/25, 2/25/26, and 4/13/26. 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. Leadership sends out a weekly newsletter to the entire OFL Duarte school community to ensure families are updated weekly on all offerings and programs available to all students as well as enhancing the sense of connectedness for the school community. Student Leadership has organized or sponsored numerous events to engage all students enrolled in the LEA. • 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. The Director of Schools serves on the Rotary Club which allows OFL Duarte to give back to the local community through service. The Principal serves on the Kiwanis club. Over the past three 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. Charter level PLCs were held weekly throughout the school year. In addition to the weekly PLC meetings, the LEA CNA in-service was held on 1/23/26. • **Scheduled In-Services:** The LEA conducted in-services on the following dates: offering dedicated times for collaborative discussion and skill development among staff members. In-services were held on: 8/8/25, 10/31/25, and 2/6/26 • **SELPA Consultation**: The LEA consulates with the LACOE Charter SELPA on 4/13/26 to review LCAP goals, actions and services.

Insert or delete rows, as necessary.

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

Throughout the development of the 2026-27 LCAP, the LEA actively engaged educational partners—including parents, students, staff, and community members—to ensure the plan reflects a broad range of perspectives and priorities. Feedback was collected through multiple avenues:

- LACOE Charter SELPA Consultation: Input received on 4/13/26 informed Goal alignment and resource allocation for interventions supporting students with disabilities.
- Parent Advisory Committee (PAC) Meeting: On 4/13/2026 ,parents provided feedback that guided the refinement of actions and services across multiple goals.
- School Improvement Surveys: Distributed to all educational partners in Winter 2026 to collect qualitative data on school climate, safety, and fit.
- Annual School Climate Survey: Conducted in Fall 2025, capturing student and family perspectives on engagement, relationships, and well-being.

Survey Highlights
Fall 2025:
Families: School Climate – 89.58% favorable; School Fit – 89.58% favorable; School Safety – 93.75% favorable
Students: School Climate – 99.19% favorable; Sense of Belonging –95.97%; Teacher-Student Relationships – 98.29% favorable; School Safety – 94.36% favorable

Winter 2026:
Students reported high levels of satisfaction with School Climate (96% favorable), School Fit (85% favorable), and School Safety (99% favorable).

This comprehensive feedback, combined with discussions from engagement events and achievement conversations, directly shaped the LCAP's Goals, Metrics, Actions, and budget decisions. Specifically:

Goal 2 – Enhanced Math Interventions: Feedback emphasized the need for targeted support for socioeconomically disadvantaged (FRMP) and Hispanic students. In response, the LEA expanded tutoring services and allocated additional instructional resources (Action 1).

Goal 3 – Family and Community Engagement: Parents and community members highlighted opportunities for deeper engagement. As a result, new events and communication strategies were added to strengthen school-community partnerships (Action 2).

Goal 4 – EL and LTEL Support: Educational partners identified gaps in English Learner (EL) and Long-Term English Learner (LTEL) support. The LEA increased intervention programs, professional development for staff, and resources for EL instruction (Actions 1 and 2).

Metrics Shaped by Feedback:

- Graduation Rates: Increase in the LEA's 4- to 5-year graduation rate on the CA Dashboard (Goal 1, Metric 2), with specific attention to FRMP and Students with Disabilities on the A-G track (Goal 1, Metric 4).
- Chronic Absenteeism: Reduction in chronic absenteeism rates, informed by parent and student survey feedback highlighting attendance barriers (Goal 3, Metric 1).
- Social-Emotional Learning: Expansion of middle school SEL offerings, driven by student input on belonging and peer relationships (Goal 3, Metric 2).

By prioritizing educational partner input within available budgetary resources, the LEA ensured that expenditures, staffing allocations, and targeted supports are aligned with the highest-need areas identified through surveys, meetings, and consultations. This collaborative, data-informed process ensures the 2026–27 LCAP is responsive, equitable, and focused on closing opportunity gaps while supporting academic, social, and emotional growth for all students.

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 the CNA and 2025 California School Dashboard highlight the need to improve graduation rates and college & career readiness.

Overall, graduation rates remain below state targets, with only 42.7% of all students graduating (maintained -0.3%, red rating). Subgroup data further highlights disparities across student populations:

- Hispanic Students (HI): 41.8% graduated, ↑4.1%, red rating
- Socioeconomically Disadvantaged Students (SED): 43.6% graduated, ↑4.8%, red rating
- Students with Disabilities (SWD): 29% graduated, ↑12.8%, red rating
- White Students (WH): 35.5% graduated, ↑2.2%, red rating

College & Career Indicator results show that overall student preparedness remains low, with 22% of all students considered prepared (↑10.3%, yellow rating). Subgroup data highlights variations in readiness across student populations:

- Hispanic Students (HI): 22% prepared, ↑15.8%, yellow rating
- Socioeconomically Disadvantaged Students (SED): 22.5% prepared, ↑10.4%, yellow rating

These trends highlight the importance of equity-focused interventions to ensure that all students graduate and are prepared for postsecondary opportunities.

Systemic challenges identified include:

- Unmet physiological or socio-emotional needs affecting attendance, engagement, and academic performance
- Academic gaps that reduce confidence and motivation, particularly for students entering high school underprepared
- Limited access to structured college and career readiness pathways for historically underserved student groups

Strategic Response and Priorities
To address these challenges, the charter will implement targeted initiatives designed to improve graduation rates and CCI outcomes for all students, with special attention to HI, SED, and SWD subgroups. These initiatives include:

- Expanding evidence-based interventions for credit recovery and core academic achievement
- Strengthening student support systems, including tutoring, mentoring, and academic counseling
- Enhancing college and career pathway programs such as dual enrollment, CTE opportunities, and portfolio completion
- Providing professional development for educators to strengthen instructional strategies and support diverse learners
- Increasing family and educational partner engagement to reinforce student support systems

Through ongoing data analysis, educational partner collaboration, and targeted interventions, the charter is committed to closing opportunity gaps and ensuring all students have the resources and support needed to graduate and pursue postsecondary 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%	2025-26 Internal Data: All students = 2.6% Hispanic = 1.3%	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%	Data: All students = 1.8%↑ Hispanic = 1.3%↑
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%	Fall CA Dashboard 2025 All students = 42.7% Hispanic = 41.8% FRMP = 43.6%	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 = 10.1%↑ Hispanic = 8.5%↑ FRMP = 13.6%↑

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%	2024-25 Internal Data: All students = 87.2% Hispanic = 84% FRMP = 88.9%	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 = 3.4%↑ Hispanic = 4.9%↑ FRMP = 6.8%↑
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%	A-G completion of 12th graders 2024-25 Internal Data: All Students = 35.5% FRMP = 23.5% SWD = 0%	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%	2024-25 Internal Data: All Students = 18.8%↑ FRMP = 9.2%↑ SWD = 5.3%↓
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	Spring 2026 Internal Data: English = 6.8 Science = 5.3 Social Studies = 6.2	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.	Internal Data: English = 1.71↓ Science = 3.94↓ Social Studies = 1.46↓

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%	2025-26 Internal Data: 71.4% of students enrolled in CTE completed their pathway.	15% of students enrolled in Career Technical Education (CTE) programs will complete the pathway by the end of the 2026-27 academic school year.	61.4%↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

All actions were substantially implemented as described in the adopted LCAP, with only minor logistical adjustments related to scheduling and transportation. Overall, the implementation of the outlined actions was largely successful and aligned with the intended goals of improving college and career readiness, graduation rates, and equitable outcomes for all students, particularly FRMP, Hispanic, and SWD student groups. Individualized academic and post-secondary planning (Action #1) was implemented consistently through counseling meetings, course selection, and progress monitoring, with an increased emphasis on frequent check-ins and data tracking. Graduation progression supports (Action #6) were strengthened through proactive identification of at-risk students and targeted interventions, while the Credit Recovery and College Readiness Initiative (LREBG- Funded Action #7) expanded access to credit recovery coursework, individualized intervention supports, and post-secondary readiness opportunities for students experiencing unfinished learning and credit deficiencies. These efforts contributed to improved student awareness of graduation and A–G requirements and increased progress toward on-time graduation, though challenges included managing caseloads, time constraints, and maintaining student engagement in intervention programs.

Efforts to expand college and career readiness opportunities were also successfully implemented. CTE pathway development (Action #2) increased student access to industry-relevant coursework and skill-building experiences, although partnerships with industry developed more gradually than anticipated. Post-secondary events and workshops (Action #3) were widely offered, with increased attention to family engagement through bilingual resources and flexible scheduling, resulting in stronger participation among targeted student groups despite some variability in attendance. Experiential learning opportunities (Action #4), including field trips and guest speakers, further enhanced student exposure to college and career pathways, though some activities were adjusted due to logistical constraints such as transportation and scheduling.

Targeted support for specific student populations remained a priority throughout implementation. For students with disabilities (Action #5), collaboration with special education staff supported improved alignment between IEP goals and post-secondary planning, along with access to accommodations and transition services. Across all actions, successes included increased student engagement, improved access to resources, and stronger systems for monitoring student progress.

Key challenges involved coordination across programs, ensuring consistent participation, and balancing available resources. Overall, implementation remained closely aligned to LCAP goals and provided valuable insights to guide continued refinement and improvement of services.

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

The charter has no material differences between budgeted expenditures and estimated actual expenditures, or between planned and actual percentages of improved services, to report.

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

Overall, the actions implemented to support this goal have been effective in making measurable progress toward improving college and career readiness and graduation outcomes, particularly for FRMP, Hispanic, and SWD student groups. Individualized academic and post-secondary planning (Action #1) and graduation progression supports (Action #6) have been especially impactful in increasing student awareness of graduation requirements and improving on-track rates through consistent monitoring and targeted interventions. Additionally, LREBG-funded Action #7, the Credit Recovery and College Readiness Initiative, has proven effective in supporting credit-deficient students, with many demonstrating progress toward graduation and A–G completion. While these actions have contributed positively to student outcomes, their effectiveness has been somewhat limited by challenges such as large caseloads, time constraints, and varying levels of student engagement.

Actions focused on expanding college and career exposure have also shown positive outcomes. CTE pathway development (Action #2) has increased student participation in career-aligned coursework and skill development, though the full impact is still emerging as partnerships and pathways continue to expand. Post-secondary events and workshops (Action #3) have been effective in increasing student and family knowledge of college and career options, particularly with the addition of bilingual resources and targeted outreach. Similarly, experiential learning opportunities (Action #4) have enhanced student engagement and awareness of real-world pathways. However, the effectiveness of these actions has been somewhat uneven due to inconsistent attendance at events and logistical limitations affecting the frequency and scope of experiential activities.

Targeted supports for students with disabilities (Action #5) have contributed to improved access to post-secondary planning and alignment of academic goals, supporting incremental progress for this student group. Overall, the combined actions have been effective in moving the district toward its stated goals, as evidenced by improved student engagement, increased participation in college and career readiness activities, and progress in credit accumulation. However, some actions have been less effective in reaching all intended students consistently, highlighting the need for continued focus on engagement strategies, resource allocation, and coordination to maximize impact moving forward.

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.

Based on reflections on prior practice and analysis of current data, no changes have been made to the planned goals, metrics, target outcomes, or actions for the coming year. The existing plan remains aligned with identified student needs and continues to provide a coherent approach to supporting student achievement. Ongoing implementation of established strategies and interventions will be maintained to ensure consistency and continued progress.

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.	$100,000	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.	$30,000	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.	$50,000	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.	$40,000	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.	$400,000	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	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	$100,000	No

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

State Priorities addressed by this goal.

Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Findings from the CNA and state/local data highlight ongoing gaps in math performance, underscoring the need for targeted interventions and structured support systems.

Key challenges include:

- Students entering with limited foundational math skills, which can hinder progression through grade-level content
- A curriculum that may not fully integrate 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 may face additional barriers to success

Strategic Response and Priorities
To address these challenges, the charter will implement initiatives focused on increasing math proficiency and closing performance gaps:

- 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 students who are struggling, especially during key transition years (e.g., middle school and early high school)
- Implementing rigorous data tracking through benchmark assessments and progress monitoring to identify learning gaps early and provide timely support
- Strengthening professional development to equip educators with high-impact strategies that support diverse learners
- Integrating SEL into math instruction to boost engagement, confidence, and perseverance when tackling complex mathematical concepts
- Commitment to Continuous Improvement

By implementing these strategies, the charter aims 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 school 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%	2025-26 Internal Data: All Students = 794.2 average 63.7% growth	Students will achieve an average scaled score growth of 35 or higher by the end of the 26-27 academic school year.	All Students =51.6↑ average 35.2%↑ 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 All Students = 8.6 average 1.2 growth	2025-26 All Students = 8.5 average 1.21 growth	Students will achieve an average GLE growth of 1.0 or higher by the end of the 26-27 academic school year.	All Students = 1.3↑ average 0.41↑ 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	2024 - 2025 Internal Data: 17.28% met or exceeded the standard 2025 - 2026 data unavailable as currently in this testing window	The charter aims to move from red to yellow on the CA dashboard by the end of the 26-27 academic school year.	8.88%↑

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	2025-26 Internal Data: 36% Math Urgent Intervention Completion	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.	1.9%↑
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.	2025-26 Internal Data: 7.2 Average math core course completion	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.	0.11↓

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

All actions were substantially implemented during the 2025–26 school year, with implementation refinements made to better address student intervention and instructional needs. Overall, the implementation of these actions has been largely aligned with the intended goal of improving math achievement and closing learning gaps, with several adjustments made to better respond to student needs. Targeted math interventions (Action #1) were implemented through small group instruction, tutoring, and differentiated supports, with an increased emphasis on flexible grouping and data-driven placement compared to the original plan. Enhanced academic supports under LREBG (Action #4) were also expanded to include more structured intervention time and increased access to high-dosage tutoring and supplemental support. These

efforts resulted in improved student engagement and targeted skill development; however, challenges included scheduling constraints, staffing capacity, and maintaining consistent student participation in intervention programs.

Access to a broad course of study (Action #2) was supported through the allocation of instructional materials, technology tools, and curriculum resources designed to ensure all students could engage with rigorous math content. While implementation largely followed the planned approach, adjustments were made to address gaps in resource utilization, including additional support for teachers and students in effectively using digital platforms and supplemental materials. Successes included increased access to standards-aligned curriculum and improved consistency in instructional materials across classrooms, though challenges remained in ensuring all students fully utilized available resources and had equitable access to support outside of class time.

Efforts to improve the quality of instruction (Action #3) were implemented through professional development focused on instructional strategies, differentiation, and the integration of social-emotional learning. Compared to the original plan, there was a stronger emphasis on ongoing coaching, collaboration, and practical application of strategies in the classroom. This resulted in more intentional instructional practices and increased teacher capacity to meet diverse student needs. Overall, implementation across all actions demonstrated meaningful progress, with key successes in expanding intervention supports, strengthening instructional practices, and increasing access to rigorous coursework. Ongoing challenges related to time, staffing, and consistency of implementation will continue to inform future refinement and support efforts.

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

The charter has no material differences between budgeted expenditures and estimated actual expenditures, or between planned and actual percentages of improved services, to report.

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

Overall, the implemented actions have demonstrated moderate to strong effectiveness in progressing toward the goal of improving math achievement and closing learning gaps, though results have varied across student groups and implementation contexts. Targeted math interventions (Action #1) and enhanced academic supports through LREBG (Action #4) have been particularly effective in addressing skill gaps for identified students, especially through small group instruction and tutoring. These supports have contributed to increased student engagement and incremental gains in math proficiency. However, the overall impact has been somewhat limited by inconsistent attendance in intervention sessions and challenges in providing sustained, high-frequency support to all students in need.

Efforts to provide resources for access to a broad course of study (Action #2) have been effective in ensuring that students have access to rigorous, standards-aligned curriculum and instructional tools. This has supported greater consistency in instruction and improved opportunities for students to engage with grade-level content. However, the effectiveness of this action has varied depending on how consistently resources are utilized in classrooms and the level of student access outside of school. In some cases, gaps in implementation and varying levels of familiarity with instructional tools have limited the full impact of these resources.

Improving the quality of instruction (Action #3) has shown positive outcomes through increased teacher capacity in differentiation, instructional strategies, and integration of social-emotional learning. Professional development and collaborative practices have contributed

to more responsive instruction and better alignment to student needs. Overall, while all actions have contributed to progress toward the goal, their effectiveness has been influenced by factors such as time, consistency of implementation, and student engagement. Continued focus on strengthening these areas will be essential to maximizing impact and accelerating student achievement in mathematics.

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.

Based on reflections on prior practice and analysis of student data for Goal 2, adjustments have been made to the evidence-based interventions to better meet student needs. Specifically, the use of Freckle has been refined and expanded, and IXL has been added as an additional intervention tool for the coming year. Additionally, we have decided to not continue using BrainPOP as an Evidence Based Intervention. Student engagement and performance data indicated that BrainPOP did not consistently support targeted intervention needs or sustained academic engagement for identified students. These changes are intended to provide more targeted, standards-aligned support and differentiated practice, ensuring a more comprehensive approach to improving student outcomes. These adjustments are connected to Action 1 of Goal 2.

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

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.	$74,000	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	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.	$180,000	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	$100,000	No

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.

Priority 3: Parent Involvement
Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Reducing chronic absenteeism is essential for both academic success and overall student well-being. Analysis of enrollment patterns and attendance data highlights the close connection between engagement, academic achievement, and absenteeism. Different student subgroups demonstrate unique strengths and challenges, requiring targeted support.

Current Data Highlights:

- All Students: 65.9% chronically absent, ↓0.8%, orange rating
- Hispanic Students: 69.7% chronically absent, ↓7%, orange rating
- Socioeconomically Disadvantaged Students: 71.4% chronically absent, maintained (-0.4%), red rating

High rates of chronic absenteeism not only impede academic progress but also affect school climate, student connectedness, and overall feelings of safety.

Key Root Causes Identified:

- Many middle school students are new to the independent study model, which can impact motivation and engagement
- Limited opportunities for social interaction and peer support, which are critical for student connectedness and a sense of belonging

Strategic Response and Priorities
To address these challenges, the charter is implementing targeted interventions aimed at reducing chronic absenteeism while enhancing school climate:

- Providing personalized supports and check-ins for students at risk of chronic absenteeism
- Fostering a sense of belonging and safety through community-building activities and peer engagement opportunities
- Strengthening communication and collaboration with families to support attendance and engagement
- Integrating social-emotional learning (SEL) and engagement strategies to improve motivation and resilience

Commitment to Continuous Improvement
These efforts are designed to address the root causes of absenteeism while promoting a positive, inclusive school culture. By supporting student well-being, engagement, and connectedness, the charter is committed to ensuring that every student has the opportunity to fully participate in their education and achieve academic 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	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	April 2026: 44.4% 7th and 8th grade chronically absent	Decrease the Chronic Absenteeism rate by 5% by June 30, 2027.	7.1%↓
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	2024-25 Internal Data: 64% participation rate in SEL opportunities	Ensure 85% of middle school students will participate in at least one Social-Emotional Learning (SEL) opportunity by June 30, 2027.	Data: 73.9%↓ participation rate in SEL opportunities

Metric #3	Basic Services	Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE) 38.7% • 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. Using this report in the 2022 - 2023 school year, all	Fall 2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE) 41.4% • 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. Using this report in the 2023 - 2024 school year, all	Fall 2025 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE) 47.6% • 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.	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	• Clear (% of teaching FTE) 8.9% ↑ • Textbook Insufficiencies: no change • Facilities Inspections: no change • Number of Uniform Complaints: no change

		OFL Duarte teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	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 2024-2025 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%	2025-26 School Climate Survey: Students: 79%	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: 12.8%↓
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%	2025-26 Internal Data: Middle School:0.0% High School: 3.1%	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: 5.7%↓ High School: 7.5%↓
Metric #6	Suspension Rates	Fall 2023 CA Dashboard: 0% Suspension Rate	Fall 2024 CA Dashboard: 0.3% Suspension Rate	Fall 2025 CA Dashboard: 0.5% Suspension Rate	The charter aims to maintain its suspension rates at or below 1.5%.	0.5%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

All actions were substantially implemented during the 2025–26 school year, with refinements made to better address student wellness, engagement, and school climate needs. Overall, implementation of these actions has been largely aligned with the goal of improving school climate, student well-being, and engagement, with several enhancements made to better meet student and family needs. School climate surveys (Action #1) were administered regularly, and data was used more intentionally than originally planned to guide targeted interventions, including increased focus on student connectedness and safety. LREBG-funded Action #5, Comprehensive Student Support and Staff Training Initiative, expanded beyond initial expectations, with continued implementation of EmpowerU and Daybreak Telehealth, along with broader integration of MTSS-aligned supports such as counseling, mental health services, and staff training. These efforts resulted in stronger systems of support for addressing academic, behavioral, and wellness needs, though challenges included coordinating services, ensuring consistent student participation, and managing staff capacity.

Family and community engagement efforts (Action #2) were implemented through workshops, outreach, and collaboration with community partners, with a greater emphasis on proactive communication and relationship-building than originally planned. Schools worked to strengthen attendance teams and increase family awareness of available resources, leading to improved connections with families. However, participation levels varied, and engaging hard-to-reach families remained a challenge. Similarly, school safety measures (Action #3) were enhanced through updated protocols, training, and improvements to campus safety practices. While these actions were implemented as planned, adjustments were made to provide more frequent training and reinforce procedures, resulting in increased staff preparedness and student awareness.

Student wellness initiatives (Action #4) were implemented through expanded extracurricular opportunities, access to counseling support, meal programs, and transportation for school activities. Compared to the original plan, there was a broader emphasis on creating inclusive opportunities and removing barriers to participation. Successes included increased student engagement, stronger relationships, and a more positive school culture. Across all actions, key successes included improved access to mental health services, stronger systems of support, and increased opportunities for student connection. Challenges centered on ensuring consistent participation, coordinating multiple support systems, and sustaining resources. Overall, implementation demonstrated meaningful progress and provided a strong foundation for continued improvement in school climate 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 charter has no material differences between budgeted expenditures and estimated actual expenditures, or between planned and actual percentages of improved services, to report.

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

Overall, the actions implemented under this goal have contributed positively to improving school climate, student well-being, and engagement, and have had a meaningful, though still developing, impact on chronic absenteeism. The use of school climate surveys (Action #1) has been effective in identifying barriers related to student connectedness and safety, which are closely tied to attendance. Additionally, the LREBG Action Comprehensive Student Support and Staff Training Initiative (Action #5), including EmpowerU and Daybreak Telehealth,

has expanded access to mental health and social-emotional supports—key factors in addressing root causes of absenteeism such as anxiety, disengagement, and unmet basic needs. These supports have helped re-engage some students and improve attendance patterns; however, the overall chronic absenteeism rate remains an area of significant growth on the Dashboard, indicating that while progress has been made, the scale of impact has not yet been sufficient.

Family and community engagement efforts (Action #2) have shown moderate effectiveness in addressing attendance by strengthening communication with families and increasing awareness of the importance of consistent school attendance. Attendance teams and targeted outreach have supported early intervention for at-risk students, but consistent engagement with families experiencing the highest barriers to attendance remains a challenge. Similarly, school safety measures (Action #3) have contributed to creating a more secure and predictable environment, which supports improved attendance, though their impact is more indirect and preventative in nature.

Student wellness initiatives (Action #4), including extracurricular opportunities, counseling support, meal access, and transportation, have been effective in reducing some barriers to attendance and increasing students' sense of belonging and motivation to come to school. These efforts have contributed to incremental improvements in attendance for some student groups; however, chronic absenteeism remains elevated, highlighting the need for continued, more targeted interventions. Overall, while these actions have laid a strong foundation and are contributing to improved engagement and attendance, additional focus on intensive, personalized attendance interventions and consistent follow-through will be necessary to significantly reduce chronic absenteeism rates moving forward.

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.

Based on reflections on prior practice and analysis of implementation for Goal 3, adjustments have been made to Action #1 related to the school climate survey. The LEA has identified limitations in the previous Panorama survey platform, particularly related to data usability and the ability for staff and educational partners to easily interpret and act on survey results. As a result, Action #1 will be revised to replace Panorama with the SkyScout survey platform, which is expected to improve the quality, accessibility, and usability of climate data to better inform school-wide decision-making and student support efforts. No changes have been made to the overall goal, metrics, or desired outcomes, as they remain aligned to supporting a positive school climate.

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.	$60,000	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.	$42,000	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.	$87,000	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.	$60,000	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**, **a Tier 1 and Tier 2 intervention** that blends a digital social-emotional learning (SEL) curriculum with one-on-one virtual coaching. **Research** 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 aligned with the Community Schools Framework, telehealth allows	$100,000	No

		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		

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.

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

An explanation of why the LEA has developed this goal.

Findings from the Comprehensive Needs Assessment (CNA) highlight gaps in language acquisition and academic performance, underscoring the need for targeted support and interventions.

EL and LTEL students face unique challenges—including limited English language skills, cultural and linguistic barriers, and gaps in content knowledge—that can affect their engagement and access to educational resources. These obstacles directly impact academic outcomes, emphasizing the need for customized instructional strategies.

Strategic Response and Priorities
Based on CNA findings, the charter will implement targeted initiatives to support EL and LTEL students, including:

- Tailored language acquisition programs to strengthen English proficiency and literacy skills
- Focused interventions in content areas to close academic gaps and support mastery of grade-level standards
- Professional development for educators to equip staff with strategies to effectively support EL and LTEL learners
- Structured monitoring of progress using reclassification rates, literacy assessments, and core course performance to ensure measurable outcomes

These actions are designed to create an inclusive and supportive learning environment where EL and LTEL students feel valued and empowered. By addressing root causes of academic disparities with evidence-based strategies, the charter aims to close achievement gaps and ensure all students can reach their full potential.

Commitment to Continuous Improvement
Through ongoing evaluation, stakeholder collaboration, and targeted support, the charter is committed to boosting English proficiency and academic success for EL and LTEL students. By fostering equity, engagement, and personalized learning, these students will be equipped 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 units Math: 4.9 units Social Studies: 3.6 units Science: 3.7 units	Spring 2025 Internal Data: EL: English: 7.2 Math: 6.7 Social Studies: 7.1 Science: 5.8 LTEL: English: 5.6 units Math: 5.6 units Social Studies: 7.7 units Science: 4.9 units	Spring 2025 Internal Data: EL: English: 6.8 Math: 7.2 Social Studies: 6.2 Science: 5.3 LTEL: English: 8.9 units Math: 7.6 units Social Studies: 7.9 units Science: 7.4 units	The average core course completion rate for EL students by the end of the 2026-27 school will be at: English: 7 Social Studies: 7 Science: 5 Math: 6.5 The average core course completion rate for LTEL students by the end of the 2026-27 school will be at: English: 6.75 Social Studies: 5 Science: 4.5 Math: 6	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%	2025-26 Internal Data: EL Average Lexile Growth: 54.3% LTEL Average Lexile Growth: 54.2%	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: 0.3% ↑ LTEL Average Lexile Growth: 20.8%↓
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	Fall 2025 CA Dashboard - No performance color	40% of English Learners will maintain or progress one ELPI level by the release of the 2027 CA Dashboard.	No Change
Metric #4	Reclassification rate	2022-23 Internal Data: Reclassification rate 100%	2023-24 Internal Data: Reclassification rate 40%	2025-26 Internal Data: Reclassification rate 100%	Reclassification will be at or above 75% by the end of the 2026-27 academic school year.	No Change

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

All actions were substantially implemented during the 2025–26 school year, with minor adjustments made to strengthen instructional alignment and responsiveness to EL and LTEL student needs. Overall, the implementation of these actions has been largely aligned with the goal of improving outcomes for English Learners (EL) and Long-Term English Learners (LTEL), with some adjustments made to strengthen responsiveness to student needs. Targeted EL support and instruction (Action #1) was implemented through designated and integrated ELD using research-based curriculum, with an increased emphasis on embedding language development across content areas compared to the original plan. Similarly, LTEL targeted supports (Action #2) were implemented with a more focused approach on addressing gaps in both language proficiency and academic content, including additional scaffolding and differentiated instruction. A key success has been increased attention to the specific needs of EL and LTEL students and greater alignment between language development and core instruction. However, challenges included varying levels of student proficiency, ensuring consistent implementation across classrooms, and balancing language development with grade-level content demands.

Professional development for staff (Action #3) was implemented through training opportunities focused on effective strategies for supporting EL and LTEL students, including language acquisition techniques and instructional differentiation. Compared to the original plan, there was a stronger emphasis on ongoing support, collaboration, and practical application of strategies in the classroom. This resulted in improved teacher awareness and instructional practices to better support multilingual learners. A success has been the increased capacity of staff to integrate ELD strategies into daily instruction, though challenges remain in ensuring consistent participation in professional development and translating training into sustained classroom practice.

Across all actions, implementation has led to improved structures and supports for EL and LTEL students, including more intentional instruction and increased staff capacity. Successes include stronger alignment of ELD instruction with academic content and greater focus on targeted student needs. Challenges primarily involved time, consistency of implementation, and the need for continued professional learning and support. Overall, implementation reflects meaningful progress while highlighting areas for continued refinement to ensure all EL and LTEL students are effectively supported.

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 utilized available grant funding to provide additional professional development opportunities for staff related to Goal 4, Action 3: EL and LTEL Professional Development. As implementation progressed, additional training and support were identified as necessary to strengthen staff capacity in supporting English Learners (ELs) and Long-Term English Learners (LTELs), resulting in expenditures exceeding the original projected allocation for this action.

Funds originally allocated to Goal 4, Action 3 were reallocated to Goal 4, Actions 1 and 2 to better support targeted instruction and intervention services for English Learners and Long-Term English Learners based on identified student needs during implementation. Despite these adjustments between actions, the LEA does not anticipate any material differences between total budgeted and actual expenditures by the end of the school year.

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

Overall, the actions implemented to support English Learners (EL) and Long-Term English Learners (LTEL) have demonstrated moderate effectiveness in making progress toward the goal of improving language acquisition and academic achievement. Targeted EL support and instruction (Action #1) has been effective in strengthening foundational language skills and increasing student access to core content through designated and integrated ELD strategies. Students have shown growth in language development and increased engagement in academic tasks; however, progress has varied depending on students' initial proficiency levels and consistency of instructional implementation across classrooms.

Targeted supports for LTEL students (Action #2) have also shown positive impact by addressing both language gaps and unfinished learning in core subjects. Focused interventions and differentiated strategies have helped some LTEL students make progress toward reclassification and improved academic performance. Despite these gains, the effectiveness of this action has been somewhat limited by the complexity of LTEL needs, as many students require sustained, intensive support over time. Inconsistent implementation and the need for more structured progress monitoring have also affected the overall impact.

Professional development efforts (Action #3) have contributed to increased teacher capacity to support EL and LTEL students through improved instructional strategies and greater awareness of language development needs. This has had a positive influence on classroom practices and student access to instruction. However, the effectiveness of professional development has varied based on participation levels and the extent to which strategies are consistently applied in practice. Overall, while all actions have contributed to progress toward the goal, continued focus on consistency, targeted interventions, and ongoing staff support will be essential to accelerate outcomes for EL and LTEL students.

Overall, while progress is evident in language development and access to instruction, continued work is needed to accelerate reclassification and improve academic outcomes for EL and LTEL students.

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.

Based on reflections on prior practice and analysis of current data, no changes have been made to the planned goals, metrics, target outcomes, or actions for the coming year. The existing plan remains aligned with identified student needs and continues to provide a coherent approach to supporting student achievement. Ongoing implementation of established strategies and interventions will be maintained to ensure consistency and continued progress.

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.	$20,000	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.	$20,000	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.	$80,255	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$973,255	$80,069

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
23.06%	0.00% - No Carryover	$0.00 - No Carryover	46.51%

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

Goal 1 Action #1 Action #2	A Comprehensive Needs Assessment (CNA) conducted by the LEA, informed by CA School Dashboard data, internal performance reviews, and feedback from educational partners, identified key challenges impacting low-income and Hispanic students. While the actions described here are implemented LEA-wide, the identified needs and resulting strategies are principally directed toward unduplicated student groups who experience disproportionate barriers to academic achievement, post-secondary readiness, and pathway completion. **Key Needs Identified:** • Academic Achievement: The College and Career Indicator on the CA Dashboard showed that 22% of all OFL Duarte graduates were at the prepared level. Among unduplicated student groups, low-income students were slightly higher at 22.5%, followed by Hispanic students at 22% prepared. Although some progress has been made, these gaps demonstrate ongoing achievement disparities and underscore the need for targeted support. • Post-Secondary Readiness: Dual enrollment participation was (2.5%), signaling a significant need for structured preparation and guidance. Similarly, CTE pathway completion remained at 88.9% of students enrolled in a CTE pathway completing the pathway. While there have been significant gains in CTE completion, the Charter is focusing its efforts on Dual enrollment participation. • Educational Partner Feedback: Teachers, counselors, and parents emphasized the importance of individualized academic	These actions are designed to address the unique needs of unduplicated student groups, particularly low-income (FRMP) and Hispanic students, by providing targeted guidance in academic planning, post-secondary preparation, and career pathways. Analysis of CA Dashboard data, internal reviews, and feedback from educational partners highlighted gaps in dual enrollment, CTE completion, and post-secondary readiness, confirming the need for tailored support for these students. **Goal 1, Action 1 – Academic and Post-Secondary Planning** How the Action Addresses Identified Needs: • Provides personalized guidance from fully credentialed teachers and post-secondary counselors. • Includes goal-setting, course selection, and college or career exploration tailored to low-income and Hispanic students. • Expands access to school staff to monitor progress toward graduation and post-secondary goals. Why LEA-Wide: • Ensures all students have equitable access to academic and post-secondary planning resources. • Embeds support systems across the charter to maintain consistency, instructional cohesion, and schoolwide culture of college and career readiness. **Goal 1, Action 2 – CTE Pathway Completion** How the Action Addresses Identified Needs: • Supports completion of Career Technical Education pathways, providing certifications and career-focused experiences.	**Goal 1, Metric 1: Percentage of Students Enrolled in a Dual Enrollment Program** Over the three-year LCAP cycle, 2% of all students will participate in a dual enrollment opportunity. Additionally, 1% of Hispanic students are expected to participate in dual enrollment offerings. **Goal 1, Metric 6: CTE Pathway Enrollment and Completion Rate** By the end of the 2026-27 academic year, 15% of students enrolled in a CTE pathway will complete the pathway, representing a 5% increase from the LEA's baseline completion rate.

	planning, post-secondary goal setting, and structured guidance to better support low-income and Hispanic students in navigating college and career pathways. **Systemic Barriers** • Limited access to college and career guidance resources and pathway opportunities • Gaps in tracking progress toward dual enrollment and CTE pathway completion • Low representation of unduplicated student groups in advanced or post-secondary-aligned courses These findings reinforce the need for LEA-wide actions that are strategically designed to remove barriers, provide equitable access, and improve academic and post-secondary outcomes for low-income and Hispanic students, ensuring all students benefit from enhanced support while addressing the disproportionate challenges faced by these unduplicated groups.	• Helps students build workforce readiness skills and early exposure to career pathways. Why LEA-Wide: • Guarantees access to CTE pathways for all students, ensuring consistency and equity while principally supporting low-income and Hispanic students. • Strengthens systemic supports for post-secondary readiness across all sites. By implementing these actions charter-wide, the LEA reinforces its commitment to improving academic achievement and post-secondary readiness, particularly for low-income and Hispanic students. These strategies address achievement gaps and barriers, while ensuring equitable access to guidance, resources, and opportunities for all students, fostering an inclusive and cohesive educational environment.	

Goal 1 Action #3 Action #4 Action #6	A Comprehensive Needs Assessment (CNA), informed by CA School Dashboard data, internal performance reviews, and feedback from educational partners, identified key challenges affecting low-income and Hispanic students. While these actions are implemented LEA-wide, the identified needs and resulting strategies are principally directed toward unduplicated student groups who face disproportionate barriers to graduation, post-secondary readiness, and academic progression. **Key Needs Identified:** • Graduation Rate: The LEA's 4- and 5-year graduation rate is in the red on the California Dashboard at 42.7% overall. Among unduplicated student groups, FRMP students graduate at 43.6%, and Hispanic students at 41.8%, reflecting significant gaps in completion and the need for targeted interventions. • A–G Completion: Overall A–G completion rates remain low, indicating a need for expanded post-secondary supports. In 2025-26, 22% of all graduates met A–G requirements, while FRMP students had a completion rate of 22.5%, demonstrating persistent disparities in college readiness opportunities. • Feedback from Educational Partners: Teachers, counselors, and parents emphasized the need for individualized support and interventions for seniors at risk of not graduating due to academic, social-emotional, or behavioral challenges. **Systemic Barriers**	These actions are designed to address the unique needs of unduplicated student groups, particularly low-income (FRMP) and Hispanic students, by providing targeted academic supports, post-secondary planning, and experiential learning opportunities. Analysis of CA Dashboard data, internal data reviews, and feedback from educational partners identified gaps in graduation rates, A–G course completion, and college readiness, highlighting the need for tailored interventions for these students. **Goal 1, Action 3 – Post-Secondary Events and Experiential Learning Opportunities** How the Action Addresses Identified Needs: • Offers field trips, workshops, and events to expose students to college, career, and experiential learning opportunities. • Provides access to resources and experiences that students may not encounter outside of school, motivating engagement and future planning. • Supports low-income and Hispanic students in exploring diverse post-secondary pathways, directly addressing gaps in exposure and college awareness. Why LEA-Wide: • Ensures all students have equitable access to experiential learning, regardless of background or school site. • Embeds opportunities into the charter's culture, promoting consistent exposure and engagement for all students while principally supporting unduplicated student groups. **Goal 1, Action 4 – Students Graduating on A–G Track** How the Action Addresses Identified Needs:	**Goal 1, Metric 2: Percentage of Students Graduating Within 4 to 5 Years (CA Dashboard)** Over the three-year LCAP cycle, the 4- to 5-year graduation rate for all students will increase by 5%. Additionally, the Hispanic student population will increase by 5%, and FRMP students will increase by 3%. **Goal 1, Metric 3: DASS One-Year Graduation Rate Percentage** By the end of the 2026-27 academic year, the LEA's DASS one-year graduation rate will be at or above 92% annually. Hispanic students are expected to reach 90%, and FRMP students 92%. **Goal 1, Metric 4: Percentage of Students Completing the A-G Requirements** By the end of the 2026-27 academic year, 20% of all students are expected to graduate meeting A-G requirements. FRMP students are expected to reach 16%. **Goal 1, Metric 5: Average Number of Core Academic Courses Completed by Students** By the end of the 2026-27 academic year, the anticipated

	• Limited access to post-secondary planning resources and experiential learning opportunities • Gaps in monitoring graduation progress and early identification of students at risk • Unequal participation in college and career readiness programs among unduplicated student groups These findings highlight ongoing achievement gaps and disproportional outcomes, underscoring the need for LEA-wide actions that are strategically designed to provide equitable access, targeted supports, and interventions for low-income and Hispanic students, while benefiting all students in the charter.	• Provides tutoring, academic counseling, and workshops focused on college readiness to keep students on track for A–G course completion. • Targets low-income and Hispanic students who are disproportionately underrepresented in post-secondary pathways. • Addresses academic achievement and college preparedness gaps identified in the needs assessment. Why LEA-Wide: • Guarantees all students receive structured support for post-secondary preparation, ensuring equity in academic guidance and college readiness. • Supports a consistent approach to monitoring and intervention across all school sites. **Goal 1, Action 6 – Graduation Progression Supports and Interventions** How the Action Addresses Identified Needs: • Implements mentoring, after-school programs, and specialized workshops for seniors at risk of not graduating. • Directly addresses low graduation rates for low-income and Hispanic students by providing targeted interventions. • Builds strategies for academic success and college preparedness for students falling behind. Why LEA-Wide: • Ensures that all seniors benefit from consistent progression monitoring and intervention systems. • Maintains equity in access to supports while focusing on the students most at risk, embedding best practices in schoolwide culture.	average number of core courses completed are: English: 8.8 Science: 9.3 Social Studies: 7.75

		By implementing these actions charter-wide, the LEA strengthens post-secondary readiness, graduation progression, and experiential learning opportunities for all students, while principally addressing the needs of low-income and Hispanic students. These strategies not only close achievement gaps but also ensure equitable access to resources and supports, fostering an inclusive and cohesive educational environment where every student has the opportunity to succeed.	

Goal 2 Action #1 Action #2 Action #3	A Comprehensive Needs Assessment (CNA), informed by CA School Dashboard data, internal performance reviews, and feedback from educational partners, identified key challenges impacting low-income and Hispanic students. While these actions are implemented LEA-wide, the identified needs and resulting strategies are principally directed toward unduplicated student groups who experience disproportionate barriers to academic achievement in mathematics and access to a broad course of study. **Key Needs Identified:** • Math Performance: On the CA Dashboard, overall math performance for all student groups is 101.6 points below standard. On the 2025-26 Math CAASPP assessment, only 39.29% of students met or exceeded the standard, with 9.8% of Hispanic students achieving standard proficiency across all tested grades (7th, 8th, and 11th). These data indicate persistent achievement gaps in mathematics that require targeted intervention. • Feedback from Educational Partners: Teachers, counselors, and parents emphasized the need for individualized instructional supports and interventions in mathematics, particularly for low-income and Hispanic students, to improve conceptual understanding, fluency, and performance on standardized assessments. **Systemic Barriers** • Limited access to high-quality instructional resources and differentiated supports • Gaps in monitoring math proficiency and providing timely interventions	These actions are designed to address the unique math achievement needs of unduplicated student groups, particularly low-income (FRMP) and Hispanic students. Analysis of CA Dashboard data, internal assessments, and educational partner feedback identified significant gaps in math proficiency, highlighting the need for targeted interventions, access to rigorous coursework, and enhanced instructional quality. **Goal 2, Action 1 – Targeted Math Interventions** How the Action Addresses Identified Needs: • Provides math tutoring, small group instruction across multiple grade levels, and individualized supports tailored to student needs. • Targets low-income and Hispanic students who demonstrate persistent math achievement gaps. • Offers differentiated strategies to improve fluency, conceptual understanding, and application of math skills. **Goal 2, Action 2 – Resources to Access a Broad Course of Study** How the Action Addresses Identified Needs: • Allocates materials, technology, and tools to ensure students can fully engage with a rigorous math curriculum. • Supports equitable access to core and advanced math coursework for unduplicated student groups. • Addresses systemic barriers that limit participation in high-quality math instruction. **Goal 2, Action 3 – Quality of Instruction** How the Action Addresses Identified Needs:	**Goal 2, Metric 1: Math RENSTAR Scale Score Growth Rates** By the end of the 2026-27 academic year, individual student scaled scores on the RENSTAR benchmark assessment will exhibit a growth rate of 35 or higher. **Goal 2, Metric 2: Math Grade Level Equivalency (GLE) Growth Rates** Students will achieve an average grade level equivalency growth rate of 1.0 or higher over the three-year LCAP cycle. **Goal 2, Metric 3: Math SBAC Standards Attainment** By the end of the 2026-27 school year, the LEA aims to increase student math performance on the CA Dashboard from red to yellow. **Goal 2, Metric 4: Math Urgent Intervention Completion / Out of Urgent Intervention Rates** By the end of the 2026-27 academic year, 45% of students will have moved out of “urgent intervention” as measured by the internal RENSTAR math benchmark assessment.

	• Disproportionate underperformance among unduplicated student groups, particularly in foundational math skills These findings underscore the ongoing disparities in mathematics achievement, reinforcing the need for LEA-wide actions that ensure equitable access, targeted supports, and professional development to improve math fluency, content mastery, and course success for low-income and Hispanic students while benefiting all students in the charter.	• Provides professional development for teachers to strengthen math instruction, differentiation, and integration of social-emotional learning strategies. • Enhances teacher capacity to meet diverse learning needs, improving engagement and outcomes for high-need students. • Targets the instructional practices contributing to achievement gaps for low-income and Hispanic students. Rationale for Charter-Wide Implementation: • Inclusivity and Consistency: Delivering these actions across the charter ensures that all students benefit from consistent math supports and high-quality instruction, while principally addressing the needs of unduplicated student groups. • Maximizing Resources: Charter-wide implementation allows efficient allocation of instructional resources, preventing fragmentation and ensuring every student has access to rigorous math learning. • Cultural Integration: Embedding these practices into the school culture promotes a cohesive learning environment where high standards and comprehensive support are consistent for all students. • Scalability and Sustainability: Applying these interventions across all grade levels enables the LEA to scale effective practices and sustain long-term improvements in math achievement. By implementing these actions charter-wide, the LEA provides consistent, equitable access to high-quality math instruction and resources, while principally supporting low-income and Hispanic students. These strategies not only close achievement gaps but also foster an	**Goal 2, Metric 5: Math Core Course Completion Rates** By the end of the 2026-27 academic year, students will complete an average of 6 or more math core courses.

		inclusive and sustainable learning environment where all students can thrive in mathematics.	

Goal 3 Action #1 Action #2 Action #3 Action #4	A Comprehensive Needs Assessment (CNA), informed by CA School Dashboard data, internal reviews, and feedback from educational partners, identified key challenges affecting low-income and middle school students. While these actions are implemented LEA-wide, the identified needs and resulting strategies are principally directed toward unduplicated student groups who experience disproportionate barriers to attendance, engagement, and overall school connectedness. **Key Needs Identified** • Chronic Absenteeism: The LEA's overall chronic absenteeism rate on the 2025 CA Dashboard was 65.9%, a slight decrease from the prior year. This trend was driven in part by rising middle school enrollment, with students demonstrating significant learning gaps and barriers that limit access to the general education curriculum. • Feedback from Educational Partners: Teachers, counselors, and parents highlighted the need to increase family engagement and expand social-emotional supports. Qualitative data from the 2025-26 school climate survey emphasized enhancing opportunities for students to build peer connections, foster belonging, and improve engagement. **Systemic Barriers** • Limited structured systems for monitoring attendance and engagement, particularly in middle school • Insufficient family and community engagement channels to support student success	These actions are designed to address the unique academic and social-emotional needs of unduplicated student groups, particularly low-income (FRMP) and middle school students. Analysis of CA Dashboard data, internal assessments, and educational partner feedback highlighted significant gaps in chronic absenteeism, student engagement, school connectedness, and access to wellness supports, prompting targeted interventions across the charter. **Goal 3, Action 1 – Enhance School Climate Surveys and Interventions** How the Action Addresses Identified Needs: • Administers regular school climate surveys to assess student perceptions of safety, connectedness, and satisfaction. • Uses survey data to guide targeted interventions, including school-based initiatives, facility improvements, and resource allocation. • Focuses on identifying and addressing engagement and well-being gaps for middle school and low-income students. **Goal 3, Action 2 – Increase Family and Community Engagement** How the Action Addresses Identified Needs: • Implements workshops, in-person offerings, and community partnership programs to support family involvement in attendance and academic success. • Establishes a school-based attendance team to collaborate with families and address barriers to participation. • Provides individualized strategies to improve engagement for unduplicated students who face systemic or socio-emotional challenges.	**Goal 3, Metric 1: Chronic Absenteeism Rate** By the end of the 2026-27 academic year, the LEA's chronic absenteeism rate on the CA Dashboard will decrease by 5%. **Goal 3, Metric 2: Social-Emotional Learning Participation Rates** At least 85% of middle school students will participate in one or more SEL opportunities by the end of the 2026-27 school year. **Goal 3, Metric 3: Basic Services Compliance** The LEA will maintain compliance in the following areas: Teaching assignments: no more than 50% Out of Field & Ineffective Textbook sufficiency: 0 insufficiencies Facilities inspections: 100% completion Uniform complaints: 0 **Goal 3, Metric 4: School Climate Survey Data** By the end of the 2026-27 school year, 85% of students, 85% of parents, and 90% of

	• Gaps in school climate and wellness interventions that disproportionately affect low-income and middle school students These findings underscore the persistent disparities in attendance and engagement, reinforcing the need for LEA-wide actions that strategically support equitable outcomes. By providing targeted support, family engagement opportunities, and enhanced SEL and wellness resources, the charter aims to improve school climate, reduce chronic absenteeism, and strengthen overall student connectedness, benefiting all students while addressing the specific needs of identified unduplicated groups.	**Goal 3, Action 3 – Strengthen School Safety Measures** How the Action Addresses Identified Needs: • Enhances safety protocols, security infrastructure, staff training, and student emergency preparedness measures. • Ensures a safe, supportive learning environment for all students, particularly those from at-risk or unduplicated groups. • Promotes consistent and reliable safety practices that support student engagement and well-being. **Goal 3, Action 4 – Student Wellness** How the Action Addresses Identified Needs: • Provides counseling for students in crisis and expands social-emotional learning offerings and extracurricular opportunities. • Supports access to healthy meals and snacks, transportation for school events, and participation in sports and other activities. • Builds a positive school climate and sense of belonging, targeting low-income and middle school students who experience barriers to engagement. Rationale for Charter-Wide Implementation: • Inclusivity and Comprehensive Support: Ensures equitable access to academic, social-emotional, and wellness supports for all students while principally benefiting unduplicated student groups. • Holistic Improvement: Embeds interventions into school culture, promoting consistency in climate, safety, and student wellness across all grade levels. • Efficient Resource Allocation: Allows the LEA to deploy resources strategically, preventing fragmentation and maximizing impact.	staff will report experiencing a positive school climate and sense of connectedness. **Goal 3, Metric 5: Dropout Rates** The LEA aims to maintain high school dropout rates at or below 8% and middle school dropout rates at or below 5%. **Goal 3, Metric 6: Suspension Rates** The LEA aims to maintain suspension rates at or below 1.5% by the end of the 2026-27 school year.

		• Cultural Integration and Sustainability: Integrates effective practices into daily school operations, ensuring long-term benefits for all students. These actions are designed not only to achieve measurable outcomes but to respond to the specific needs of low-income and middle school students. By providing tailored support while implementing strategies school-wide, the LEA fosters an inclusive, equitable, and sustainable learning environment where every student has the opportunity to thrive academically, socially, and emotionally.	

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

Goal 4 Action #1 Action #2 Action #3	A Comprehensive Needs Assessment (CNA), informed by CA School Dashboard data, internal benchmark assessments, and educational partner feedback, identified unique needs affecting English Learners (EL) and Long-Term English Learners (LTEL). While these actions are exclusively provided to EL and LTEL students, they are designed to address persistent academic and language acquisition gaps that cannot be fully met through general LEA-wide services. **Key Needs Identified** English Core Course Completion: • EL students complete an average of 8.6 ELA units, while LTEL students complete an average of 6.4 units. • LTEL students demonstrate a notable gap compared to both EL students and other student populations, indicating a need for targeted academic interventions to ensure equity in course completion. Lexile Growth & Reading Comprehension: • Lexile assessments reveal continued achievement gaps in reading comprehension and vocabulary acquisition. • In 2025-26, EL students demonstrated 67.6% average Lexile growth, while LTEL students demonstrated 67.6%, showing a need for differentiated instructional support to accelerate language development. Feedback from Educational Partners: • Teachers, counselors, and parents emphasized the need for additional support in ELA core course completion and Lexile growth.	These actions are designed to address the unique academic needs of our unduplicated student groups, particularly English Learners (EL) and Long-Term English Learners (LTEL). A Comprehensive Needs Assessment (CNA), California School Dashboard data, internal performance metrics, and educational partner feedback highlighted persistent gaps in English core course completion, language acquisition, and lexile growth. The following targeted actions are principally directed toward EL and LTEL students and are exclusively provided to these groups to address these identified barriers. **Goal 4, Action 1 – EL Targeted Support and Instruction** How the Action Addresses Identified Needs: • Provides individualized, research-based instruction focused on English language development and academic literacy. • Implements a comprehensive language acquisition program designed to improve course completion rates in English and accelerate lexile growth. • Delivered by the LEA's EL specialists and credentialed teaching staff, this action directly addresses the gaps identified in the CNA for EL students. Why Exclusively Provided for ELs: • General academic instruction alone is insufficient to meet the unique language development needs of EL students. • Targeted support ensures equitable outcomes by addressing systemic inequities in English proficiency and core course access. **Goal 4, Action 2 – LTEL Targeted Support and Instruction** How the Action Addresses Identified Needs:	**Goal 4, Metric 1: Core Course Completion Rates for EL & LTEL Students** By the end of the 2026-27 school year, EL students are anticipated to achieve the following average core course completion rates: English: 7 units Social Studies: 7 units Science: 5 units Math: 6.5 units By the end of the 2026-27 school year, LTEL students are anticipated to achieve the following average core course completion rates: English: 6.75 units Social Studies: 5 units Science: 4.5 units Math: 6 units **Goal 4, Metric 2: Lexile Growth for EL Students** By the end of the 2026-27 academic year, EL students' Lexile growth will be maintained or increased to 55%, demonstrating improved reading comprehension and vocabulary development. By the end of the 2026-27 academic year, LTEL students' Lexile growth will be maintained or increased to 70%, demonstrating improved reading comprehension and vocabulary development.

	• Staff highlighted the importance of professional development in designated ELD instructional strategies to support ongoing language acquisition and literacy development. **Systemic Barriers and Disparities** • Limited access to structured ELD interventions for EL and LTEL students • Inconsistent monitoring of course completion and Lexile growth, leading to gaps in targeted support • Academic performance and language proficiency disparities compared to peers, requiring individualized interventions and differentiated supports These findings underscore the persistent disparities in English proficiency and literacy outcomes among EL and LTEL students. By continuing these targeted interventions, the charter aims to increase language proficiency, close course completion gaps, and promote equitable academic outcomes for these unduplicated student groups.	• Offers specialized academic interventions and research-based instruction focused on language acquisition and academic literacy for LTEL students. • Aims to accelerate language proficiency and close the significant gaps in English core course completion and lexile growth. • Instruction is delivered by credentialed staff trained in LTEL support strategies, ensuring a data-verified approach to meeting students' specific barriers. Why Exclusively Provided for LTELs: • LTEL students face persistent language gaps that require more intensive support than standard instruction provides. • Exclusively targeted interventions promote academic progress and personal growth, ensuring these students can engage successfully with grade-level content. **Goal 4, Action 3 – EL and LTEL Professional Development** How the Action Addresses Identified Needs: • Provides professional development to school staff on strategies to support EL and LTEL students' language acquisition and academic achievement. • Builds staff capacity in differentiation, scaffolding, and ELD instructional practices. • Enhances the effectiveness of EL and LTEL targeted supports, directly improving course completion rates and lexile growth outcomes. Why Exclusively Provided for EL/LTEL Support: • Professional learning is tailored specifically to the instructional needs of EL and LTEL students, which are not addressed by general professional development.	

		• Equips teachers to provide specialized, individualized instruction to overcome barriers unique to this population. • Supports recruitment and retention of highly qualified staff to sustain targeted interventions for these students. These actions are not simply standard academic offerings but represent targeted, data-informed interventions exclusively provided for EL and LTEL students. By addressing language acquisition, literacy, and core course completion gaps through specialized instruction and professional development, the LEA ensures equitable outcomes and fosters meaningful academic progress and personal growth. These targeted supports are essential to overcoming systemic inequities and promoting EL and LTEL student success.	

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.

These actions are principally directed toward English Learners (EL) and Long-Term English Learners (LTEL) to provide targeted instruction, academic support, and professional development that is not available charter-wide. The LEA conducted an internal analysis of staffing allocations, academic performance trends, language proficiency data, and educational partner feedback to determine the contribution of these limited actions toward meeting the increased or improved services requirement.

Goal 4, Action 1 – EL Targeted Support and Instruction
Methodology:
15% of an EL teacher's time is dedicated to direct ELD instruction and support for EL students, including individualized scaffolds and language acquisition strategies. This allocation is based on historical staffing and current service delivery models.

Estimated Allocation: $9,000 (staff) + $11,000 (Skyrocket fees for ELD services, compliance, curriculum, and PD)
Planned Percentage of Improved Services: 2.05% of LCFF funds toward increased or improved services

Justification:

This action is exclusively provided for EL students to address gaps in English core course completion and lexile growth. General education services do not provide the intensity or specialization required to meet these students' language development needs.

Goal 4, Action 2 – LTEL Targeted Support and Instruction
Methodology:
15% of staff time and associated resources are allocated specifically to LTEL students. Supports include analysis of proficiency data, progress monitoring, and differentiated instruction.

Estimated Allocation: $10,000 (staff) + $10,000 (Skyrocket fees for LTEL curriculum and compliance)
Planned Percentage of Improved Services: 2.05% of LCFF funds toward increased or improved services

Justification:
This action is exclusively provided for LTEL students to accelerate language acquisition and core course completion. These targeted interventions address persistent disparities that general services cannot remediate.

Goal 4, Action 3 – EL and LTEL Professional Development
Methodology:
70% of the EL coach's salary is dedicated to building staff capacity in ELD instructional strategies and targeted support for EL and LTEL students. Professional development includes workshops, instructional coaching, and curriculum support, including Skyrocket vendor contracts.

Estimated Allocation: $8,000 (EL coach salary) + $72,255 (Skyrocket PD, compliance, and curriculum)
Planned Percentage of Improved Services: 8.25% of LCFF funds toward increased or improved services

Justification:
This action ensures staff are equipped to provide differentiated instruction, address systemic inequities, and promote academic progress for EL and LTEL students. These specialized supports are not available to the broader student population.

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

These allocations represent the estimated cost if services were funded exclusively through LCFF, based on staffing FTEs, historical spending, and vendor contracts. Combined with charter-wide actions principally directed toward unduplicated student groups, the LEA will meet the full 6.19% obligation, ensuring increased and improved services that promote academic growth and equitable outcomes for EL and LTEL students.

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.

The LEA plans to utilize the additional concentration grant add-on funding, awarded due to an unduplicated student enrollment above 55%, to retain and expand certificated and classified staff providing direct services to English Learners (EL), Long-Term English Learners (LTEL), foster youth, and low-income students. Because this is a single-school charter with all students attending a campus exceeding 55% unduplicated enrollment, staffing increases and retention efforts are focused at the school site. Selection and allocation of staff are guided by subgroup academic performance, attendance trends, and input from educational partners.

Goal 4, Action 3 – Strengthening Support for English Learners, Low-Income Students, and Foster Youth
Objective:
Retain and expand certificated and classified staff who provide direct academic and socio-emotional services to high-need students, including EL, LTEL, foster youth, and low-income populations.

Use of Funds:

- Staff Retention: Funds will support retention of highly qualified teachers, instructional aides, and student support staff who deliver targeted interventions.
- Staff Expansion: Additional certificated and classified positions will be added to meet the academic and socio-emotional needs of students in a school with a high unduplicated student population. New hires include specialized EL teachers, instructional aides, intervention specialists, and support staff for counseling, mentorship, and wellness programs.
- Professional Development: Funds will provide ongoing professional learning opportunities focused on:
    - Best practices in EL and LTEL instruction to improve language acquisition and academic outcomes.
    - Differentiation techniques and culturally responsive strategies to meet diverse learner needs.
    - Effective intervention strategies for foster youth, EL, LTEL, and low-income students to ensure progress in core courses and language proficiency.

Justification:
Investing in staff retention and expansion ensures continuity of services, promotes equitable access, and builds instructional capacity for the students with the greatest needs. Professional development strengthens staff effectiveness, reduces turnover, and directly benefits students by improving instructional quality, engagement, and academic outcomes. This strategic allocation ensures that all students at this high-need school have access to consistent, high-quality academic and socio-emotional support.

Through retention, recruitment, and professional development, the LEA is using the additional concentration grant add-on funding to expand the number of certificated and classified staff providing direct services to unduplicated students. These investments ensure stability, instructional consistency, and equitable access to supports, helping close achievement gaps and promote success for EL, LTEL, foster youth, and low-income students.

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 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,419,583.00	$ 1,503,936.14

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	$ 110,000	$ 85,855
1	2	CTE Pathway Completion	Yes	$ 47,000	$ 32,180
1	3	Post-Secondary Events and Workshops	Yes	$ 30,000	$ 37,865
1	4	Experiential Learning	Yes	$ 50,000	$ 53,086
1	5	SWD Targeted Support and Instruction	No	$ 190,000	$ 318,939
1	6	Graduation Progression Supports and Interventions	Yes	$ 50,000	$ 67,481
1	7	Credit Recovery and College Readiness Initiative (LREBG)	No	$ 50,000	$ 29,527
2	1	Targeted Math Interventions	Yes	$ 70,000	$ 76,263
2	2	Resources to Access Broad Course of Study	Yes	$ 80,000	$ 88,631
2	3	Quality of Instruction	Yes	$ 200,583	$ 192,901
2	4	Enhanced Academic Support and Assessment (LREBG)	No	$ 50,000	$ 15,094
3	1	Enhance School Climate Surveys and Interventions	Yes	$ 45,000	$ 103,694
3	2	Increase Family and Community Engagement	Yes	$ 50,000	$ 62,490
3	3	Strengthen School Safety Measures	Yes	$ 110,000	$ 83,128
3	4	Student Wellness	Yes	$ 95,000	$ 91,525
3	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	No	$ 50,000	$ 44,942
4	1	EL Targeted Support and Instruction	Yes	$ 35,000	$ 40,311
4	2	LTEL Targeted Support and Instruction	Yes	$ 35,000	$ 40,523
4	3	EL and LTEL Professional Development	Yes	$ 72,000	$ 39,503

2025-26 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)
$ 959,463	$ 1,079,583	$ 1,095,434	$ (15,851)	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	$ 110,000	$ 85,855	0.000%	0.000%
1	2	CTE Pathway Completion	Yes	$ 47,000	$ 32,180	0.000%	0.000%
1	3	Post-Secondary Events and Workshops	Yes	$ 30,000	$ 37,865	0.000%	0.000%
1	4	Experiential Learning	Yes	$ 50,000	$ 53,086	0.000%	0.000%
1	6	Graduation Progression Supports and Interventions	Yes	$ 50,000	$ 67,481	0.000%	0.000%
2	1	Targeted Math Interventions	Yes	$ 70,000	$ 76,263	0.000%	0.000%
2	2	Resources to Access Broad Course of Study	Yes	$ 80,000	$ 88,631	0.000%	0.000%
2	3	Quality of Instruction	Yes	$ 200,583	$ 192,901	0.000%	0.000%
3	1	Enhance School Climate Surveys and Interventions	Yes	$ 45,000	$ 103,694	0.000%	0.000%
3	2	Increase Family and Community Engagement	Yes	$ 50,000	$ 62,490	0.000%	0.000%
3	3	Strengthen School Safety Measures	Yes	$ 110,000	$ 83,128	0.000%	0.000%
3	4	Student Wellness	Yes	$ 95,000	$ 91,525	0.000%	0.000%
4	1	EL Targeted Support and Instruction	Yes	$ 35,000	$ 40,311	0.000%	0.000%
4	2	LTEL Targeted Support and Instruction	Yes	$ 35,000	$ 40,523	0.000%	0.000%
4	3	EL and LTEL Professional Development	Yes	$ 72,000	$ 39,503	0.000%	0.000%

2025-26 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)
$ 4,091,790	$ 959,463	0.000%	23.448%	$ 1,095,434	0.000%	26.772%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	$ 4,219,706	$ 973,255	23.065%	0.000%	23.065%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 973,255	$ 700,000	$ -	$ -	$ 1,673,255.00	$ 816,000	$ 857,255

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,FRMP, Hispanic	Yes	LEA-wide	Low-Income	All Schools	On-going	$ 80,000	$ 20,000	$ 100,000				$ 100,000	0.000%
1	2	CTE Pathway Completion	All Students	Yes	LEA-wide	English Learners and Low-Income	All Schools	On-going	$ 10,000	$ 20,000	$ 30,000				$ 30,000	0.000%
1	3	Post-Secondary Events and Workshops	All, FRMP, Hispanic	Yes	LEA-wide	Low-Income	All Schools	On-going	$ 47,000	$ 3,000	$ 50,000				$ 50,000	0.000%
1	4	Experiential Learning	All Students	Yes	LEA-wide	English Learners and Low-Income	All Schools	On-going	$ 24,000	$ 16,000	$ 40,000				$ 40,000	0.000%
1	5	SWD Targeted Support and Instruction	SWD	No	LEA-wide	N/A	All Schools	On-going	$ 150,000	$ 250,000		$ 400,000			$ 400,000	0.000%
1	6	Graduation Progression Supports and Interventions	All, FRMP, Hispanic	Yes	LEA-wide	Low-Income	All Schools	On-going	$ 45,000	$ 5,000	$ 50,000				$ 50,000	0.000%
1	7	Credit Recovery and College Readiness Initiative (LREBG)	All Students	No	LEA-wide	All	All Schools	On-going		$ 100,000		$ 100,000			$ 100,000	0.000%
2	1	Targeted Math Interventions	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 52,000	$ 22,000	$ 74,000				$ 74,000	0.000%
2	2	Resources to Access Broad Course of Study	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 56,000	$ 24,000	$ 80,000				$ 80,000	0.000%
2	3	Quality of Instruction	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 160,000	$ 20,000	$ 180,000				$ 180,000	0.000%
2	4	Enhanced Academic Support and Assessment (LREBG)	All Students	No	LEA-wide	All	All Schools	On-going		$ 100,000		$ 100,000			$ 100,000	0.000%
3	1	Enhance School Climate Surveys and Interventions	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 33,000	$ 27,000	$ 60,000				$ 60,000	0.000%
3	2	Increase Family and Community Engagement	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 38,000	$ 4,000	$ 42,000				$ 42,000	0.000%
3	3	Strengthen School Safety Measures	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 38,000	$ 49,000	$ 87,000				$ 87,000	0.000%
3	4	Student Wellness	All Students	Yes	LEA-wide	All	All Schools	On-going	$ 56,000	$ 4,000	$ 60,000				$ 60,000	0.000%
3	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	All Students	No	LEA-wide	All	All Schools	On-going		$ 100,000		$ 100,000			$ 100,000	0.000%
4	1	EL Targeted Support and Instruction	EL	Yes	Limited	English Learners	All Schools	On-going	$ 9,000	$ 11,000	$ 20,000				$ 20,000	0.000%
4	2	LTEL Targeted Support and Instruction	LTEL	Yes	Limited	English Learners	All Schools	On-going	$ 10,000	$ 10,000	$ 20,000				$ 20,000	0.000%
4	3	EL and LTEL Professional Development	EL and LTEL	Yes	Limited	English Learners	All Schools	On-going	$ 8,000	$ 72,255	$ 80,255				$ 80,255	0.000%

2026-27 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
$ 4,219,706	$ 973,255	23.065%	0.000%	23.065%	$ 973,255	0.000%	23.065%	**Total:**	$ 973,255
								LEA-wide Total:	$ 853,000
								Limited Total:	$ 120,255
								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	$ 100,000	0.000%
1	2	CTE Pathway Completion	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 30,000	0.000%
1	3	Post-Secondary Events and Workshops	Yes	LEA-wide	Low-Income	All Schools	$ 50,000	0.000%
1	4	Experiential Learning	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 40,000	0.000%
1	6	Graduation Progression Supports and Interventions	Yes	LEA-wide	Low-Income	All Schools	$ 50,000	0.000%
2	1	Targeted Math Interventions	Yes	LEA-wide	All	All Schools	$ 74,000	0.000%
2	2	Resources to Access Broad Course of Study	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
2	3	Quality of Instruction	Yes	LEA-wide	All	All Schools	$ 180,000	0.000%
3	1	Enhance School Climate Surveys and Interventions	Yes	LEA-wide	All	All Schools	$ 60,000	0.000%
3	2	Increase Family and Community Engagement	Yes	LEA-wide	All	All Schools	$ 42,000	0.000%
3	3	Strengthen School Safety Measures	Yes	LEA-wide	All	All Schools	$ 87,000	0.000%
3	4	Student Wellness	Yes	LEA-wide	All	All Schools	$ 60,000	0.000%
4	1	EL Targeted Support and Instruction	Yes	Limited	English Learners	All Schools	$ 20,000	0.000%
4	2	LTEL Targeted Support and Instruction	Yes	Limited	English Learners	All Schools	$ 20,000	0.000%
4	3	EL and LTEL Professional Development	Yes	Limited	English Learners	All Schools	$ 80,255	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFL Duarte

Date Resource Inequity Review was conducted: 2/17/2026

Guidance & Instructions
Schools must complete a Resource Inequities Review as an integral component of the CNA process. Responses to questions 1-3 *need* to be actionable. For purposes of resource inequity, "actionable" refers to items within your locus of control—those for which you can implement actions, services, or resources to address the issue. Remember, the identification of resource inequities is determined locally by the LEA and is a locally controlled decision.

How to Use This Template
Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	● Strengthening early identification and ongoing monitoring of students who are at risk of falling behind on graduation and College and Career Indicator (CCI) requirements, with a specific emphasis on access and credit gaps. ● Decreasing the current chronic absenteeism rate for the LEA's middle school population ● Increase in SEL and Executive Functioning Interventions for the LEA's Middle School Population ● Increasing lexile performance for both the EL and LTEL student populations ● Increasing Core course completion rates for the EL student population ● Increasing English core course completion rates for the entire LEA student population ● Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations ● Increasing Graduation Rates for the LEA's five year graduation cohort (CSI designation)
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	● 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) ● Increasing math performance and core course completion rates for the entire student population with an emphasis on EL and FRMP student populations ● Increasing lexile performance for both the EL and LTEL student populations

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

3. How does the Charter plan on addressing these inequities?	In the final year of the current three-year LCAP cycle, the Charter remains steadfast in its commitment to addressing systemic inequities through targeted, data-driven strategies that promote improved academic achievement, attendance, and graduation outcomes—particularly for English Learners (EL), Long-Term English Learners (LTEL), students eligible for the Free and Reduced-Price Meals Program (FRMP), and students identified within the Comprehensive Support and Improvement (CSI) cohort. To strengthen mathematics achievement and increase successful completion of core coursework, the Charter will continue refining and expanding evidence-based instructional practices and tiered academic interventions. Targeted supports for EL, LTEL, and FRMP students will include differentiated instruction, structured intervention blocks, extended learning opportunities, and ongoing professional development for educators centered on culturally responsive teaching, language development strategies, and data-informed instructional planning. To further reduce chronic absenteeism, particularly at the middle school level, the Charter will sustain and enhance its Multi-Tiered System of Supports (MTSS) framework to ensure early identification and timely intervention. Efforts will include deepening family engagement initiatives, strengthening social-emotional and mental health supports, and continuing partnerships with community-based organizations to mitigate barriers to consistent attendance, including transportation, housing instability, and access to wellness services. To improve the five-year graduation rate—especially among students in the CSI cohort—the Charter will continue strengthening academic counseling systems, expanding credit recovery pathways, and implementing individualized graduation and postsecondary readiness plans. Dedicated staff will monitor student progress closely, provide targeted academic and social-emotional supports, and ensure students remain on track to meet graduation requirements and transition successfully to college, career, or other postsecondary opportunities. Through these sustained and strategically aligned efforts, the Charter reaffirms its commitment to advancing educational equity and ensuring that all students—regardless of background, language status, or socioeconomic circumstance—are provided the support necessary to achieve their full academic potential.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.	NA

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: OFL Duarte School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

💡 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

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

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our ELAC and PAC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

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

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)

➔ California Dept. of Education College and Career Data

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- ➔ EL Reclassification Data
- ➔ A-G course enrollment & completion rates
- ➔ Educational Partner Surveys
- ➔ Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data)
- ➔ iLit, Achieve 3000 and Exact Path Data
- ➔ Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

1. **A-G Completion Rate:** The percentage of students classified as **Prepared** increased from **2.6% (2023)** to **22.0% (2025)**.
2. **4-5 Year Graduation Rate:** The **combined four- and five-year graduation rate** for *All Students* increased from **32.6% (2023)** to **43.0% (2024)**, then remained relatively flat at **42.7% (2025)**.
3. **Chronic Absenteeism:** *Chronic absenteeism rates are **Very High** across all years, exceeding **65% overall** in 2024 and 2025.*
4. **ELA Performance:** SBAC ELA results show a **majority of students scoring Below or Nearly Met standard**, particularly in grades 7 and 8.Grade 11 shows stronger performance, with **38.1% meeting** and **19.1% exceeding** standards in 2025.
5. **Math Performance:** SBAC Math results show **high percentages of students Not Meeting standards**, particularly in grades 7 and 8.Grade 11 math performance improved, with **43.9% Not Met** in 2025 compared to over 60% previously.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: *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

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: *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: Students are not aware of CCI/ A-G requirements, and not identifying them early or preparing them impacts their CCI success.

Measurable Outcome: Identify and monitor all students at risk of falling behind on graduation and CCI preparedness with emphasis on 4-5th year cohorts with particular attention to A-G completion at 60% and CCI by increasing to 35%.

Chronic Absenteeism:

Root Cause #1: Middle School Students exhibit significant gaps in their executive functioning skills.

Measurable Outcome 1 : 40% of Middle school students will be able to design and successfully complete the metrics they set for themselves.

Measurable Outcome 2 : 40% of Middle school students will successfully complete a minimum of 4 units.

Root Cause #2: Middle School SEL participation rates exhibit a significant need for a variety of social emotional learning interventions.

Measurable Outcome 1 : By the end of the first 30 days of enrollment middle school parents will receive virtual and in person resources.

Measurable Outcome 2 : By Spring 2027 80% of middle school students will participate in a social emotional learning opportunity that will empower students to take responsibility for their learning.

EL Lexile Performance:

Root Cause #1: The language barrier and confidence level could affect the participation rate of EL students in school activities.

Measurable Outcome 1 : *Improve student engagement in school clubs, dual enrollment, field trips, and activities by 10%.*

Root Cause #2:*Core unit completion rates for EL students have room for growth. This is especially the case with math and science.*

Measurable Outcome 1 : *Increase ELL core course completion by 10% through building students' academic language*

Math **Performance:**

Root Cause #1: Students have gaps in their basic math skills, which causes them to score below grade level on Renstar Benchmark Assessments

Measurable Outcome 1 : Students taking their second benchmark test will have a meeting with a teacher to go over their baseline Math Scale Score, and GLE. They will then be given a goal, reflecting on the math intervention they have had between the two tests.

Measurable Outcome 2 : Each student will be made aware of and given an incentive for taking the benchmark testing and hitting their improvement goal.

Root Cause #2: SWD, Middle School, and LTEL Students struggle to complete core Math courses, which causes a lag in their progress towards completing their graduation requirements in Math.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

Measurable Outcome 1 : Assign a DI Math class or IS Math class with intervention to each 8th and 11th grade student to decrease the number of students who score “Standard not Met” on the Math SBAC test by 10%.

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

As part of the LEA’s annual continuous improvement process, the charter conducted a Comprehensive Needs Assessment (CNA) to review performance data, evaluate program effectiveness, and identify ongoing priorities for growth. The analysis incorporated multiple measures, including student achievement data, attendance trends, graduation outcomes, educational partner feedback, and evaluation of LCAP-aligned initiatives. The following areas continue to demonstrate measurable progress while remaining focal points for sustained improvement:

1. Strengthening Mathematics Achievement and Core Course Completion

Mathematics performance continues to demonstrate positive growth across grade levels, reflecting the sustained implementation of targeted instructional supports and intervention structures.

Focused efforts to address achievement gaps for English Learners (EL), Long-Term English Learners (LTEL), and students eligible for the Free and Reduced-Price Meals Program (FRMP) have supported more equitable outcomes. Access to differentiated instruction, tutoring, scaffolded curriculum, and structured intervention periods has contributed to improved academic performance.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

Core course completion rates remain on an upward trajectory across student groups, indicating that academic monitoring systems, intervention programs, and student support services are effectively promoting course success and credit attainment.

2. Reducing Chronic Absenteeism Among Middle School Students

Chronic absenteeism rates among middle school students have continued to decline as a result of sustained attendance monitoring systems, proactive outreach, and strengthened family engagement practices.

The strategies outlined in the LEA's LCAP—including Multi-Tiered Systems of Support (MTSS), social-emotional learning initiatives, and community partnerships—have contributed to measurable improvements over the course of the three-year cycle. While progress is evident, the LEA remains committed to further reducing absenteeism rates through continued early identification and intervention efforts.

3. Improving Five-Year Graduation Rates (CSI Cohort)

The graduation rate for the five-year cohort, including students identified under the Comprehensive Support and Improvement (CSI) designation, has continued to improve.

Expanded credit recovery opportunities, individualized graduation planning, targeted academic counseling, and wraparound support services have strengthened re-engagement efforts for students requiring additional time to complete graduation requirements. Ongoing progress monitoring ensures that students remain on track toward completion and postsecondary transition.

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

Lexile reading levels among Long-Term English Learners (LTELs) have shown continued growth due to enhanced literacy interventions and structured English Language Development (ELD) instruction.

Targeted reading supports—including small-group instruction, one-on-one tutoring, data-informed literacy plans, and access to digital literacy platforms—have strengthened reading comprehension and academic vocabulary development, contributing to improved academic access across content areas.

5. Increasing A–G Completion Rates Among Graduating Seniors

The percentage of graduating seniors meeting A–G requirements for college eligibility has increased, reflecting sustained efforts to expand access to rigorous coursework and strengthen academic advising systems.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

Expanded Subject Group Instruction (SGI), dual enrollment opportunities, and enhanced postsecondary counseling have created additional pathways for students to fulfill A–G requirements and prepare for college and career readiness.

6. Strengthening Family and Community Engagement

Family engagement efforts have expanded through multilingual communication systems, virtual and in-person workshops, and structured opportunities for meaningful input in school decision-making processes.

Participation in the Parent Advisory Committee (PAC) and school-wide events remains strong, reflecting deeper collaboration between families and the school community in support of student success.

Conclusion

The LEA's commitment to continuous improvement remains evident in these areas of growth. Many of the positive trends identified in this year's Comprehensive Needs Assessment have been supported by actions aligned with the Learning Recovery Emergency Block Grant (LREBG), which has provided essential funding for expanded academic interventions, instructional supports, and student services.

LREBG-funded initiatives—including expanded math intervention programs; access to instruction and credit recovery for credit-deficient students (Goal 1, Action 7); implementation and expansion of learning supports (Goal 2, Action 4); and comprehensive student support and staff training initiatives (Goal 3, Action 5), including counseling services, school meal programs, before- and after-school programs, mental health referrals, and professional development—have strengthened the LEA's capacity to address learning gaps and promote equitable outcomes.

While meaningful progress has been achieved, the LEA remains dedicated to sustaining and building upon these gains through strategic resource allocation, ongoing data analysis, and alignment of LCAP goals and grant-funded initiatives to ensure continued growth in student achievement, engagement, and postsecondary readiness.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

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, Statues 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 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 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).