LCFF Budget Overview for Parents

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

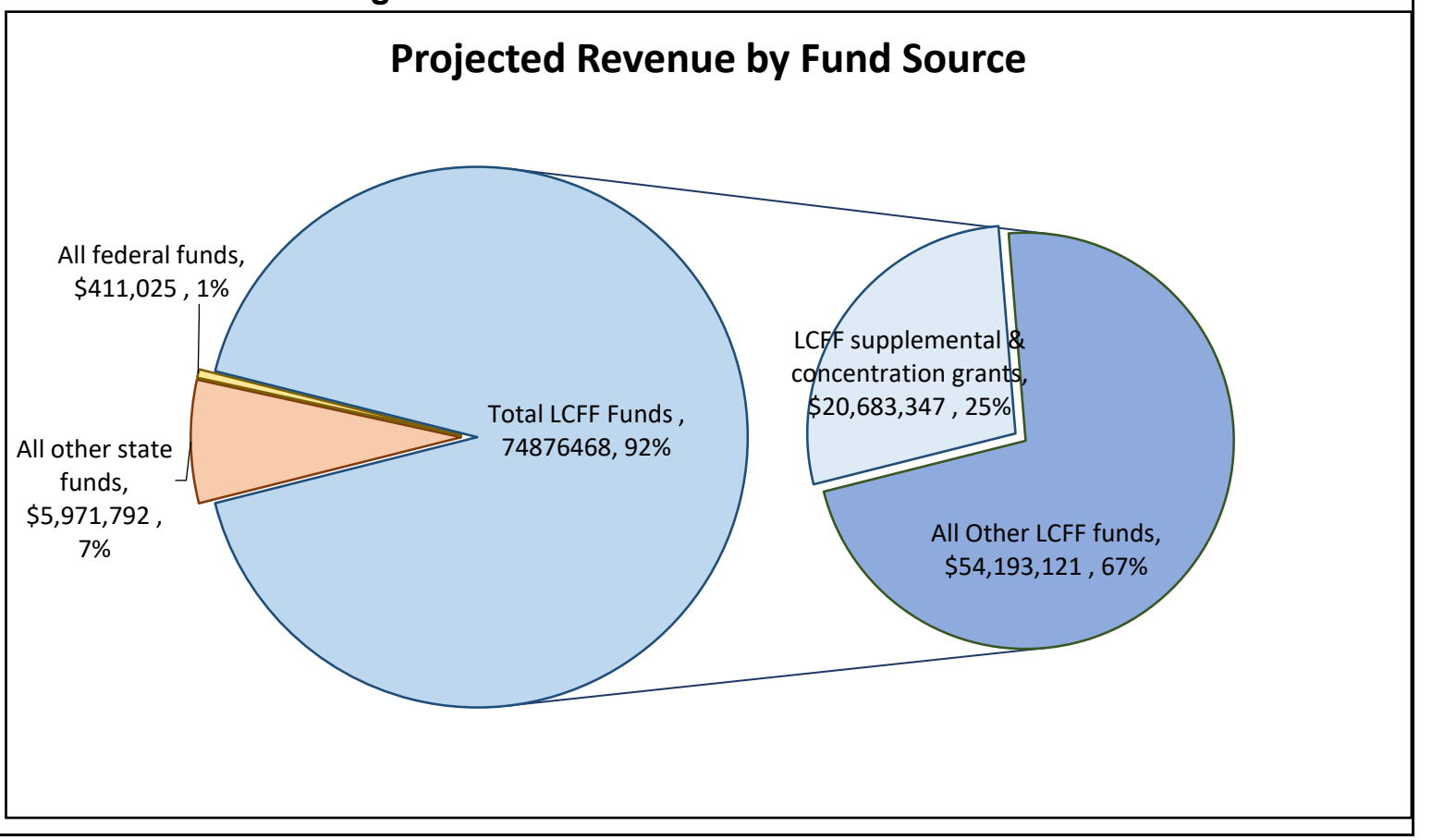
CDS Code: 19-64469-0139535

School Year: 2025-2026

LEA contact information: Valerie Brennan - Director of Schools vbrennan@ofy.org, 1-626-760-0684

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

Budget Overview for the 2025-2026 School Year

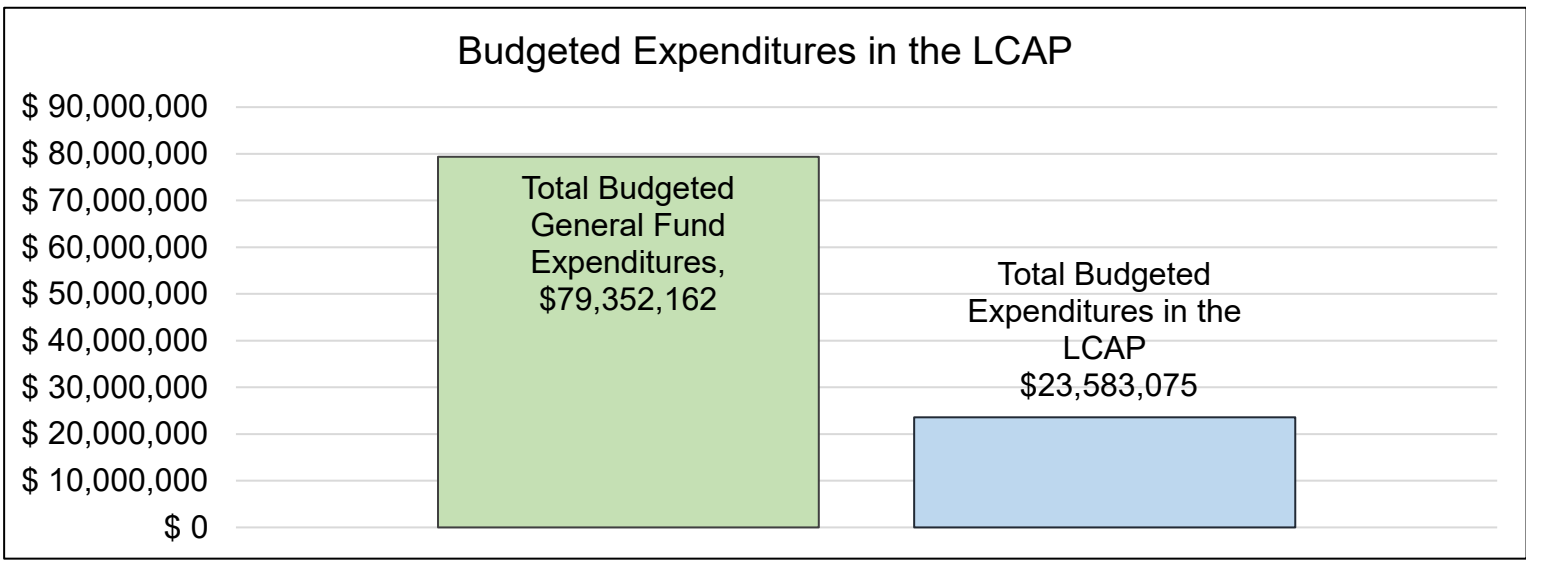


This chart shows the total general purpose revenue Options for Youth - Duarte expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth - Duarte is $81,259,285.00, of which $74,876,468.00 is Local Control Funding Formula (LCFF), $5,971,792.00 is other state funds, $0.00 is local funds, and $411,025.00 is federal funds. Of the $74,876,468.00 in LCFF Funds, $20,683,347.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options for Youth - Duarte plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options for Youth - Duarte plans to spend $79,352,162.00 for the 2025-2026 school year. Of that amount, $23,583,075.00 is tied to actions/services in the LCAP and $55,769,087.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

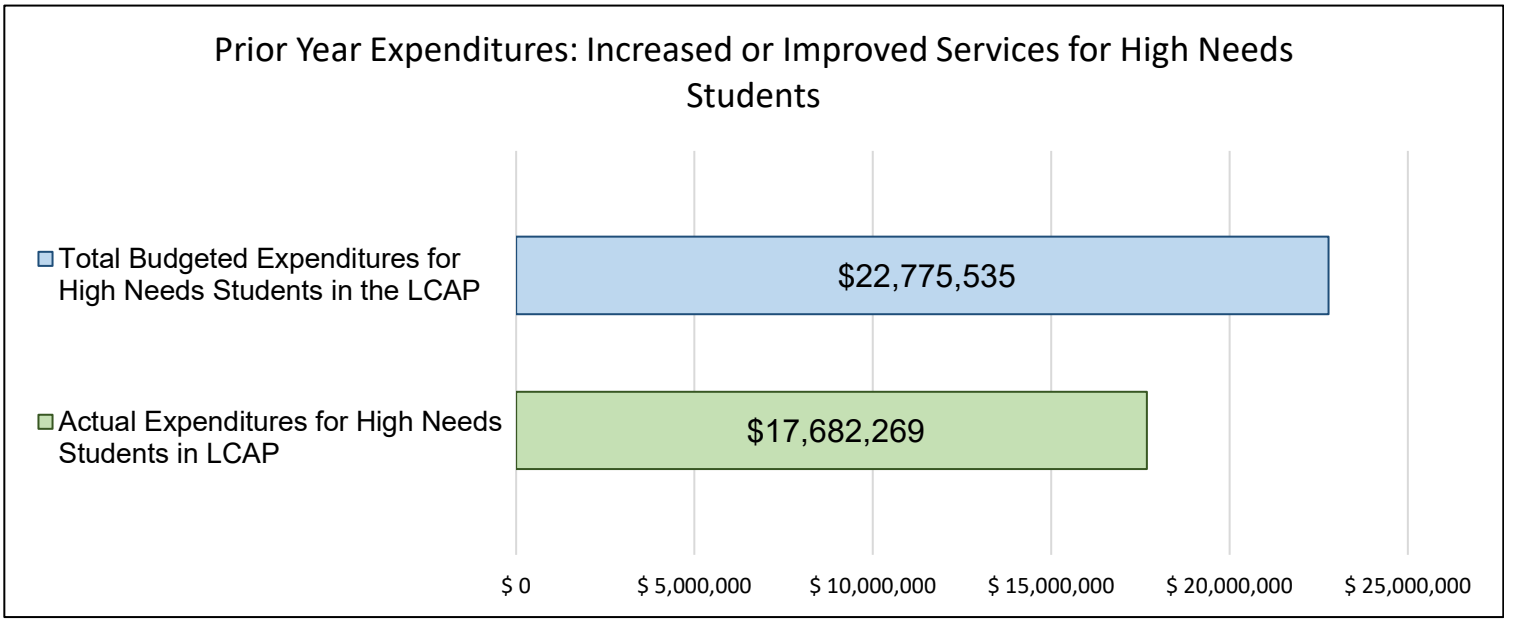
In 2025–26, some of the school's General Fund spending falls outside the LCAP. These expenses help keep the school running and include things like salaries for office and support staff, supplies, rent for facilities, business-related fees (like licenses and taxes), management services, and costs charged by the district for administrative support.

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

In 2025-2026, Options for Youth - Duarte is projecting it will receive $20,683,347.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth - Duarte must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth - Duarte plans to spend $20,683,347.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Options for Youth - Duarte budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Options for Youth - 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 2024-2025, Options for Youth - Duarte's LCAP budgeted $22,775,535.00 for planned actions to increase or improve services for high needs students. Options for Youth - Duarte actually spent $17,682,269.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $5,093,266.00 had the following impact on Options for Youth - Duarte's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2025). The LEA budgeted $22,775,535 for high needs students in our LCAP. As of March 2025, we have spent $17,682,268. Several planned activities, services, and salaries are to be taken into account for the remaining months.

Local Control and Accountability Plan

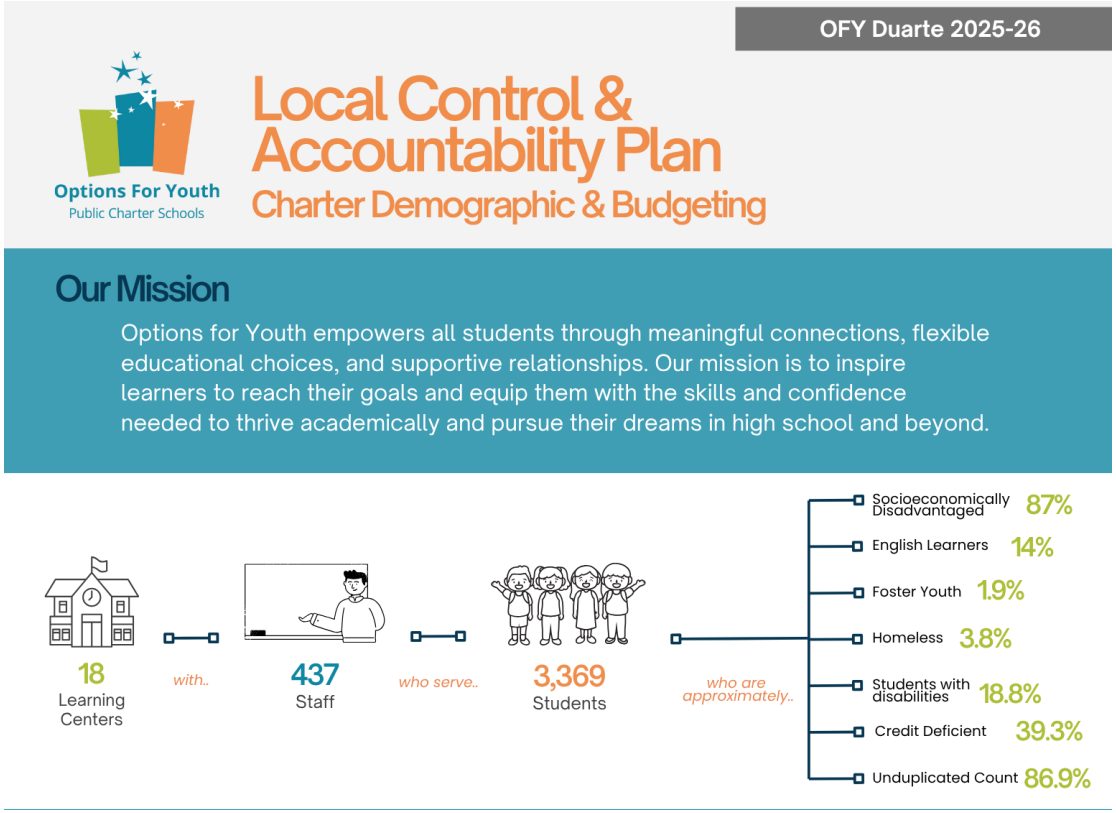
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth - Duarte	Valerie Brennan - Director of Schools	vbrennan@ofy.org, 1-626-760-0684

Plan Summary 2025-26

General Information

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



Options for Youth - Duarte public charter school creates an empowering educational choice for students by customized individual pathways, instructional supports and experiential learning to meet the challenge of rigorous, common core standard high school curriculum embedded with college and career skills exploration and development.

OFY-D charter school serves students in grades 7-12 across Los Angeles County with18 school resources centers and an online program strategically located in communities where students benefit from an equity-based personalized, supportive learning environment. Our dedicated school staff and leadership are passionate advocates for our students and school community and strive to support students re-engaging in their education, recovering credits, and confidently progressing toward graduation. As a Workforce Innovation and Opportunity Act (WIOA) exclusive partner, OFY-Duarte endeavors to equip students with the essential skills, knowledge, and growth mindset needed to excel in post-secondary college and career opportunities through integrating work-based learning and career exploration into students' educational experience.

The charter school is organized into seven geographically adjacent regions with 18 school sites and an Online program.

- Regions: Los Angeles Jaguars, Los Angeles Phoenix, Long Beach, San Gabriel Valley, San Fernando Valley, High Desert, Online Program.
- School Resource Centers: Compton, Watts, Bellflower, Cudahy, Koreatown, Vermont, North Long Beach, Bixby, Hawthorne, Signal Hill, Pasadena, West Covina, Arleta, Northridge, Encino, Simi Valley, Palmdale, and Lancaster.

Educational Philosophy

Options for Youth - Duarte proudly serves students who: may have experienced challenges navigating traditional school environments, are credit deficient, need a more flexible schedule to accommodate family and work commitments, want to accelerate their learning and graduate before their peers, would benefit from a reduced teacher to student ratio or those who need additional instructional and social emotional supports embedded throughout their educational program. Our graduation ceremonies celebrate and uplift the communities in which we serve students.

The OFY- Duarte's model ensures that all students, regardless of background, receive the resources, instruction, and individualized support necessary to achieve academic and social success. Guided by equitable data-driven decision making OFY-D's hybrid independent study/small group instructional model fosters successful learning outcomes for underserved student populations including: Low Income, English Learners, Foster Youth, Students with Disabilities, students below grade level in English Language Arts (ELA) and Mathematics and those in need of intensive academic intervention.

Our student population reflects a high-need demographic, with:

- 88.3% socioeconomically disadvantaged students, 25.6% higher than the state average of 62.7%
- 86.6% unduplicated student count, reflecting significant academic, financial, and social challenges
- 15% English Learners, of which 12.1% are Long Term English Learners (LTEL) requiring targeted language acquisition support.
- 19% Special Education (SpEd) students which is above the state average, necessitating specialized instructional services and accommodations.

Educational Program

Enrollment in OFY-Duarte's year-round educational program is voluntary. Students and families choose OFY-Duarte's student-centered, individualized learning plans with flexible schedules to:

- Recover credits and return to their grade-level cohort in traditional high schools. Independent study workbooks
- Continue with OFY- Duarte's and confidently graduate with a high school diploma.

OFY- Duarte's rigorous, Common Core standards-aligned curriculum is available through multiple instructional modalities: online, small group direct instruction, cohorts and independent studies workbooks ensuring accessibility and engagement for all learners. Students and educators collaborate to complement which modalities best suit student's individual learning preferences:

- Independent study workbooks
- Small group instruction
- Online curriculum
- Experiential, hands-on learning (Art, Digital Photography, CTE)

Beyond academics, OFY- Duarte promotes holistic student development through:

- Career Technical Education (CTE), dual enrollment, articulation credits and college preparatory programs (ERWC)
- WIOA aligned workforce readiness curriculum and activities, career exploration, job placement support
- Support services including: 1:1 academic counseling, and experiential and social-emotional learning (SEL)
- Student leadership opportunities, CREW (community-building programs), sports, student-led interest groups, community service

OFY-Duarte's commitment to equitable access and student-centered decision making and data informed instructional pratice empowers staff to support students to overcome previous academic setbacks, build and sustain a growth mindset, and achieve enduring success.

Challenges and Continuous Improvement Efforts

Given the unique needs of OFY- Duarte's student population, the charter has been identified for Comprehensive Support and Improvement (CSI) due to low graduation rates. In 2024 a state change in CSI identification methodology resulted in a shift away from the one-year DASS graduation cohort to a 4/5-year cohort outcome that is aligned with traditional schools. The move away from DASS has further highlighted OFY- Duarte's mission as an empowering educational choice for all students who may need non-traditional educational pathways to high school graduation and invigorated our efforts to address our 4/5 year cohort outcomes.

To address these challenges, the charter is implementing targeted interventions under the 2024-27 LCAP cycle, including:

- Strategic data-driven instruction to improve student performance in ELA and Mathematics. Independent study workbooks
- Expanded credit recovery and post-secondary planning supports to increase graduation rates.
- Equity-focused initiatives to ensure socioeconomically disadvantaged, English Learners, and Special Education students receive the resources necessary to succeed.

Title I - Schoolwide Program (SWP) / SPSA / CSI Plan / LCAP

As a Title I-funded school, OFY-Duarte implements a Schoolwide Program (SWP) to increase overall student achievement, particularly for low-income and credit-deficient students. The SWP is fully integrated into the LCAP, ensuring alignment between:

- The School Plan for Student Achievement (SPSA),
- The CSI Plan, and
- LCAP goals focused on closing achievement gaps.

Through these efforts, OFY-Duarte remains committed to ensuring that all students, regardless of their background, receive the support and resources needed to succeed academically and beyond.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG) Funds
At OFY Duarte, we are committed to helping students recover from the persistent academic and emotional impacts of the COVID-19 pandemic. One of the ways we are addressing this urgent need is by using the Learning Recovery Emergency Block Grant (LREBG). LREGB is a special one-time source of state funding for schools to provide support for students to mitigate the disruptions to their education and social emotional growth caused by the pandemic. LREBG funding is available through the 2027–28 school year and is designed to supplement (not replace) ongoing funding from the state and federal government.

OFY-Duarte are using LREBG funds to support students in these key areas:

- Extended instructional time for: Students with Disabilities, Hispanic, Socioeconomically Disadvantaged (LI). English Learners, Long Term English Learners (LTELs), African American, White, through early evening Cafe's and additional support appointments with teachers
- Extended instructional opportunities for seniors: Socioeconomically Disadvantaged (LI). English Learners, Long Term English Learners (LTELs), African American, Foster Youth, Homeless, White, Students with Disabilities, Hispanic who are at risk of not graduating with their 4/5 cohort peers

These investments are aligned with the goals and actions outlined in our LCAP for student groups most impacted by the pandemic—including students with disabilities, English learners, and socioeconomically disadvantaged youth. By using these funds strategically, we are ensuring that our students have the academic, emotional, and social support they need to thrive.

Reflections: Annual Performance

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

As part of the LCAP development process, OFY- Duarte conducted a comprehensive review of the 2024 California School Dashboard and current 24-25 local performance data to evaluate schoolwide successes and challenges.

OFY-Duarte has identified specific student groups and performance indicators requiring urgent attention, including those that received the lowest performance level on one or more state indicators on the 2024 Dashboard. Review findings remain consistent across the three-year LCAP cycle and seek to inform the charter's ongoing efforts to close achievement gaps, improve graduation rates, and elevate academic outcomes for all students.

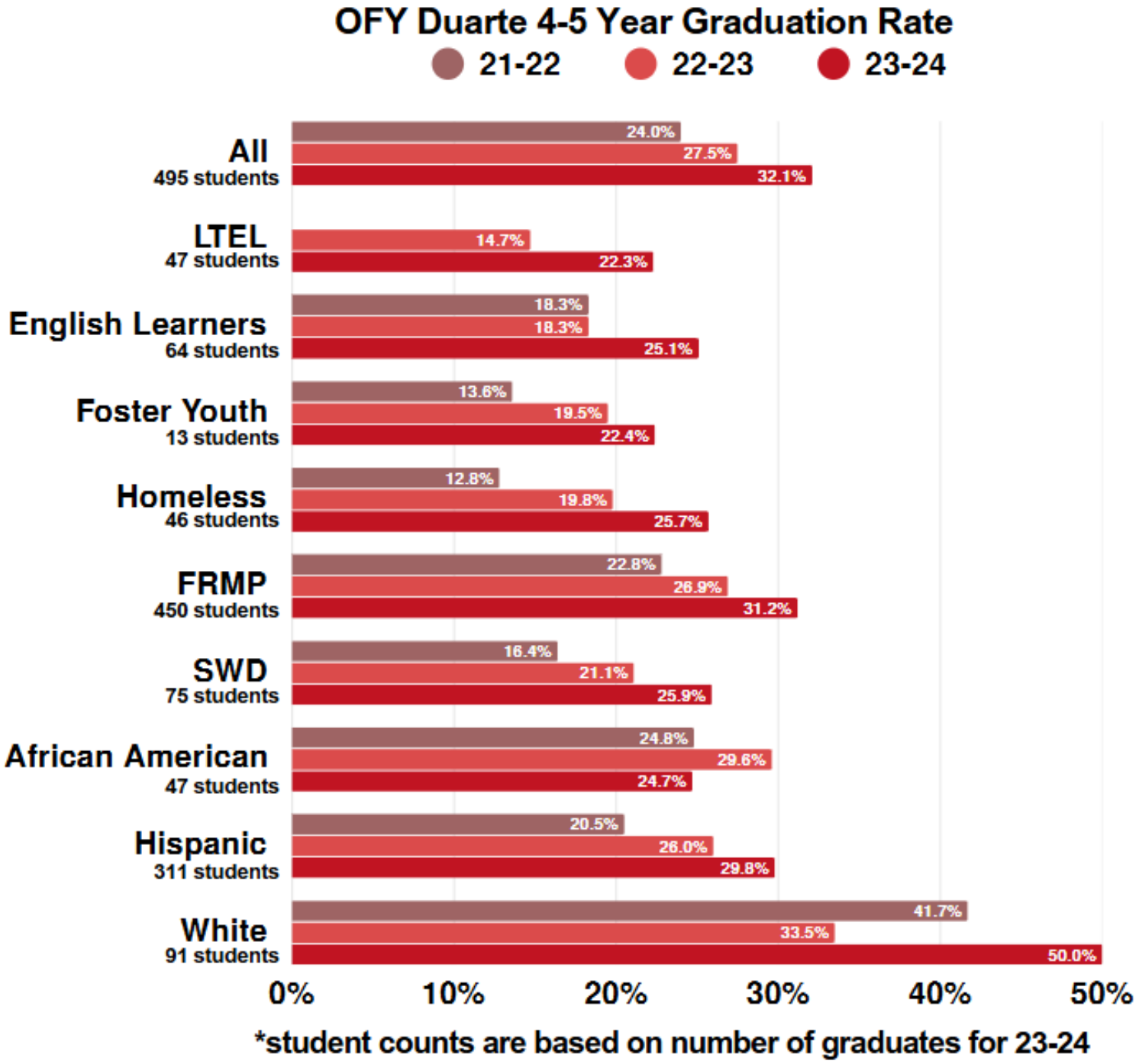
The following information remains unchanged for the 2024-27 LCAP cycle:

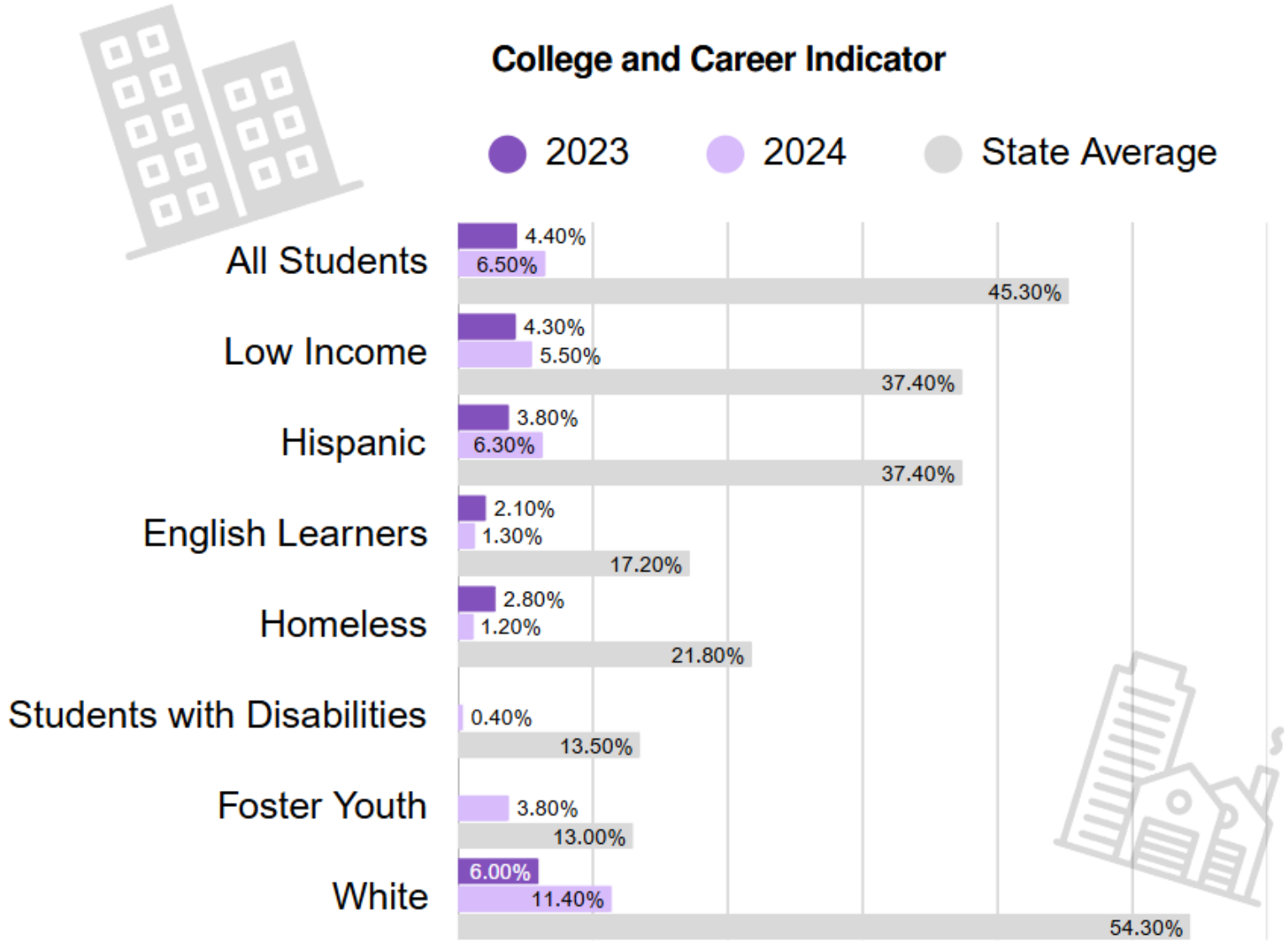
Following the outcomes revealed by the Fall 2023 California Dashboard, OFY-Duarte attained a red or very low rating in the performance indicators of Graduation Rates and College/Career (CCI), as illustrated in the accompanying infographic. 2022-23 DASS schools 1-year graduation rate was 66% which is below ESSA requirements of 68% and the 4 /5-year cohort graduation rate was 27.5%. Since 2023 the CDE has moved away from the DASS 1-year graduation metric and now requires all DASS schools to be measured by the 4 /5-year cohort which was historically used only for traditional high schools. Options for Youth- Duarte is committed to elevating our 4 /5-year cohort outcomes through targeted sub group monitoring and assigning timely specific evidence-based interventions and expanding support for students.

Similarly, the charter will dedicate working on CCI as the 2023 dashboard data reported a red or very low indicator for College and Career (CCI) with 4.4% of students deemed “prepared” and 6.4% “approaching prepared.”

In response to graduation rates and college/career (CCI) the charter has formulated a specific focus goal, Goal 2, and corresponding actions 1,2,3,4,5, to elevate student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.

Goal 2, Action 1: Workforce Exploration and Career-Focused Opportunities
Goal 2, Action 2: Academic and Postsecondary Planning
Goal 2, Action 3: Improving Access to Dual Enrollment and Career Technical Education Programs
Goal 2, Action 4: Targeted Subgroup Graduation Monitoring and Interventions
Goal 2, Action 5: Targeted Small Group Instruction


OFY Duarte 4-5 Year Graduation Rate
21-22
22-23
23-24
All
495 students
24.0%
27.5%
32.1%
LTEL
47 students
14.7%
22.3%
English Learners
64 students
18.3%
18.3%
25.1%
Foster Youth
13 students
13.6%
19.5%
22.4%
Homeless
46 students
12.8%
19.8%
25.7%
FRMP
450 students
22.8%
26.9%
31.2%
SWD
75 students
16.4%
21.1%
25.9%
African American
47 students
24.8%
29.6%
24.7%
Hispanic
311 students
20.5%
26.0%
29.8%
White
91 students
41.7%
33.5%
50.0%
0%
10%
20%
30%
40%
50%
*student counts are based on number of graduates for 23-24



Additionally, the charter received an orange or low rating in the performance indicators for Math for 3 student groups: Socioeconomically Disadvantaged (Low Income or LI), Hispanic and Students with Disabilities (SWD). Math performance on state summative assessments was 162.3 points below the standard for Hispanic students, 171.6 points below for Low Income and 193.5 below the standard for SWD. To address these achievement disparities the charter has included targeted actions throughout Goal 1 and Goal 5 as low math achievement directly affects students' post-secondary goals. The charter will offer more targeted small group instruction and math support from Academic Intervention Specialists and extended instructional time to elevate student achievement in math and encourage more students to persevere

with math courses such as Algebra 2, Precalculus, and Calculus as year 3 math classes are a prerequisite for 4-year college acceptance. Goal 1 Action 1 will develop the capacity of qualified instructional staff to tailor targeted interventions and strategies for LI, SWD.

- **Goal 1, Action 1:** Professional Learning
- **Goal 1, Action 2:** Benchmark Assessments and Interventions
- **Goal 1, Action 4:** Broad Course of Study
- **Goal 5, Action 1:** Targeted Intervention and Support - Academic Intervention Specialist - Title I
- **Goal 5, Action 3:** Targeted Student Support and Learning Recovery - LREBG
- **Goal 5, Action 4:** Education Partner Liaison - Title I (LI, FY, HY)
- **Goal 5, Action 5:** Student Initiatives - Title I (LI)

Upon review of the 2024 CA Schools Dashboard, CAASPP assessment data, scaled scores and local data, OFY Duarte has determined its areas of strength as the following:

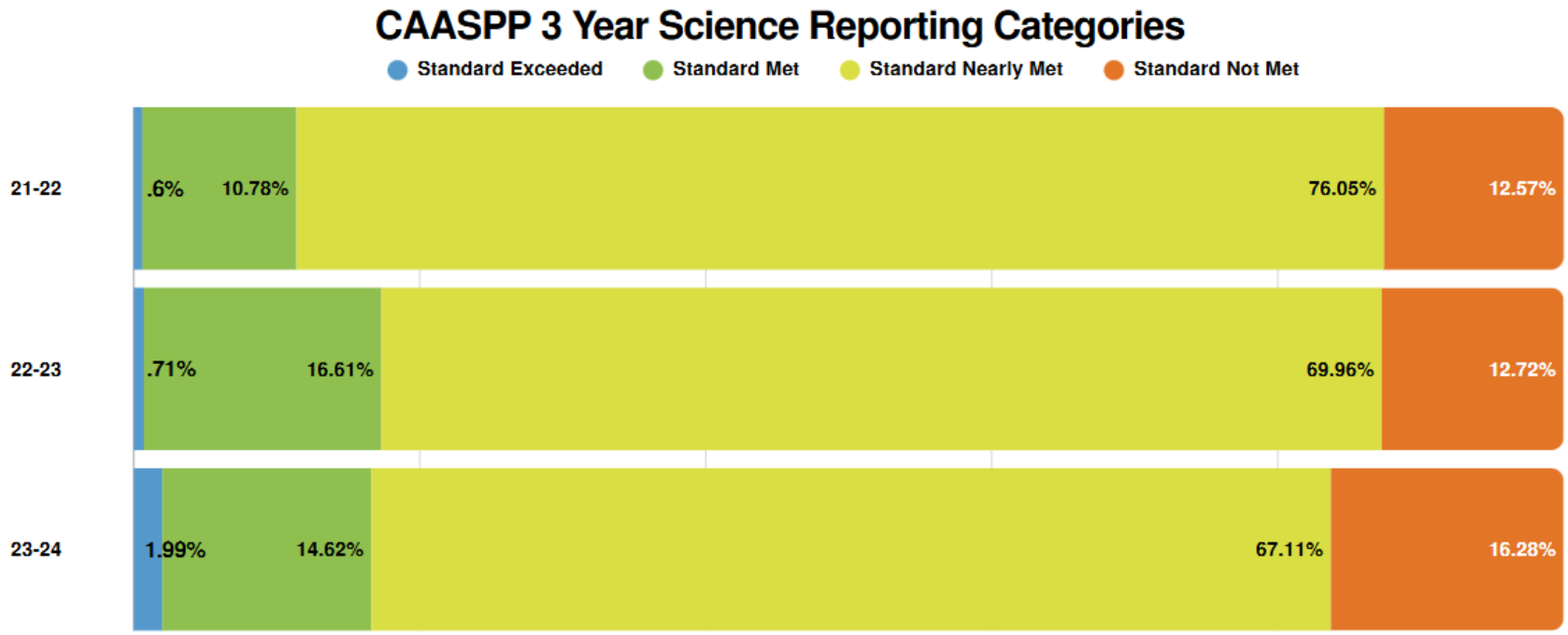
English Language Arts – Orange Performance Level
ELA performance remained stable with a 0.4-point change, maintaining an overall status of 35.4 points below standard. However, subgroup data highlights:

- Students with Disabilities: 99.2 points below standard (↓ a decrease of 10.9 points)
- African American Students: 56.6 points below standard (↑an increase of 18.9 points)
- English Learners: 104.1 points below standard (↑ an increase of 19.6 points)
- Long-Term English Learners: 105.4 points below standard (↑ an increase of 34.6 points)
- White Students: 36.3 points below standard (↓ a decrease of 20.5 points)

Mathematics – Orange Performance Level
Mathematics performance improved 12.3 points, yet remains 148.6 points below the standard, signaling the need for sustained intervention and support. Subgroup data highlights:

- Students with Disabilities: 199.2 points below standard (↓ a decrease of 5.7 points)
- African American Students: 172.6 points below standard (↑ an increase of 33.5 points)
- English Learners: 187.4 points below standard (↑ an increase of 20.2 points)
- Long-Term English Learners: 209.5 points below standard (↑ an increase of 13.7 points)
- Socioeconomically Disadvantaged Students: 156.6 points below standard (↑ an increase of 15 points)
- White Students: 116.8 points below standard (↑ an increase of 21.9 points)

Science Assessment Data - California Science Test (CAST)
The school has experienced growth in the percentage of students who achieve Standard Exceeded/Standard Met on 12th grade CAST Assessment: 2021-22: 11.62%, 2022-23: 18.96%, 2023-24: 20.17%. These improvements come as a result of contributing factors: connecting internal student supports, promotion of A-G planning guides and broader access to Next Generation Science Standards (NGSS) curriculum and subject matter that ignites student's interest including: Anatomy and Physiology (Life Science), Astronomy and Chemistry (Physical Science), Aquatic Science and Medical Microbiology



Options for Youth - Duarte having reviewed Fall 2024 Dashboard data identified Chronic Absenteeism as an area needing urgent attention. School-wide efforts to reduce absenteeism and reengage middle school students will be reinvigorated with the addition of evidence-based interventions and strategies that include both students and parents as research indicates that when parents are more actively involved in their child's education this leads to improved outcomes.

Chronic Absenteeism – Red Performance Level
Chronic Absenteeism is determined by the number of K-8 students who are absent 10 percent or more of the instructional days. In 2023-24 OFY-Duarte had 92 Middle School students in a population of 3,369 students or 2.73%. With 70% of these students classified as chronically absent, an increase of 2.8%, reducing absenteeism and re-engaging students is an urgent need. Chronic absenteeism is noted to disproportionately affect:

- Hispanic Students: 65.7% chronically absent (↑ 2.9%)
- Socioeconomically Disadvantaged Students: 70.4% chronically absent (↑ 3.1%)

The charter will be reinvigorating strategies to reengage chronically absent middle school students including:

- Re-engaging students and their families through personalized communications and opportunities to connect with the school community
- Monthly progress meeting reviews and attendance meeting reviews
- Addressing the whole child and ensuring students have the instructional and emotional supports they need to be successful

Learning Recovery Emergency Block Grant (LREBG) Funds

OFY-Duarte has unexpended LREBG funds for the 2025-26 school year.

LREBG funded actions may be found in **Goal 5**, **Action 3**

The 2024 California School Dashboard highlights OFY-Duarte's persistent challenges: Chronic Absenteeism, Mathematics, and English Language Arts (ELA) achievement. Strategic allocations of Learning Recovery Emergency Block Grant (LREBG) funds have provided students with targeted interventions, expanded learning opportunities, and support services that directly contribute to academic recovery and increased student engagement.

By prioritizing attendance, literacy, and mathematics achievement, OFY-Duarte is committed to closing opportunity gaps, improving student outcomes, and ensuring that every student graduates well-prepared for postsecondary success.

Reflections: Technical Assistance

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

Following the Fall 2023 and Fall 2024 California Schools Dashboard release Options for Youth was identified as qualifying for Differentiated Assistance (DA) in the Priority Area 5: Graduation Rate and Priority Area 8: College and Career Indicators for the following 8 student groups: Black/African American, English Learner (EL), Foster Youth (FY), Hispanic, Homeless (HY), Socioeconomically Disadvantaged (LI), Students with Disabilities (SWD) and White.

The charter responded to qualifying for Differentiated Assistance by forming a dedicated D.A. team whose members included Assistant Principals, Career Pathways Coordinators (CPC), teachers, coaches and post-secondary counselors working directly with school leadership to affect meaningful change. The D.A. team joining LACOE's 21st Century California School Leadership Academy (21CSLA) on July 15-17, 2024 for a professional learning workshop series, "Summer Institute 2024: Using Improvement Science to Address Equity-Centered Problems of Practice." The series acted as an introduction to Improvement Science and was aimed at building educator capacity in improvement science, introducing systems thinking tools and concepts and to advance equity in schools. During the LACOE Summer Institute the OFY-Duarte D.A. team was grounded in the three phases of improvement: identifying and understanding an equity-related problem of practice, developing a framework for improving it, and learning through cycles of inquiry and bringing back what they learned to the charter.

As a direct result of LACOE's summer institute D.A. team were empowered and supported to:
1. Build relational trust within the school by creating a culture that invites courageous conversations and acknowledges that equity problems are complex
2. Increase school-wide knowledge of why OFY-D qualified for Differentiated Assistance
3. Address deficit thinking models that may impact future growth initiatives
4. Build leadership capacity by engaging leadership teams in Root Cause Analysis using the Fishbone Diagram
5. Develop a systems thinking model to address an equity centered problem of practice

In addition to the summer institute the D.A. team also participated in a LACOE led 7-session virtual series, "Using Improvement Science and Implementation Science." Additionally, leadership attended the Differentiated Assistance Symposium "Convening for Equitable Student

Support", on February 18th, 2025. This symposium offered an opportunity for D.A. identified LACOE schools to reflect, through the lens of equity driven data, on their problem of practice and develop inclusive practices to drive successful student learning outcomes.

Actions in Goal 2 that specifically address DA eligibility include:

- Action 1: Workforce Exploration and Career-Focused Opportunities - The charter will provide CPCs and CPAs to guide students through 21st-century professional learning and career opportunities, facilitated by qualified staff, student events, and CTE programs
- Action 2: Academic and Postsecondary Planning - To support students transitioning from high school to post-secondary opportunities the charter will provide personalized assistance and resources based on Common Core standards, post-secondary aspirations, GPA, benchmark data, and performance standards, with a focus on Foster Youth and Homeless students during biannual meetings with PSC.
- Action 3: Improving Access to Dual Enrollment (College Credit) and Career Technical Education (CTE) Programs - The charter will offer additional resources to students to reduce participation barriers and will provide targeted support in Dual Enrollment (College Credit) and Career Technical Education, aiming to enhance outcomes for all student groups.
- Action 4: Targeted Subgroup Graduation Monitoring and Interventions - aimed at Black/African American, English Learner (EL), Foster Youth (FY), Hispanic, Homeless (HY), Socioeconomically Disadvantaged (LI), Students with Disabilities (SWD) and White.
- Action 5: Small Group Instruction - Students will access highly qualified Small Group Instruction teachers for core course progression through direct instruction, supported by coaching and professional development to boost teacher capacity and deepen subject matter competency.

During the 2024-25 school year, the D.A.team initiated a systems thinking improvement plan aimed at addressing the Root Causes of D.A. eligibility. The D.A. team implemented the following actions (reported as of May 25, 2025):

- Led a school-wide effort focused on reducing the number of missing 9th grade entry dates. Outcome: decreased missing 9th grade dates by over 80%, 23-24: 321, 2024-25: 51
- Increased staff capacity and awareness of how College/Career indicators are reported and how they measure "preparedness"
- Increased awareness and number of students qualifying in 24-25 for the State Seal of Biliteracy. Outcome: 28 students received SSoB
- Increased the percentage of students enrolled in College Credit (Dual Enrollment) Outcome: 23-24: 1.6%, 24-25: 1.8%
- Developed intentional Graduation and CCI tracking for all 4/5/6-year cohort students. Outcome: expected increases in 24-25 Grad rate

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.

Options for Youth 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.

OFY-D was identified for Comprehensive Support and Improvement (CSI) due to low graduation rate, as measured by the California School Dashboard metrics. A comprehensive needs assessment (CNA, February 2025) and insight from educational partners through the school climate survey (March 2025) enabled the school to develop a comprehensive support and improvement plan (CSI) which was incorporated into the 2024-27 LCAP. The LCAP/CSI plan was developed in consultation with educational partners who were actively engaged in: Parent Advisory Committee (PAC), District Learner Advisory Committee (DELAC), parent engagement events such as LCAP nights and student Achievement Chats. While addressing progress on graduation rate the charter also aims to effectively address outcomes as identified in need of improvement based on the Fall 2024 California Dashboard including: ELA and Math achievement on local and state assessments, College and Career Indicators, EL and LTEL progress (ELPI) and Chronic Absenteeism.

The 2024-27 LCAP goals that align to our CSI focus areas are as follows: LCAP Goal 1 metrics and actions align to our SPSA/CSI focus areas in math/ELA and LCAP Goal 2 metrics and actions align to graduation rate and college/career DA/CSI focus areas and our LCAP Goal 3 metrics and actions align to EL and LTEL progress (ELPI), Goal 4 metrics and actions align to Chronic Absenteeism.

Options For Youth - Duarte (OFY-D) is eligible for CSI due to a graduation rate average below 68% and high chronic absenteeism rates, earning a red designation, along with an orange identification for ELA, Math, and College/Career indicators. CSI funds will support a comprehensive needs assessment and root cause analysis to address these challenges and align interventions with LCAP goals. Educational partners will review CNA-identified needs, LCAP actions, and Dashboard data to assess current strategies and identify gaps. Resources will be allocated to evidence-based interventions (EBIs) and programs focused on increasing graduation rates, college/career readiness, and ELA and Math performance. Funds will be used for targeted strategies, including instructional supports, intervention programs, and progress monitoring tools. Educational partners will collaborate to refine LCAP Goal 1 Action 8 actions and integrate research-backed interventions to improve student outcomes.

OFY-D’s leaders and educational partners will collaborate to review and evaluate the effectiveness of current service providers and determine the continuation of services. The rigorous review process includes analyzing student outcome data, alignment with LCAP goals, and assessing the impact of services on identified areas of need. If new external providers are considered, OFY-D will use a structured screening and selection process, ensuring providers demonstrate a proven track record of success, evidence-based practices, and the capacity to meet the unique needs of OFY-D students. Providers will be evaluated based on performance metrics, educational partner feedback, and alignment with OFY-D’s mission. Regular monitoring and data analysis will ensure ongoing effectiveness, with adjustments made as needed to maximize student success.

Comprehensive Needs Assessment (CNA) Process:
Educational partners from all six regions in the OFY-D charter, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from every department including, Special Education, English Language Development, Postsecondary Counseling, Career Pathways and student support services participated in a Comprehensive Needs Assessment (CNA) in January 24, 2025 with additional data dives throughout February 2025.

This process involved gathering and compiling both quantitative and qualitative data from internal and external sources including: the California Dashboard, CAASPP score reports (CAST, ELPAC and SBAC), Renaissance Star (RenStar) ELA and Math assessments, Tableau school data, student, parent and teacher surveys and educational partners input from Parent Advisory Committee (PAC), and District English

Learners Advisory Committee (DELAC). Once compiled the CNA data was presented through an equity-based data protocol which guided participants through the data dive sessions to identify areas of focus, complete Root Cause Analyses, develop measurable outcomes, and conduct a Resource Inequity Review.

Data Utilized to conduct our Comprehensive Needs Assessment:
Quantitative data gathered and analyzed for the CNA:

- 2024 California Dashboard data including: Chronic Absenteeism, Suspension Rate, Graduation Rates, College and Career Indicators, English Learner Progress Indicator (ELPI)
- External assessment data: CAASPP assessment data including scaled scores: 2023-24: ELA and 2023-24: Math, 2023-24: CAST (Science), 2024-25: Ren Star ELA and Math
- Internal student achievement data: Student Progression, Student Attendance, Core Course Completion, Credit Attainment, A-G Participation & Completion Rates, Evidence Based Intervention Participation, Dropout Rate.
- Qualitative data gathered and analyzed for the CNA:
    1. 2024-25 LCAP Educational Partner survey data,
    2. 2025 School Climate survey
    3. Educational partner input from engagement events such as LCAP nights, Student Achievement chats, IEP meetings and DELAC and PAC meetings and surveys.

Comprehensive Needs Assessment Findings:
Renaissance Star (Ren Star)

English Language Arts
All student groups experienced growth: Low Income (LI), Homeless, Foster Youth achieving increases +9% in both ELA and Math
While Students with Disabilities (SWD) and English Learners achieved increases +10% in both ELA and Math it should be noted that these groups are permitted additional time on assessments
<u>All Student Growth:</u> Met or exceeded SGP of 40 points: 22-23: 32.2%, 23-24: 42.5%, an increase of 10.3%
<u>Subgroups Growth:</u>
Low Income (LI): 22-23: 32.1%, 23-24: 41.8%, an increase of 9.7% ↑
Students with Disabilities (SWD): 22-23: 32.2%, 23-24: 42.5%, an increase of 10.3% ↑
English Learner: 22-23: 27.7%, 23-24: 39.1%, an increase of 11.4% ↑
Homeless: 22-23: 15.7%, 23-24: 27.5%, an increase of 11.8% ↑
Foster Youth: 22-23: 20.5, 23-24: 26.8%, an increase of 6.3% ↑
Middle School: 22-23: 7.8%, 23-24: 9.9%, an increase of 2.1% ↑

Math
<u>All Student Growth:</u> Met or exceeded SGP of 40 points: 22-23: 31, 23-24: 39, an increase of 8% ↑
<u>Subgroups Growth:</u>
Low Income (LI): 22-23: 30.3%, 23-24: 39%, an increase of 8.7% ↑
Students with Disabilities (SWD): 22-23: 28.8% , 23-24: 39.3%, an increase of 10.5% ↑
English Learner: 22-23: 26.4%, 23-24: 38.3, an increase of 11.9% ↑

Homeless: 22-23: 15.2%, 23-24: 28.7%. an increase of 13.5% ↑
Foster Youth: 22-23: 20%, 23-24: 26.5%, an increase of 6.5% ↑
Middle School: 22-23: 9.8%, 23-24: 16.3%, an increase of 6.5% ↑

CAASPP ELA and Math

<u>All Students Growth</u>

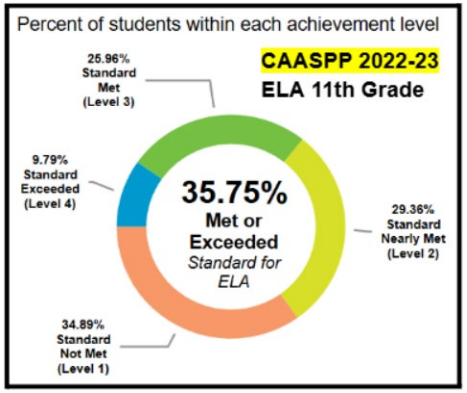
Standard Met/Standard Exceeded:

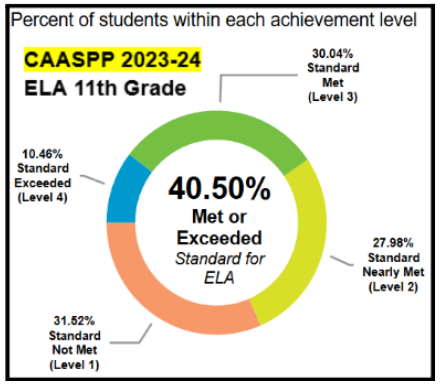
ELA: 22-23: 35.75%, 23-24: 40.50%, an increase of 4.75% ↑

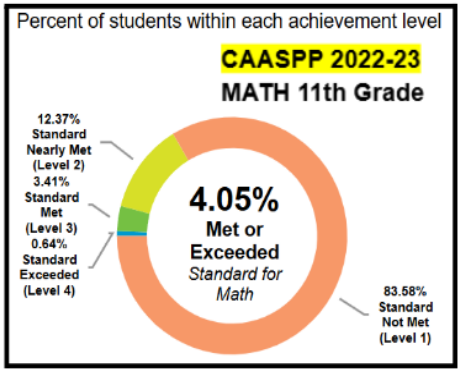
<u>All Students Growth</u>

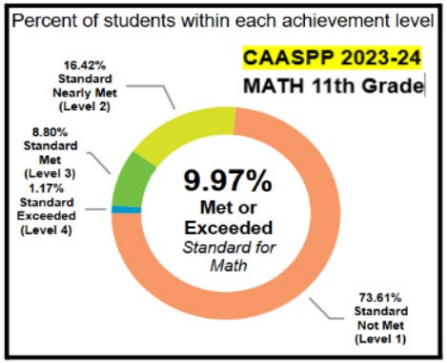
Standard Met/Standard Exceeded:

MATH: 22-23: 4.05%, 23-24: 9.97%, an increase of 5.92% ↑









CAASPP MATH 23-24 Reporting Categories	Grade 8	Grade 11 ALL	Grade 11 SWD	Grade 11 Foster Youth	Grade 11 Homeless
Standard Exceeded (Level 4)	0.0%	1.17%	0.0%	*	0.0%
Standard Met (Level 3)	2.74%	8.80%	2.63%	*	0.0%
Standard Nearly Met (Level 2)	6.85%	16.42%	7.89%	*	21.74%
Standard Not Met (Level 1)	90.41%	73.61%	89.47%	*	78.26%

CAASPP ELA 23-24 Reporting Categories	Grade 8	Grade 11 ALL	Grade 11 SWD	Grade 11 Foster Youth	Grade 11 Homeless
Standard Exceeded (Level 4)	0.0%	10.46%	3.57%	*	4.35%
Standard Met (Level 3)	16.44%	30.04%	14.29%	*	21.74%
Standard Nearly Met (Level 2)	36.99%	27.98%	26.79%	*	26.09%
Standard Not Met (Level 1)	46.58%	31.52%	55.36%	*	47.83%

NOTE: In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students

Subgroup data ELA Standard Met/Standard Exceeded:

Students with Disabilities (SWD): 22-23: 20.59%, 23-24:17.86%, a decrease of 2.73% ↓
Homeless: 22-23: 21.43%, 23-24: 26.09%, an increase of 4.66% ↑
Low Income (LI): 22-23: 33.17%, 23-24: 38.39%, an increase of 5.22% ↑
English Learners (EL): 22-23: 3.8%, 23-24: 4.76%, an increase of 4.76% ↑
*Foster Students: no comparison data due to privacy

Subgroup data MATH Standard Met/Standard Exceeded:

Students with Disabilities (SWD): 22-23: 1.47%, 23-24: 2.63%, an increase

of 1.16% ↑
Homeless: 22-23: 0.0%, 23-24: 0.0%, maintained
Low Income (LI): 22-23: 3%, 23-24: 7.90%, an increase of 4.9% ↑
English Learners (EL): 22-23: 0%, 23-24: 4.70%, an increase of 4.70% ↑
*Foster Students: no comparison data due to privacy

School Attendance & Progression:
- Student Attendance has yet to fully recover from the Covid-19 pandemic. Chronic Absenteeism for middle school students remains a persistent concern with an increase 23-24: 2.8% to 70%, a Red indicator on the Fall 2024 Schools Dashboard
- High School attendance increased 1% from 23-24: 94.4% to 24-25: 95.4%. All student groups for 24-25 exceeded 95% attendance.
- Student progression increased 1.8% from 23-24: 78.3% to 24-25: 80.1%
- 2024-25 progression for Homeless and Foster Youth experienced encouraging increases: Homeless: increased 5.5% from 23-24: 67.3% to 24-25: 72.8% Foster Youth increased 0.9% in 23-24: 69.8% to 24-25: 70.7%

Core Course Completion:
- Core course completion (CCC) data for the 24-25 school year: (May 14, 2025) ELA 5.9, Math 4.5, Science 5.1 Social Science 6.7, 23-24 school year: ELA 6.28, Math 5.24, Science 6.51, Social Science 6.40
- CCC for Math continues to lag behind English, Social Science and Science. and was a noted area of concern.

Graduation Rates:
2024 4 /5-year cohort graduation rate was 32.1% for ALL students, as reported on the Fall 2024 California Schools Dashboard. The following student groups were reported with a red indicator:
- African American: 24.7%, decrease of -4.8% from 2023
- English Learner: 25.1%, +6.8% increase from 2023
- Foster Youth: 22.4%, +2.9% increase from 2023
- Hispanic: 29.8%, +3.8% increase from 2023
- Homeless: 25.7%, +5.9% increase from 2023
- Socioeconomically Disadvantaged: 31.2%, +4.4% increase from 2023
- Students with Disabilities: 25.9%, +4.7% increase from 2023
- White: 50%, + 16.5% increase from 2023

Student groups graduation data: EL, Homeless, Socioeconomically Disadvantaged and Students with Disabilities all experienced an increase of 4%+, Foster Youth: 2.9% increase while Hispanic was: 3.8% increase. White improved 16.5% while African Amercian revealed a -4.8% decrease.

2024 DASS 1 Year graduation rate: 78.40%, +9.9% increase from 2023
Student groups reported graduation rate:
- African American: 76.50%, +8.9% increase from 2023
- English Learners: 74.70%, +18.4% increase from 2023

- Foster Youth: 60%, +18.8% increase from 2023
- Hispanic : 73.70, +10.7% increase from 2023
- Homeless: 63.30%, +10.9% increase from 2023
- Socioeconomically Disadvantaged: 73.90%, + 9% increase from 2023
- Students with Disabilities: 72.10%, +7.9% increase from 2023
- White: 84.90%, +3% increase from 2023
- Two or More Races: 82.40%, +23.3% increase from 2023

Area of Focus: Graduation Rate:
Root Causes:
Options for Youth - Duarte's Fall 2022 DASS 1-Year Graduation Rate was 68.5%. In Fall 2023 the state made a change for DASS schools moving from a 1-year graduation rate to a 4 / 5-year cohort graduation rate and this has impacted how Options for Youth - Duarte's graduation rate is calculated. 2024 4 / 5-year cohort outcomes for ALL students: 32.1%, an increase of +4.6% from 2023

CBEDS data indicates that students who enroll with OFY-Duarte are often significantly credit deficient and at risk of not graduating with their 4/5-year cohort peers
1. Students who enroll who are below grade level in ELA and Math often lack foundational skills and need intensive instructional support to develop skills and intervention credits are often elective credit meaning that more time is needed to remediate core credit
2. Students who enroll have more urgent socioemotional needs than students who enrolled prior to the Covid-19 pandemic. The lack of social interaction and increased screen and social media use have heightened the anxiety students self-report they are experiencing.

Measurable Outcome: The charter strives to achieve improvements across all subgroups, ensuring equitable progress and focusing on elevating the overall one-year DASS graduation rates. Striving to be between 60-64%: English Language Learners (ELL): 3% increase, Students with Disabilities (SWD): 3% increase. Striving to be between 65-68%: All student group: 3% increase, Low-Income (LI): 3% increase, Hispanic: 3% increase, African American (AA): 3% increase. Striving to be between 40-50%: Foster Youth (FY): 3% increase, Homeless Youth (HY): 4% increase. Maintain at or above 80%: White student group.

Area of Focus: College and Career Indicators (CCI):
This indicator uses various college and career measures (AP exams, IB Exams, CAASPP scores, college credit courses, State Seal of Biliteracy, Leadership/Military Science, A-G course completion, and CTE pathways) which evaluate a student's preparedness for college or career.

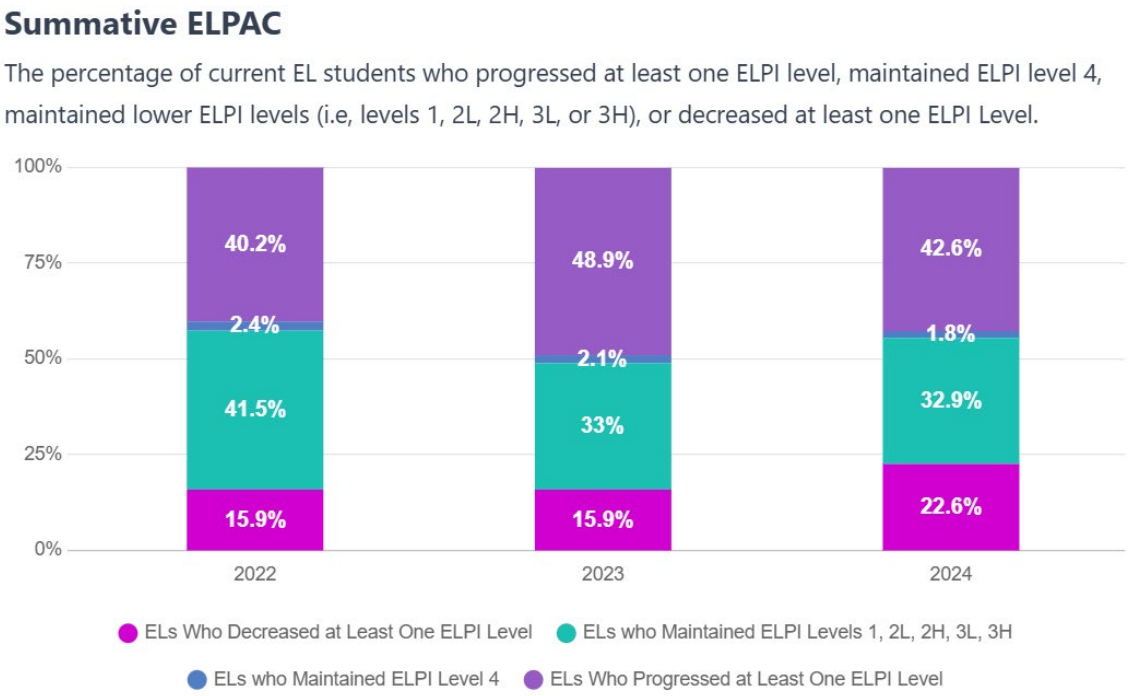
Root Causes:
OFY- Duarte's Fall 2024 Dashboard CCI received an Orange/Low designation: All students increased 2.1% to: 6.5% prepared, approaching prepared increased 0.9% to 7.3%. Root causes for low CCI included:
1. Misalignment of school data and CBEDS data collection criteria for Dashboard: missing 9th grade entry dates meant that students were not reported in their correct 4/5 cohort. 2024-25 School-wide effort focused on reducing number of missing 9th grade entry dates decreased by over 91%, 23-24: 321, 2024-25: 27

2. Low 11th grade CAASPP assessment scores, particularly in Math: 148.6 points below standard. Students need a passing score (Standard Met/3 or Standard Exceeded/4) to be deemed Prepared for College and Career.
3. Limited Dual Enrollment options and CTE classes that were misaligned with CCI metrics
4. Need to build capacity around CCI measures and how the indicators are reported for students achieving Prepared status, including: A-G completion, State Seal of Biliteracy, CAASPP scores for ELA and Math

Measurable Outcome: Increasing awareness and understanding of CCI measures and metrics and developing and sustaining a system which will correctly identify 4-to-5-year graduate cohorts, ensure students are in the correct CAASPP testing grade

Area of Focus: English Learner Progress (ELPI):
Root Causes:
Options for Youth Duarte's 2024-25 demographic data indicated that 45.7% of students spoke a language other than English as their primary language. Additionally, the English Learner (EL) student population was 15.2% of this 12.2% designated as Long-Term English Learners (LTELs). LTELs are defined by the CDE as, "LTEL students are students who have been enrolled in a United States school for six years or more but have not yet been reclassified as fluent English proficient."
1. LTEL students often become discouraged and lack motivation to achieve Reclassification criteria and may stagnate on their ELPI level for two or more years without progress. 2023-24 Summative ELPAC assessment data: the number of students who progressed at least one

level on ELPAC decreased 6.3% from 22-23: 48.9%, to 23-24: 42.6%. Similarly, the number of students who decreased one level



increased 6.7% from 22-23: 15.9% to 23-24: 22.6%

2. ELD teachers need research-based, designated ELD curriculum and accompanying professional development that addresses the specific needs of LTEL students
3. Resources (time, data tracking) for efforts to elevate EL student's esteem by supporting their achievement of the State Seal of Biliteracy were recognized as a need

Measurable Outcome: By the end of the 3-year cycle 60% of EL students will be making progress toward English language proficiency as demonstrated by ELPAC

Area of Focus: Chronic Absenteeism:

Root Causes:

Fall 2024 Dashboard chronic absenteeism was 70% which marked a 2.8% increase from 2022-23. The CDE defines Chronic Absenteeism as students, "kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled."

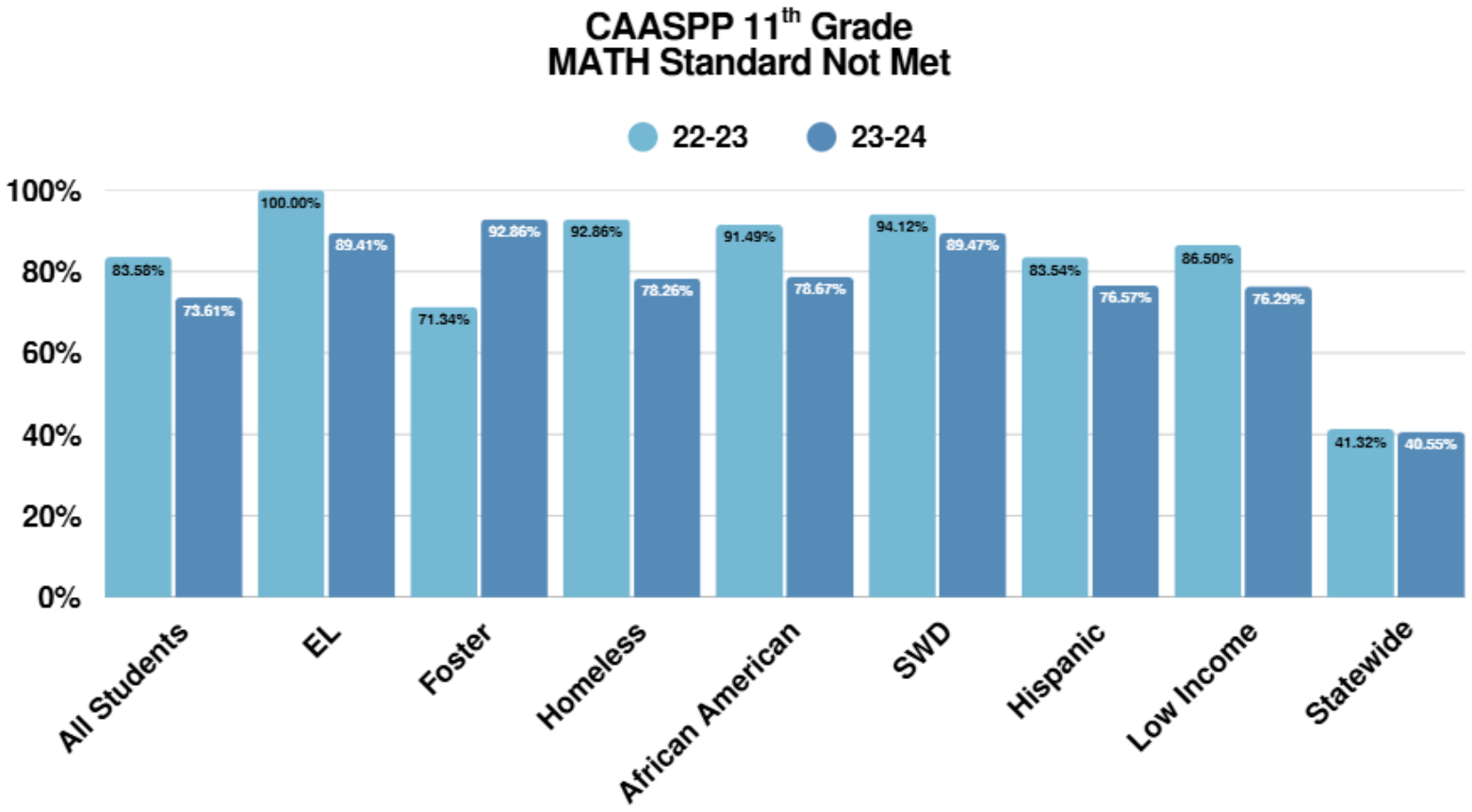
1. Middle school students were in elementary school at the onset of the Covid 19 pandemic and learning loss and social isolation from their peers has deeply affected these students who often need intense academic and emotional support
2. Many 8th grade students who enroll in OFY-D are credit deficient, remediating 8th grade credits, are behind their grade level peers due to gaps in their learning and often need additional support and instructional time to develop skills and strategies to be successful

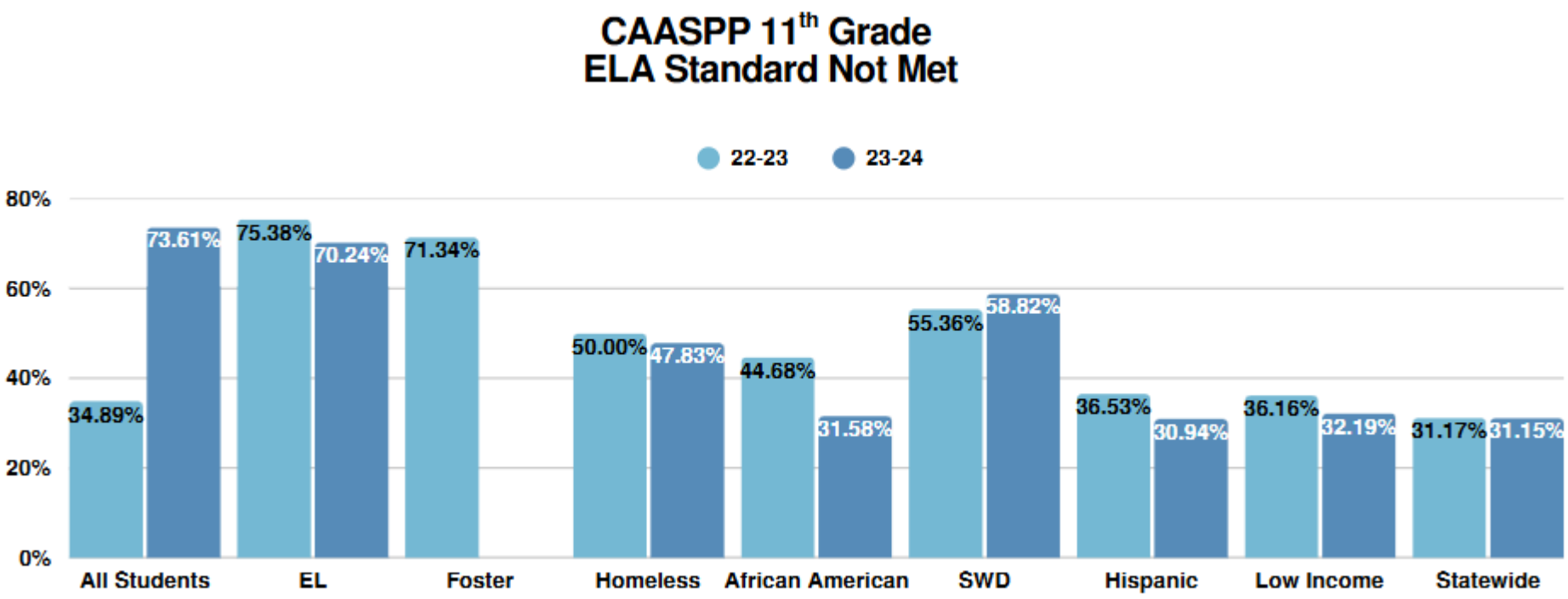
3. Automatic social promotion at 14 years is no longer available.

Measurable Outcome: By the end of the three-year cycle, chronic absenteeism rates will decrease by 5%.

Area of Focus: CAASPP - ELA and Math:
Root Causes:

- 2023-24 CAASPP data for 8th and 11th grade and cross referenced to the Fall 2024 California Schools
- Dashboard indicated the charter needed intervention to raise achievement on state required standardized assessments.





Measurable Outcomes: By the end of the 3-year cycle, the charter will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 10% on the CAASPP ELA and 5% on the CAASPP Math test.

Student Progression: (All Students, Low Income (LI))
The charter aims to increase student progression for all student groups to an average of 83% for 2024-27 LCAP cycle. 2024-25 student progression was 80.1% which was an increase of 1.8%+ from 2023-24.
Core Course Completion (CCC) the charter aims for an average of 6 for all core courses. 2024-25 CCC for Math for all students at 5.2 still lags behind CCC data for English (6.1), Science (6.0), Foreign Languages (5.7) and Social Studies (6.2).

Measurable Outcomes: The charter aims to increase and maintain student progression at an average of 83% for all student groups and 6 for all core courses.

CNA Trends / Themes: Through the CNA process the charter uncovered some recurring trends:
1. Data for at-promise student groups: SWD, Hispanic, LI, EL, Black/African American, Homeless, Foster Youth, indicates a trend of falling consistently below All students in student achievement (CAASPP ELA and Math)
2. Data suggests that students who enroll lacking sufficient credits by age 16 are at risk of not graduating with their 4/ 5 year cohort peers as they require intensive intervention efforts to meet grade level standards and master content
3. Retaining qualified instructional staff and developing leadership capacity to drive a continuous cycle of improvement were a noted need.

4. Offering additional options for instructional supports and evidence-based intervention in ELA and Math

Resource Inequities Review: “Resource equity” is the allocation and use of resources: people, time, and money to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their race or income.

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:

- Graduation rate: 4/ 5-year cohort: African American, EL, FY, Hispanic, HY, LI, SWD and White
- College and Career Indicators: African American, EL, FY, Hispanic, HY, LI, SWD and White
- CAASPP ELA Achievement: SWD, LI, Hispanic, African American, EL, Foster, Homeless
- CAASPP Math Achievement: SWD, LI Hispanic, African American, EL, Foster, Homeless

Evidence Based Interventions (EBI’s):
Every Student Succeeds Act (ESSA) requires schools to implement interventions that have proven to be effective in improving learning outcomes. Evidence-based interventions need peer reviewed research or evidence to prove that they are effective at improving student achievement. ESSA categorizes evidence into 4 tiers: Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented research study. Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Options for Youth - Duarte, as a Title I school, selects EBIs due to their proven efficacy in raising student achievement outcomes.

Due to the proven efficacy OFY-Duarte will continue to use Evidence-Based Interventions (EBI) in the 2024-27 LCAP cycle with the belief that the early identification and timely intervention for students who are below grade level or lacking in foundational skills is essential to ensure that equity gaps are addressed. All students participate in Ren Star ELA and Math assessments during Fall, Winter and Spring assessment windows. Data from Ren Star assessments and input from instructional staff are used to determine whether and which EBI is appropriate based on the student’s individualized program. OFY-Duarte will be utilizing the following EBIs for the 2024-27 LCAP:

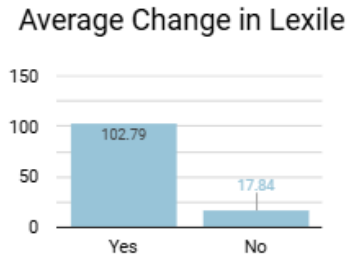
Change in RenStar Reading Scores 24-25

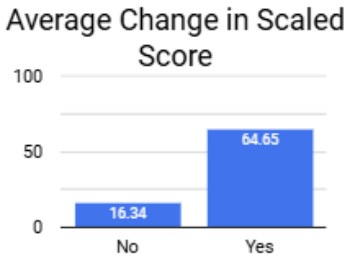
Charter: OFY Duarte (1)

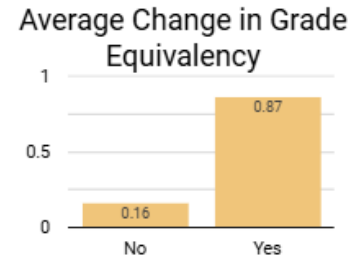
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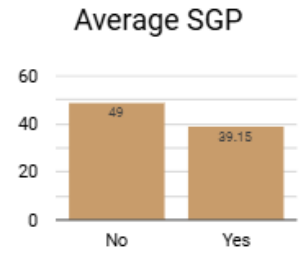
Students with 2 Tests
2,610

My Reading Path
Students enrolled
63

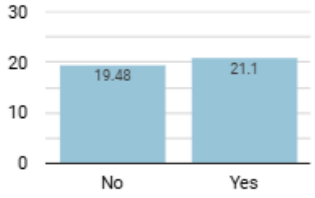


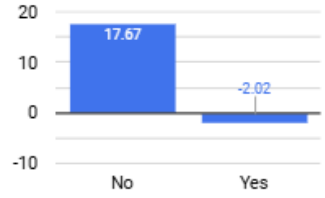


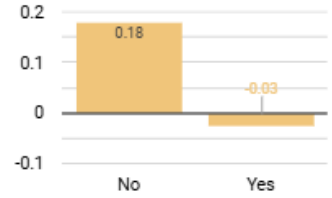


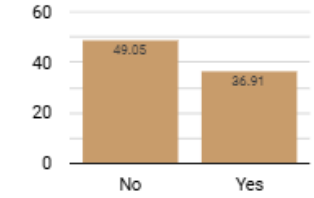


iLit
Students enrolled
69









Change in RenStar Math Scores - Fall to Winter 24-25

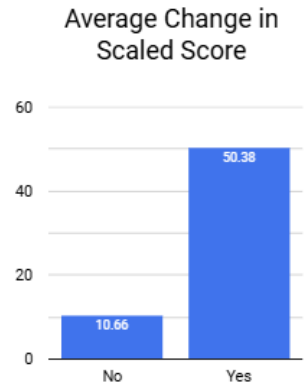
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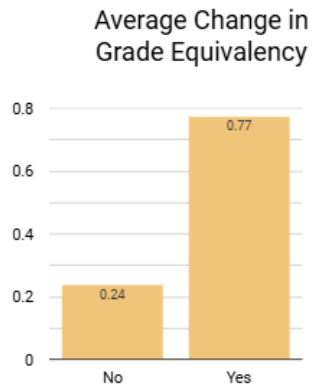
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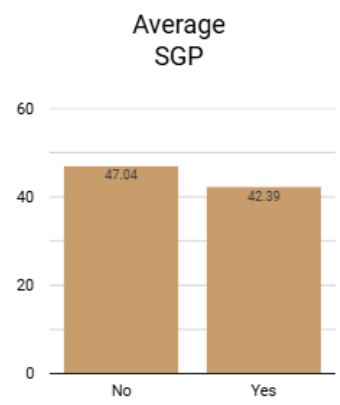
Students with 2 tests
2,649

Enrolled in My Math Path

Enrolled in My Math Path
57







Carnegie Learning a Tier I ESSA **Math** intervention, with Strong evidence for ESSA is a core math solution built for a diverse range of learners and encompasses both individual support through online coaching software Mathia and small group learning experiences which focus on learning through collaborative, teacher-facilitated experiences utilizing MATHbook software. Based on research that demonstrates the vital importance of “productive struggle.” Through Carnegie’s adaptive AI (Artificial Intelligence) platform students are assigned problem sets that foster learning, enable students to engage in collaborative activities and math discourse which supports students to learn from mistakes, persevere with complex math and recognize the development of their Math skills and competencies.

Daybreak Health - an evidence-based 1:1 teletherapy program capable of addressing a wide range of behavioral and emotional concerns and mental health challenges which may impact student’s ability to be successful both socially and academically. Students or families can self-refer and participate in Daybreak Health teletherapy for between 6-12 weeks after which time participants are supported with available community resources. Daybreak Health’s evidence-based teletherapy has been proven to drive behavioral improvements, better grades, and higher school attendance.

Edmentum Exact Path ELA/Math, a tier 2 intervention, with a Moderate evidence for ESSA rating. Exact Path is an online educational tool designed to support individualized student instruction through the Edmentum online platform. Exact Path involves an in- depth initial diagnostic assessment which drives an individualized instruction plan that focuses on skills practice. Exact Path has embedded progress monitoring checks and accessibility resources: translation and glossary. Exact Path provides students with immediate feedback and adjusts in real-time to student progress by incorporating a formative assessment approach to monitoring and adjusting student instruction. Research on the effectiveness of Exact Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using Exact Path, compared to students who did not primarily because Exact Path scaffolds the skills that students need to develop and master in order to improve mathematics achievement.

Expository Reading and Writing Curriculum (ERWC), developed in 2004 by the regents of California State University system as a tier 2 intervention, is a full-year college preparatory English course for high school seniors that uses an asset-based approach and curriculum that emphasizes rhetorical analysis of critical social issues using rigorous nonfiction texts. ERWC was selected as an evidence-based intervention for our charter as research indicates overall improvement in English Language Arts skills (reading, writing, listening and speaking) which are crucial to the success of students in a blended learning model and translate into increased growth for EL students in English language proficiency and benchmark assessment scores.

Goal Book - an ESSA Tier 2 intervention which integrates education research into a holistic solution that blends technology, professional development, services, and support to improve the effectiveness of educators. Goal Book helps educators identify present levels, write standards-aligned IEP goals, and use effective UDL strategies. Evidence has shown significant positive correlation between Goalbook usage and improved student academic performance and teacher retention.

iLit, a tier 2 intervention, was designed to provide English learners and newcomer students with digital high-intensity exposure to English language skills by making language learning visual, auditory, and interactive. iLit uses high-interest fiction and non-fiction texts to engage students and provides real-time student achievement feedback to learners and teachers so that instruction can be differentiated for each student's unique language needs. Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated instructional framework embedded within iLit and has been proven effective in addressing the academic and language needs of Diverse Learners, including EL students. In research studies the average iLit student saw an increase of 20 percentiles in vocabulary in comparison with

student's who were not assigned iLit. Additionally, students who were assigned iLit gained 23 percentiles in sentence comprehension and 5 percentiles more in overall comprehension which statistically indicates that iLit is a proven and effective intervention for EL students.

Zinc Learning Labs - an innovative online platform with a focus on evidence-based practices and science of reading principles. Zinc offers differentiated resources and embedded reading strategies in programs specifically designed to improve adolescent literacy. The program emphasizes the importance of data and tracking student progress and provides tools for teachers to assess and monitor student growth. The Zinc approach involves explicit instruction in advanced contextual analysis necessary to comprehend longer and more complex texts in high school ELA courses.

Educational Partner Engagement

Philosophy on Educational Partner Engagement: Options for Youth - Duarte is positively committed to establishing and sustaining educational partner engagement in the development of its Local Control and Accountability Plan (LCAP) thereby ensuring that all educational partners have an active voice in formulating and implementing the school's vision, priorities and goals. To successfully facilitate this engagement the school has embedded processes and positioned human capital; DELAC meetings are supported by the ELD Coaches and ELD Admin and Parent Advisory Committee is supported by two assistant principals who coordinate with OFY-D Principals, Assistant Principals and OFY-D Leadership who report directly to the Board of Directors. The charter offers parent/community engagement events, surveys, parent conferences, Back to School nights and Open House events to encourage open dialogue which ensures that Educational Partner's voice is recognized throughout school operations.

In development of the 2024-27 LCAP the charter employed several engagement strategies throughout the 2024-25 school year to elicit valuable Educational Partner feedback. The charter consulted and collaborated with DELAC, PAC, SELPA and Duarte Unified School District (chartering district) and utilized Parent Square to connect with educational partners to improve student outcomes for all students. Through direct feedback from educational partners gathered from achievement chats, surveys, back to school nights/open house, professional learning communities, and survey this feedback was collated and incorporated as the voice of educational partners in the 2024-27 LCAP. OFY-Duarte's commitment to Educational Partner engagement is reflected in the 2024-27 LCAP through Goal 4 Action 1: Multi-Tiered System of Supports (MTSS) Action 2: Enhancing School Climate and Safety and Goal 5 Action 4: Educational Partner Liaison - Title 1, Action 6: Parent and Family Engagement-Title I Action 7: Homeless and Foster Youth Program/Supplies Title I, Action 8: Threat Assessment Training

***Parent Advisory Committee (PAC)*:** OFY-Duarte has established its own Parenting Advisory Committee which meets at 7 times during the 2024-25 academic year: 9/10/24 , 10/8/24, 11/5/24, 1/21/25, 2/11/25, 4/8/25, 5/20/25. PAC is composed primarily (51%) of parents/guardians with charter staff facilitating PAC meetings. Due to the geographically wide OFY-D charter PAC meetings are conducted virtually with a rotating center for parents who may wish to attend in person. PAC is an advisory body for the use of federally allocated Title Funds and school leadership updated Title Funds spending each semester, or when there is a change to allocations or allowable uses. An updated draft of the charter's goals, metrics, and actions was presented to PAC on May 20, 2025 and educational partners were provided an opportunity to submit feedback via a survey before the 2024-27 LCAP was finalized.

District English Learner Advisory Committee (DELAC): OFY Duarte established a District English Learner Advisory Committee (DELAC), which meet 7 times during the 2024-25 academic year: 9/10/24, 10/8/24, 11/5/24, 1/21/25, 2/11/25, 4/8/25, 5/20/25. DELAC is composed primarily (51%) of parents/guardians with charter staff facilitating DELAC meetings. Members of DELAC are elected to the DELAC, but

meetings are open to non-elected members, parents and educational partners. Meetings are presented virtually in both English and Spanish and DELAC promotional material is available in: English, Spanish, Russian, Armenian, Urdu, Persian on the ofy-d.org website.

OFY-Duarte's DELAC acts as its English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), as such reviews and comments on the development or annual update of the Local Control and Accountability Plan (LCAP). DELAC was presented with an updated draft of LCAP on May 20th, 2025 Additional DELAC responsibilities include: Development of a district master plan for education programs and services for English learners, conducting of a district wide needs assessment on a school-by-school basis, establishment of district program, goals, and objectives for programs and services for English learners, development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirement, review and comment on the school district reclassification procedures. review and comment on the written notifications required to be sent to parents and guardians. Before finalizing the 2024-27 LCAP DELAC members provided feedback based on the updated draft of our goals, metrics, and actions presented in the May 20, 2025 meeting.

SELPA: Special Education Local Plan Area.
OFY-Duarte works collaboratively with our educational partner, East San Gabriel Valley SELPA, who provide special education and related services to students with disabilities to ensure that SWD receive appropriate support and services as identified in their Individualized Educational Plan (IEP). Additionally, SELPA monitors special education practices and data continuously to determine whether practices are in line with Section 504 regulation which requires a school district to provide students with disabilities a "free appropriate public education" or FAPE. An updated draft of our 24-25 goals, metrics, and actions was presented to the SELPA on May 22nd 2025 to provide an opportunity for feedback before finalizing LCAP 2024-27. SELPA commended the charter on their continued focus and passion for serving at-promise youth.

Student Achievement Chats: Instructional staff communicate regularly, at least monthly, with educational partners on matters related to academic progress and student behavior/school climate. Additionally, each semester educational partners; parents and guardians, are provided an opportunity to formally meet and collaborate with instructional staff in Student Achievement chats. During these formal meeting personalized learning plans are reviewed and may be adjusted as student needs develop. Parents/Guardians are invited to provide feedback on the charter school program and this feedback is communicated to the school site leadership for review and consideration. Through this collaborative process the charter is available to explore and act on the needs of the school community.

LCAP Surveys: The charter partnered with Panorama Education to improve student outcomes in social-emotional learning, school climate and family engagement through development of school climate surveys which drive the development of the 2024-27 LCAP. Panorama Education's survey format supports charter schools in identifying school climate needs, resource inequities, and stated school priorities through in-depth survey data analysis. In October 2024 and again in March 2025 the charter requested feedback from: staff, students and parents/guardians on a range of pertinent topics including: school climate, school safety, student engagement, student achievement, connectedness to the school community, curriculum, instruction and school
leadership.

Family Engagement Events: In alignment with OFY-Duarte's Philosophy on Educational Partner Engagement the charter is delighted to welcome families to Fall 2024 and Spring 2025 family engagement events which are hosted at every school site. School sites offer Back to School/Open House and LCAP events which all provide an opportunity to work collaboratively with families in reviewing and restating LCAP goals and progress markers. Events throughout the charter occurred: SFV and High Desert Regions: 8/7/24, 8/16/24, 5/21/25, 5/22/25, 5/28/25. Los Angeles Jaguars: 8/1/24, 10/28/24, 1/10/25, 3/28/25, 4/11/25 Los Angeles Phoenix: 9/21/24, 9/26/24, 10/2/24,12/19/24, 1/07/025,

01/09/25, San Gabriel Valley: 7/02/24,10/23/2024, 6/23/25, Long Beach region: 09/12/24, 09/19/24, 09/25/24, 10/03/24, 01/06/25 Online Program: 09/10/24, 12/05/24, 05/18/25. These engagement events open parents to support which can seek to reduce or eliminate barriers to participation in the school community.

Teacher/Staff Meetings/ PLCs: Instructional staff are invited to engage with instructional coaches and Assistant Principals of Instructional Programs (APIPs) in data-driven Professional Learning Communities (PLCs) which provide dedicated time and working space to explore current student achievement data, provide data-based adjustments to support overall student achievement and individual student learning plans and provide invaluable curriculum and program feedback. In addition, instructional staff participate in regular ongoing training, professional learning workshops, attend yearly subject matter conferences and bring new strategies, resources and feedback which informs LCAP development. Staff meetings provide an essential conduit, for all staff, from and to school leadership and are designed for exploring student achievement outcomes, school connectedness, school climate and staff satisfaction with leadership direction.

OFY-Duarte's Board of Directors*:* The OFY-Duarte Board of Directors meet monthly virtually with a rotating center always open to the public. Meeting agendas are posted beforehand on the school's website https://ofy-d.org/ and at each of the school's 18 school site entrances. Our educational partners are always welcome to provide comments during public comments. Per Ed Code, the board of directors was updated on the 24-25 goals, metrics, and actions on May 29th, 2025 prior to voting to adopt the 25-26 LCAP on June 27, 2025.

Monitoring and Evaluating Effectiveness

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

OFY-Duarte is committed to a cycle of continuous improvement to ensure the effective implementation of the 2024-27 LCAP, which embeds in it its School Plan for Student Achievement (SPSA), and Comprehensive Support and Improvement (CSI) Plan. The charter will monitor and evaluate progress by collecting and analyzing both external and internal data sources to measure student achievement and school performance.

Data Collection and Review

To track key performance indicators, OFY-D will analyze data from:

- External Data Sources: California School Dashboard, CAASPP, CAST, ELPAC and other state-mandated assessments.
- Internal School Data: Tableau reports, Renaissance Star Benchmark testing, formative assessments from Small Group Instruction (SGI), and independent study course assessments.
- Progress monitoring will take place on an ongoing basis, with academic month-end reviews and quarterly progress evaluations. Data trends, performance metrics, and implementation updates will be shared with educational partners during:

Educational Partner Engagement Events

- Achievement Chats (including student-led conferences)
- Progress Reviews (including IEP meetings)
- Parent Advisory Committee (PAC) Meetings
- District English Learner Advisory Committee (DELAC) Meetings

These opportunities ensure that families, staff, students and key Educational Partners are engaged in the decision-making process and actively participate in school improvement efforts.

Implementation Monitoring and Continuous Improvement
OFY-D's leadership team will review student achievement data each academic month, collaborating with:
- Instructional coaches
- Teachers and support staff

Ren Star Fall, Winter, and Spring benchmark assessments will be used to develop and refine differentiated intervention plans for students performing below grade level or benchmark expectations. Data from Evidence-Based Interventions (EBIs) will form the foundation of Professional Learning Communities (PLCs), where instructional staff will analyze student progress, adjust strategies, and ensure alignment with the LCAP/SPSA/CSI plan.

Building Capacity for Continuous Improvement
OFY-D is dedicated to enhancing schoolwide and educational partner capacity for continuous improvement by providing:
• For Instructional Staff:
- Targeted professional development
- On-site coaching from instructional coaches
- Access to professional learning from educational organizations throughout California
- Access to real-time student data to inform individualized learning plans

• For Parents and Guardians:
- Educational Partner engagement events to support student learning at home
- Opportunities to review data and provide input at PAC and DELAC meetings
- Access to resources and training to support student success

Through these structured, data-driven processes, OFY-Duarte will continuously evaluate and refine the LCAP, SPSA, and CSI Plan, ensuring that all students—particularly those most in need—receive the support and interventions necessary to achieve academic success.

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
Philosophy on Educational Partner Engagement	Options for Youth – Duarte's philosophy on Educational Partner Engagement is grounded in our core principles: Mutual Trust, Mutual Respect, Compassion, Integrity and Resilience which guide the work of all teachers, leadership and staff to affect meaningful change in the at-promise communities which we serve. Fostering Strong Relationships: We emphasize creating meaningful connections among staff, students, parents, and the community through transparent communication, active listening, and shared decision-making. Collective Responsibility and Cooperation: We believe that every individual plays an important role in creating a supportive and inclusive educational environment. Staff, students, parents, and the community are encouraged to work together and take collective responsibility for the school's goals, growth and ambitions. Promoting Equity and Inclusivity: We are committed to fostering equity and inclusivity by celebrating diversity, addressing systemic biases, and providing equal opportunities for all partners to engage and meaningfully contribute. Commitment to Excellence: We are dedicated to a cycle of continuous improvement. Through this cycle we invite feedback and suggestions from staff, students, parents, and the community, and are consistently evaluating and refining our practices and processes to ensure they align with school and community goals and effectively facilitate student learning and growth.
Parents and Guardians	OFY- Duarte is committed to forging meaningful partnerships with parents and guardians that will guide our day-to-day interactions, support our mission and develop our collective vision for equitable learning outcomes for all students. From enrollment on, parents and guardians are invited to actively participate in strengthening our school community whether that be as PAC members, DELAC members, participants in parent-teacher conferences, IEP meetings, Open House or taking the time and care to complete Fall 2024 and Spring 2025 School surveys. Site leadership is readily accessible to all parents who may need clarification on their student's progress or support locating additional resources to ensure student success.
Charter Staff (teachers, support staff, principals, administrators, other school personnel	Charter staff were invited to collaborate in LCAP development through: weekly center meetings, LCAP goal review initiatives, LCAP Educational Partner engagement events and in-services. During regional in-services current and previous year LCAP data and monthly student achievement data was reviewed to identify focus areas, root causes and a theory of improvement or action was developed. For the February 2025 Comprehensive Needs Assessment (CNA) a diverse section of charter staff was invited to participate in examining student achievement data. Staff informally reported that they felt "valued" and "honored" to have been requested to participate in the CNA process and offer their nuanced insights.

Students	At OFY, inspiring students inspires us. We believe the student-teacher relationship is critical to the development of a young person's social, emotional, and academic well-being. When you visit one of our resource centers, you'll find students working one-on-one with highly qualified, passionate teachers and advisors. Students are invited to share their feedback and suggestions through surveys, at review meetings and by participating in both PAC and student council/student leadership groups. We take enormous pride in the quality of our staff and the deep connection that each of them shares with every OFY student.
Special Education Local Plan Area (SELPA)	OFY-Duarte works collaboratively with our educational partner, East San Gabriel Valley SELPA, who provide special education and related services to students with disabilities to ensure that SWD receive appropriate support and services as identified in their Individualized Educational Plan (IEP). Additionally, SELPA monitors special education practices and data continuously to determine whether practices are in line with Section 504 regulation which requires a school district to provide students with disabilities a "free appropriate public education" or FAPE. An updated draft of our 24-25 goals, metrics, and actions was presented to the SELPA on May 22nd 2025 to provide an opportunity for feedback before finalizing LCAP 2024-27. SELPA commended the charter on their continued focus and passion for serving at-promise youth.
Chartering District Duarte Unified School District (DUSD)	On May 22nd, 2025 members of the charter leadership team met with the authorizing district; Duarte Unified and shared 2024-25 LCAP goal growth and a preview of 2025-26 goals and actions. Options for Youth - Duarte charter shared with the chartering district that they were currently meeting 61.9% of 2024-27 LCAP metrics. The chartering district took a keen interest in the charter's Differentiated Assistance progress and encouraged sustainability of DA improvement implementation.
District English Learner Advisory Committee (DELAC)	OFY Duarte established a District English Learner Advisory Committee (DELAC) and the committee acts as the charter's English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), and as such reviews and comments on the development or annual update of the Local Control and Accountability Plan (LCAP). DELAC was presented with timely updates on LCAP goals and actions throughout 2024-25 and provide feedback on the 2025-26 LCAP updated draft on May 20th, 2025. DELAC is composed primarily (51%) of parents/guardians with charter staff facilitating the virtual DELAC meetings. Members of DELAC are elected to the DELAC, but meetings are open to non-elected members, parents and educational partners. Recruitment for DELAC is continuous and parents and guardians of English Learners are invited to attend regular meetings in which Spanish translation is always offered. DELAC meetings are posted at all school sites at least 72 hours in advance. Accommodations are available to reduce participation barriers including access to hotpots and Chromebook.

Parent Advisory Committee (PAC)	OFY-Duarte in accordance of California Education Code (Ed. Code) sections 52063, 52069 established a Parent Advisory Committee (PAC)which is composed primarily (51%) of parents/guardians with charter staff facilitating virtual PAC meetings. Recruitment for PAC is continuous and parents are encouraged to join PAC when they first enroll students. In addition to advising on LCAP goals and actions, PAC is also an advisory body for the use of federally allocated Title Funds. Timely updates on Charter progress for the 2024-27 LCAP were provided to PAC throughout the 2024-25 academic year. PAC members have the option of Spanish translation at the meeting and on feedback surveys and collecting hotspots and Chromebook to participate virtually in PAC meetings.
Board of Directors	**Board of Directors Meetings:** Options for Youth - Duarte, as the Local Educational Agency (LEA), provided charter updates and opportunities for feedback on the progress of 2024-25 LCAP goals, actions and metrics to the Board of Directors in 2024-25 board meeting dates: 07/25/24, 09/19/24, 11/22/24, 01/30/25, 04/08/25, 05/29/25 and 06/27/25. All meetings of the Board of Directors are accessible to the public, with written agendas made available beforehand each meeting and displayed prominently at each school site and on the school's website ofy-d.org. Educational partners and members of the public are welcomed and encouraged to provide their comments during the specified public comment period. The LEA provided an opportunity for Educational Partners and the public to comment in compliance with Education Code section 52062(a)(3), 52062(b)(1) or 52068(b)(1). The LEA provided written notification of the opportunity for public comment concerning the specific goals, actions and related expenditures proposed in the 2025-26 Local Control and Accountability Plan (LCAP). Written notifications were publicly posted at all school sites and on the school website: ofy-d.org, at least 72 hours prior to the scheduled Board Meeting, on May 29, 2025. LACP was listed as agenda item B.3 OFY-D Public Hearing on the 2024-2027 Local Control and Accountability Plan (“LCAP”) for Fiscal Year 2025-2026. Subsequently, the LEA approved the 2025-2026 LCAP during a public Board Meeting convened on June 27, 2025, in accordance with Education Code section 52060(b)(2) or 52068(b)(2). The Board officially approved and adopted the LCAP during this meeting after a comprehensive review and consideration of all feedback from Educational Partners.

Insert or delete rows, as necessary.

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

OFY - Duarte remains committed to a collaborative, data-driven approach to school improvement, ensuring that educational partner feedback directly informs the development and refinement of the 2024-27 LCAP (2025-26 version). The charter engaged students, families, staff, and community educational partners through PAC and DELAC meetings, engagement events, and direct feedback mechanisms to assess student needs and refine strategic priorities.

Educational partner feedback from 2024-25 has influenced goals, metrics, actions, and budget allocations in the following ways:
Supporting Students with Disabilities (SWD) – Actions Added to Goal 1

Following feedback from the SELPA and Special Education educational partners, OFY-D added Goal 1, Actions 6 and 7, ensuring improved support and monitoring for students with disabilities (SWD):

- Goal 1, Action 6 – IEP Service Delivery: To ensure equitable learning outcomes for SWD, the charter will monitor IEP service delivery and provide SES staff with training and support to identify disproportionality and implement evidence-based interventions (EBI) for students performing below grade level.
- Goal 1, Action 7 – SES Teacher Retention and IEP Compliance Monitoring: The charter will provide SES staff with additional resources to ensure timely and accurate IEP reporting compliance within state and federal timelines, reinforcing commitment to FAPE (Free Appropriate Public Education) and high-quality services for SWD.

Following feedback from PAC and DELAC parents at the February 11, 2025 meetings the allocation was increased for Goal 5 Action 5, in order that the charter school provide more academic interventions and support for students below grade level in ELA and Math with Title funds.

- Goal 5, Action 5 - Student Initiatives - Title I

The charter will introduce new evidence-based interventions (EBIs) for both ELA and Math that meet ESSA requirements for effectiveness or research-based: Zinc Learning (ELA) and Carnegie Learning (Math)
Enhancing Social-Emotional Learning and Student Support Services – Refinements to Goal 4
Based on feedback from PAC and DELAC members, the charter reviewed and adjusted funding allocations for Goal 4, Actions 1 and 2, in response to the expressed need for stronger social-emotional learning (SEL) and student support services.

- Goal 4, Action 1 – Multi-Tiered System of Supports (MTSS) for At-Promise Students: Through a holistic SEL framework, this action integrates academic and experiential learning supports, ensuring personal growth, resilience, and interpersonal skill-building. The refined budget allows for expanded student engagement opportunities and personalized interventions.
- Goal 4, Action 2 – Enhancing School Climate and Safety: In response to concerns about school connectedness and safety, the charter allocated additional resources to improve perceptions of school climate and student well-being. The charter is expanding student engagement programming, trauma-informed supports, and community partnerships to create a nurturing, secure environment conducive to learning.

Responding to Differentiated Assistance (DA) Designation – Development of Goal 2 Actions

Following the Fall 2024 California Schools Dashboard release, OFY-D was identified for Differentiated Assistance (DA) in Graduation Rate (Priority 5) and College & Career Readiness (Priority 8) for the following eight student groups:

- Black/African American
- English Learners (ELs)
- Foster Youth (FY)
- Hispanic
- Homeless Youth (HY)

- Socioeconomically Disadvantaged (LI)
- Students with Disabilities (SWD)
- White

To further analyze equity gaps, charter leadership formed a Differentiated Assistance Team who received training from LACOE and then, during Fall 2024, engaged charter leadership (Assistant Principals, APIPs, APIOs and Principals) in equity driven data dives and root cause analysis, using the Fishbone diagram, , engaging directly with educational partners to uncover resource inequities. Feedback gathered during this process informed the analysis of Goal 2, Actions 1-4:

- Goal 2, Action 1 – Workforce Exploration and Career-Focused Opportunities: Students will receive personalized career exploration experiences, expanding access to work-based learning aligned with student goals.
- Goal 2, Action 2 – Academic and Postsecondary Planning for Homeless and Foster Youth: Dedicated strategic planning, individualized support, and resources will be provided to Homeless and Foster Youth, ensuring improved academic stability and postsecondary transitions.
- Goal 2, Action 3 – Improving Access to Dual Enrollment and CTE Programs: To reduce participation barriers, the charter will provide personalized student support and transportation assistance, ensuring greater equity in access to college and career pathways.
- Goal 2, Action 4 – Targeted Subgroup Graduation Monitoring and Interventions: OFY-D will track and support graduation rates and College and Career Indicators (CCI) for all students, with a particular focus on the eight student groups identified for DA.

The 2024-27 (2025-26 version) LCAP reflects a direct response to educational partner feedback, ensuring that budgeted expenditures, goals, and actions address the needs of students and families. The structured engagement process allowed OFY-Duarte to identify key student needs, prioritize funding, and refine strategic interventions—ensuring measurable progress in academic success, student well-being, and postsecondary readiness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Our goal is to ensure that every student receives personalized support and instruction in English and Math, tailored to their individual needs. By providing a wide range of courses and materials aligned with state standards, the charter aims to support students to improve Standard Met/Standard Exceeded by at least 15% by 2027 as measured by achievement in local and state assessments.	Broad

State Priorities this goal.

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

An explanation of why the LEA why the LEA has developed this goal.

A comprehensive review of both quantitative and qualitative data has reinforced the need for intense intervention and support in Mathematics and continued intervention support for English Language Arts (ELA). While progress has been made, disparities in performance across student groups indicate the necessity for early identification and systems of support.

Performance Data and Identified Challenges:
Mathematics Performance – Orange Performance Level
Mathematics performance improved by 12.3 points yet remains 148.6 points below the standard, demonstrating an urgent need for ongoing intervention.

Disaggregated subgroup data further highlights persistent achievement gaps:

📌 Fall 2024 Data:

- Students with Disabilities: 199.2 points below standard (↓ 5.7 points)
- African American Students: 172.6 points below standard (↑ 33.5 points)
- English Learners: 187.4 points below standard (↑ 20.2 points)
- Long-Term English Learners: 209.5 points below standard (↑ 13.7 points)
- Socioeconomically Disadvantaged Students: 156.6 points below standard (↑ 15 points)
- White Students: 116.8 points below standard (↑ 21.9 points)

📌 Fall 2023 Data for Comparison:
- Mathematics received an Orange Indicator on the California School Dashboard.
- Overall Mathematics performance: 160.8 points below standard.
- Student groups identified with Low Performance:
- Hispanic students: 162.3 points below standard (↑ 19.8 Points)
- Socioeconomically disadvantaged students: 171.6 points below standard (↑ 13.1 Points)
- Students with disabilities: 193.5 points below standard (↑ 31.1 Points)

Additional Needs Assessment Findings (February 2025):
MATH CAASPP DATA - Orange Indicator
- 90.53 of English Learners did not meet the standard for CAASPP Math
- 90.32% of Students with Disabilities did not meet the standard for CAASPP Math
- 82.28% of African American students did not meet the standard for CAASPP Math
- 79% of Hispanic students did not meet the standard for CAASPP Math
- 77.83% of Socioeconomically Disadvantaged students did not meet the standard for CAASPP Math
- 76% of Homeless students did not meet the standard for CAASPP Math

ELA CAASPP Data - Orange Indicator
ELA performance maintained stable 0.4 points, with 35.4 points below standard for All students however subgroup data highlights disparities for English Learners and Students with Disabilities and the need for continued instructional support
- 68.09% of EL students did not meet the standard for CAASPP ELA
- 54.92% of Students with Disabilities did not meet the standard for CAASPP ELA

📌 Fall 2024 Data:
- Students with Disabilities: 99.2 points below standard (↓ 10.9 points)
- African American Students: 56.6 points below standard (↑ 18.9 points)
- English Learners: 104.1 points below standard (↑ 19.6 points)
- Long-Term English Learners: 105.4 points below standard (↑ 34.6 points)
- White Students: 36.3 points below standard (↓ 20.5 points)

📌 Fall 2023 Data for Comparison:
Overall ELA performance: 35.8 points below standard.

Additional Needs Assessment Findings (February 2025):
- 68.09% of EL students scored in the Standard Not Met category.
- 44% of Homeless and 54.92% of SWD students scored in the Standard Not Met category.
- 33.75% of African American students and 33.19% of Hispanic students scored in the Standard Not Met category.
- 34% of Low-Income students scored in the Standard Not Met category.

Addressing the Challenges Through Goal 1
To address these challenges and improve student achievement, Goal 1 focuses on:
• Expanding intervention strategies in ELA and Math to close achievement gaps and support all student groups.
• Providing early, targeted intervention for students performing significantly below standard.
• Ensuring equitable access to additional instructional time, personalized learning supports, and data-driven instruction.

By implementing these targeted strategies, OFY-Duarte aims to:
• Improve performance across all student groups on the California School Dashboard.
• Support students in developing the foundational skills necessary for success in advanced coursework.
• Increase the percentage of students meeting or exceeding standards in both Math and ELA.

With a renewed focus on intervention, instructional support, and Educational Partner collaboration, Goal 1 serves as a foundation for measurable student growth over the 2024-27 LCAP cycle.

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 in CAASPP 11th Grade scores Standard Met/Exceeded in ELA	2021-22 CAASPP Data: 30.7% Standard Met/Exceeded 2022-23 CAASPP Data: 35.75% Standard Met/Exceeded +5.05% increase	2023-24 CAASPP Data: 40.50% Standard Met/Exceeded	Not Applicable until 2026	By the end of the 3-year cycle, the charter will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 10% on the CAASPP ELA test.	4.75%↑
Metric #2	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in Math	2021-22 CAASPP Data: 2.48 % Standard Met/Exceeded 2022-23 CAASPP Data: 4.05 % Standard Met/Exceeded +1.57% increase	2023-24 CAASPP Data: 9.97% Standard Met/Exceeded	Not Applicable until 2026	By the end of the 3-year cycle, the charter will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 5% on the CAASPP Math test.	5.92%↑
Metric #3	Moving out of Urgent Intervention by increasing Quantile scores in Ren Star Math	22-23 Internal Data: 29.16% 23-24 Internal Data: 26.47%	23-24 Internal Data: 756 24-25 Internal Data: 762 .73% increase	Not Applicable until 2026	Over the 3-year cycle, the charter will increase the Quantile scores in RenStar by an average of 5%.	0.73% ↑
Metric #4	Moving out of Urgent Intervention Ren Star ELA by increasing Lexile scores	22-23 Internal Data: 28.25%% 23-24 Internal Data: 25.53%	23-24 Internal Data: 1116.9 24-25 Internal Data: 1130.3 1.19% increase	Not Applicable until 2026	Over the 3-year cycle, the charter will increase the Lexile scores in RenStar by an average of 5%.	1.19% ↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

During the 2024–25 academic year, OFY Duarte effectively executed initiatives that corresponded with Goal 1: concentrating on elevating ELA and mathematics performance for all students, especially: Students with Disabilities (SWD), Low-Income (LI), Long Term English Learners (LTEL) and English Learners (EL) students, African American, Hispanic and Homeless students. Through targeted, data-driven interventions in ELA and Math, Goal 1 aims to close achievement gaps and ensure all students have equitable access to personalized evidence-based interventions and additional instructional time and support.

Implementation Success
CAASPP results are a lagging indicator of the effectiveness of targeted, personalized interventions and although the 2024 CAASPP results showed subgroup improvement in Math: African American Students: +33.5 points, English Learners: +20.2 points, Long-Term English Learners: +13.7 points, Socioeconomically Disadvantaged Students: +15 points, White Students: +21.9 points and ELA: African American Students: +18.9 points, English Learners: +19.6 points, Long-Term English Learners: +34.6 points. Benchmark Assessments (Action 3, Metrics 3 & 4) showed modest gains of Lexile increases: +1.19% of students, and Math quantile increases: +0.73%.It is noted that students are still far below CAASPP standard and grade level in foundational ELA and Math skills.

Implementation Challenges
CAASPP 2024 results revealed all students are below the standard for ELA: -35.4 points, Math: -148.6 points. with declines in achievement among student subgroups for both ELA: White Students: -20.5 points, Students with Disabilities: -10.9 points and Math: Students with Disabilities: -5.7 points. Urgent attention is being harnessed to address Very Low Math achievement.

Challenges also remain with ensuring students have had sufficient exposure, practice and success with question and task types aligned with CAASPP assessments before they are required to be tested. Students who enroll often have incomplete credit profiles in ELA and Math and the charter continues to address these foundational deficits by assigning personalized evidence-based interventions. For students who are already far behind their peers in core credits EBI's take time and elective space and do not contribute to Core Course Completion. As a result of these challenges, the charter has begun exploring the use of AI tools to provide real-time Math skill interventions in tandem with Core Math instruction.

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

The LEA has successfully executed the initiatives and effectively implemented the actions outlined in Goal 2, and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2024–25 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

Early implementation data indicates that specific actions under Goal 1—particularly those tied to ELA and Math interventions (Action 2, Metrics 3 & 4)—are showing modest but measurable gains. Renaissance Star benchmark results demonstrate a 1.19% increase in ELA performance and a 0.73% increase in Math. While incremental, these gains suggest initial effectiveness of the evidence-based interventions (EBIs) implemented to close skill gaps among targeted student groups. Additionally, informal qualitative feedback collected from students after the CAASPP administration indicates a positive shift in academic confidence, with several students reporting that they felt “prepared” for the assessment. This feedback supports the emerging effectiveness of implemented actions, though a full evaluation will depend on the publication of CAASPP 2025 results, which serve as a summative measure of progress.

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.

For 2025-26 the charter has included an additional action to Goal 1. Action 8: Comprehensive Support and Improvement (CSI) funds to Support Graduation Rate, ELA and Math Progress addressed critical needs in ELA, Math and overall student graduation progress. OFY-Duarte will use CSI funds to support a comprehensive needs assessment and root causes of low student achievement and progress. CSI funds will support the implementation of evidence-based programs, including Carnegie Math and Zinc Learning Labs to build ELA skills and increase reading comprehension.

The charter has planned no other changes to the 2025-26 planned goal, metrics, target outcomes, or actions for Goal 1, as these have not been identified as ineffective over a three-year period. Therefore, no changes are required under the statutory requirement to modify ineffective actions. The charter will continue to monitor subgroup data and review program fidelity to ensure sustained 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	Recruitment and Professional Learning	The charter aims to recruit, retain, and empower highly qualified staff members who are dedicated to fostering inclusive learning environments by offering staff professional learning focused on providing targeted interventions and strategies tailored to the needs of diverse learners, including Foster Youth (FY), Low Income (LI), Homeless Youth (HY), and Students with Disabilities (SWD).	$2,215,578.00	Yes
Action #2	Benchmark Assessments and Interventions	Following administration of Benchmark Assessments all students scoring at the Urgent Intervention level in reading and math will be assigned an Evidence Based Intervention to support the growth in ELA and Math skills.	$1,974,200.00	Yes
Action #3	EL Instruction, Support, and Language Acquisition Programs	The Charter will assign evidence-based intervention programs to English Learners to support in the development and strengthening of English language acquisition skills necessary to access core curriculum.	$906,600.00	Yes
Action #4	Broad Course of Study	All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	$2,073,194.00	Yes
Action #5	21st Century Skills and Education Technology	The Charter will provide Educational Partners with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction in the 21st century.	$904,900.00	Yes
Action #6	IEP service delivery	To ensure equitable learning outcomes for SWD the charter will monitor IEP service delivery. Additionally, SES staff will receive training and support to identify disproportionality and to examine data to assign evidence-based intervention to SWD who are below grade level.	$236,000.00	No
Action #7	SES teacher retention and Monitoring IEP compliance	The charter will provide Special Education staff additional resources, training, coaching and time to ensure the accurate IEP reporting and goal implementation, in accordance with State and Federal guidelines.	$827,420.00	No

Action #8	Comprehensive Support and Improvement (CSI) Funds to Support Graduation Rate, ELA and Math Progress	OFY-Duarte will use CSI funds to support a comprehensive needs assessment and root cause analysis aimed at addressing low graduation rates, high chronic absenteeism, and low performance in ELA, Math, and College/Career readiness. Funds will support the implementation of evidence-based programs, including **Carnegie Math** for targeted math intervention and **Zinc Learning Labs** to build ELA skills and reading comprehension. These programs align with LCAP goals and will be supplemented by instructional supports and progress monitoring tools.	$421,191	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	As mentioned in the Annual Performance section of the LCAP our charter is focused on enhancing College and Career readiness and graduation rates for all student demographics, including African American, EL, HY, FY, LI, SWD, Hispanic, and White students. By 2027, our goal is to elevate each indicator and student group from a red to orange color designation on the CA dashboard.	Focus

State Priorities this goal.

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

An explanation of why the LEA why the LEA has developed this goal.

Goal 2 was developed in response to the LEA qualifying for Differentiated Assistance and low graduation and college/career outcomes and syncs with Goal 1 as post-secondary preparedness and graduation both need foundational skills in ELA and Math.
The Fall 2024 California School Dashboard data shows some improvements including in Math sub groups but also highlights continued challenges, reinforcing the need for this goal, targeted monitoring for student subgroups, additional academic support, and evidence-based interventions.

Performance Data and Identified Challenges
College and Career Readiness – Orange Performance Level
The College and Career Indicator improved from 4.4% (Fall 2023) to 6.5% (Fall 2024), an increase of 2.1 percentage points. However, most student groups remain in the Red category, emphasizing the need for ongoing intervention and expansion of postsecondary preparation programs.

📌 Fall 2024 Data – College/Career Indicator by Student Group:

- African American: 1.2% Prepared (↓ 3.0%) – Declined
- English Learners: 1.3% Prepared (↓ 0.7%) – Maintained
- Homeless Youth: 1.2% Prepared (↓ 1.5%) – Maintained
- Long-Term English Learners: 1.6% Prepared (↑ 1.6%) – Maintained
- Socioeconomically Disadvantaged: 5.5% Prepared (↑ 1.1%) – Maintained
- Students with Disabilities: 0.4% Prepared (↑ 0.4%) – Maintained

📌 Fall 2023 Data for Comparison:
College and Career Indicator: 4.4% of students were prepared (Red Performance Level).
While the overall increase is a positive trend, the extremely low preparedness rates among ELs, Homeless Youth, and African American students highlight the need for more robust postsecondary planning, expanded CTE opportunities, and targeted interventions.

Graduation Rates – Red Performance Level
The 4/5-year cohort graduation rate increased from 27.5% (Fall 2023) to 32.1% (Fall 2024), reflecting an overall improvement of 4.6 percentage points. However, all student groups remain in the Red category, with some groups still experiencing declines.

📌 Fall 2024 Data – Graduation Rate by Student Group:
- African American: 24.7% Graduated (↓ 4.8%) – Declined
- English Learners: 25.1% Graduated (↑ 6.8%) – Improved
- Foster Youth: 22.4% Graduated (↑ 2.9%) – Improved
- Hispanic: 29.8% Graduated (↑ 3.8%) – Improved
- Homeless Youth: 25.7% Graduated (↑ 5.9%) – Improved
- Long-Term English Learners: 22.3% Graduated (↑ 7.6%) – Improved
- Socioeconomically Disadvantaged: 31.2% Graduated (↑ 4.4%) – Improved
- Students with Disabilities: 25.9% Graduated (↑ 4.7%) – Improved
- White Students: 50% Graduated (↑ 16.5%) – Improved

📌 Fall 2023 Data for Comparison:
Overall 4/5-year Graduation Rate: 27.5% (Red Performance Level).
While most student groups saw increases in graduation rates, the African American subgroup declined by 4.8 percentage points, and the African American high school Drop Out rate was 1.3% higher at 8.2% compared with 6.9% for all students, these two data points highlight a critical need for targeted support, credit recovery programs, and dropout prevention efforts.

Additionally, the transition from the DASS 1-year graduation rate to the 4/5-year cohort model has had significant implications for how graduation rates are measured, requiring a shift in intervention strategies. The charter will continue tracking the DASS 1-year graduation rate internally, aiming to meet the ESSA 68% benchmark while also working toward meaningful progress on the 4/5-year rate.

Differentiated Assistance and Educational Partner Input

Due to low performance in both College and Career Indicators and Graduation Rates, OFY-Duarte was identified for Differentiated Assistance (DA) in Fall 2023 and Fall 2024, impacting the eight student groups listed above.

Addressing the Challenges Through Goal 2
To improve graduation rates and College and Career readiness, Goal 2 focuses on:
• Increasing access to workforce exploration and career-focused opportunities (Goal 2, Action 1).
• Providing targeted academic and postsecondary planning for Homeless and Foster Youth (Goal 2, Action 2).
• Expanding access to Dual Enrollment and Career Technical Education (CTE) programs (Goal 2, Action 3).
• Implementing targeted subgroup graduation monitoring and interventions (Goal 2, Action 4).

Additionally, Goal 1 actions are closely aligned with Goal 2, as improved ELA and Mathematics proficiency directly impacts students' ability to complete A-G course requirements and succeed in college-level coursework. By strengthening foundational academic skills, students will be better prepared for college and career pathways.

Expected Impact and Future Growth
• By implementing these targeted strategies, OFY-Duarte aims to:
• Increase the percentage of students classified as "Prepared" on the College and Career Indicator
• Raise the 4/5-year Graduation Rate across all student groups, with a particular focus on African American, EL, and Foster Youth students.
• Close performance gaps by expanding access to career exploration, academic counseling, and credit recovery opportunities.

Through sustained intervention, Educational Partner engagement, and data-driven decision-making, OFY-Duarte is committed to ensuring that all students graduate with the skills and knowledge necessary to 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	A-G completion	22-23 Data: 13.9% Completion 23-24 Data: 9% Completion	24-25 Data: 23.0%	Not Applicable until 2026	By the end of the 3-year cycle, the percentage of students completing the A-G requirements will be at or above 20%	14%↑
Metric #2	Dual Enrollment	23-24 Data: 0.5%	24-25 Data: 1.8%	Not Applicable until 2026	By the end of the 3-year cycle, 5% of students will be meeting Dual Enrollment requirements.	1.3%↑

Metric #3	DASS One Year Grad Rate	DASS 1-year Grad Rate 22-23: 66.3% • English Learners: 59.1% • Low-income: 64.8% • Students with Disabilities: 61.6% • Foster Youth: 47.4% • Homeless Youth: 37% • African American: 66.2% • White 82.2% • Hispanic 63.8% DASS based on internal calculation as the state has not released official rates Fall 2023 CA Dashboard 4- & 5-Year Rate 22-23: 27.5%	DASS 1-year Grad Rate 23-24: 75.4% • English Learners: 74.70% • Low-income: 73.90% • Students with Disabilities: 72.10% • Foster Youth: 60.00% • Homeless Youth: 63.30% • African American: 76.50% • White 84.90% • Hispanic 73.70% DASS based on internal calculation as the state has not released official rates Fall 2024 CA Dashboard 4- & 5-Year Rate 23-24: 32.1%	Not Applicable until 2026	The charter strives to achieve improvements across all subgroups, ensuring equitable progress and focusing on elevating the overall one-year DASS graduation rates. Maintain at or above 80%: • White student group Striving to be between 65-68%: • All student group: 3% increase • Low-Income (LI): 3% increase • Hispanic: 3% increase • African American (AA): 3% increase Striving to be between 60-64%: • English Language Learners (ELL): 3% increase • Students with Disabilities (SWD): 3% increase Striving to be between 40-50%: • Foster Youth (FY): 3% increase • Homeless Youth (HY): 4% increase	DASS 1-year Grad Rate 23-24: 9.1% ↑ • English Learners: 15.6% ↑ • Low-income: 9.1% ↑ • Students with Disabilities: 10.5% ↑ • Foster Youth: 12.6% ↑ • Homeless Youth: 26.30% ↑ • African American: 10.3% ↑ • White: 2.7% ↑ • Hispanic: 9.9% ↑ Fall 2024 Dashboard 4/5 year cohort rate: 4.6% ↑

Metric #4	Core Course Completion	(22-23 SY) • English 5.05 • Math 4.93 • Science 6.72 • Social Science 5.85 • 23-24 (March 2024) • English 5.18 • Math 4.40 • Science 5.24 • Social Science 5.75	24-25 (May 2025) • English: 5.9 • Math: 4.5 • Science: 5.0 • Social Science: 6.7	Not Applicable until 2026	By the end of the 3-year cycle, students enrolled with the charter for 7-9 months will have a core course completion rate of 6 for each core subject.	• English: 0.72↑ • Math: 0.1↑ • Science: 0.24↓ • Social Science: 0.95↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

During the 2024–25 academic year, OFY Duarte successfully implemented initiatives aligned with Goal 2: improving graduation rates and increasing student preparedness for college and career pathways. The school acknowledges that the +9% increase in the 2024 DASS one-year graduation rate—reported in Fall 2024—reflects the impact of sustained efforts from the 2021–24 LCAP cycle. The charter plans to build upon this momentum, as all student groups demonstrated gains in graduation outcomes.

Implementation Successes
Through the coordinated efforts of the Differentiated Assistance team and site-level leadership, the charter increased its focus on graduation and postsecondary readiness for all student groups, including African American, English Learners (EL), Homeless Youth (HY), Foster Youth (FY), Low-Income (LI), Students with Disabilities (SWD), Hispanic, and White students. These efforts contributed to a +14% gain in A-G completion (Metric 1) and a +1.3% increase in Dual Enrollment participation (Metric 2), with more students completing at least two semesters of college coursework. Additionally, Core Course Completion (Metric 4) in English Language Arts, Mathematics, and Social Science is trending upward and is expected to surpass 2023 rates. A slight decline in Science completion may indicate that those courses are still in the process of being recovered by students.

Implementation Challenges
While Action 3 (Dual Enrollment and CTE) showed modest gains, implementation faced geographic and districting challenges. Due to the wide service area of the charter, students sometimes needed releases from Citrus College (the default local college) to attend campuses closer to their residence. These logistical barriers delayed access and enrollment for some students. In response, the charter expanded the capacity of

its Post-Secondary Counselor (PSC) team to increase outreach and streamline support. Additionally, the charter collaborated with vendors and conducted student interest surveys to align CTE offerings with student career interests. Despite these efforts, CTE completion rates remain lower than anticipated and will require continued focus to improve alignment and outcomes.

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

The LEA has successfully executed the initiatives and effectively implemented the actions outlined in Goal 2, and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2024–25 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

Multiple Goal 2 actions have demonstrated effectiveness in improving student achievement outcomes. Action 4 (Targeted Subgroup Graduation Monitoring and Interventions) was particularly impactful in supporting student progress across key metrics. This action contributed to a +9.1% increase in the DASS one-year graduation rate and a +4.6% increase in the four- and five-year cohort graduation rates, signaling success in targeted supports for high-need students.

Action 3 (Dual Enrollment and CTE), while still presenting implementation challenges, resulted in a +1.3% increase in students completing at least two semesters of college credit, indicating early gains in postsecondary preparedness (Metric 2). Similarly, Action 1 and Action 2, which support academic planning and A-G alignment, were effective in contributing to a +14% increase in A-G completion (Metric 1).

Core Course Completion (Metric 3) is currently projected to meet or exceed 2023 levels across most subjects as of May 2025, further supporting the effectiveness of the goal's overall strategy. These results collectively reflect the strength of the integrated, multi-action approach in supporting graduation and college/career readiness.

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.

No changes are being made to the planned goal, metrics, target outcomes, or actions for the 2025–26 academic year. Reflecting on the significant progress made—particularly the +9.1% increase in the DASS one-year graduation rate—the charter affirms the value of maintaining consistency in its approach. The sustained growth across multiple student groups reinforces that the current actions are effective in driving equitable outcomes.

At this time, no Goal 2 actions have been identified as ineffective over a three-year period. Therefore, no changes are required under the statutory requirement to modify ineffective actions. The charter will continue to monitor subgroup data and review program fidelity to ensure sustained 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	Workforce Exploration and Career-Focused Opportunities	The Charter will provide CPC's, CPAs as a resource for all students to provide guidance and opportunities with 21st century professional learning and resources to ensure that all students are provided with guidance and opportunities for exposure to their specific career pathway and their respective industries through qualified school personnel, student events, and CTE programs.	$1,068,000.00	Yes
Action #2	Academic and Postsecondary Planning	The charter aims to streamline transitions from high school to post-secondary opportunities, supporting students in exploring diverse pathways and college admission. This will involve strategic planning based on Common Core standards, post-secondary aspirations, GPA, benchmark data, and performance standards. Personalized assistance, resources, and information will be provided for Foster Youth and Homeless students during biannual meetings with PSC.	$973,150.00	Yes
Action #3	Improving Access to Dual Enrollment and Career Technical Education Programs	Additional resources for students will be provided to reduce participation barriers and provide targeted support for students participating in Dual Enrollment and Career Technical Education with the goal of improving outcomes for all student groups	$899,607.00	Yes
Action #4	Targeted Subgroup Graduation Monitoring and Interventions	Leadership at each school site will implement targeted subgroup monitoring systems and interventions to increase overall Graduation Rates with an emphasis on subgroups that scored low on the CA Dashboard.	$1,477,600.00	Yes
Action #5	Small Group Instruction	Students will have access to highly qualified Small Group Instruction teachers to support their progression in core courses through direct instruction. SGI teachers will be supported with coaching and professional development opportunities to increase teacher efficacy and enhance and deepen subject matter competency.	$2,040,800.00	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	The charter aims to maintain EL reclassification rates at or above the state rate for eligible students. For LTEL students the charter will provide ELD teachers with professional development specific to the needs of LTEL students and offer a research-based language acquisition program designed to develop student proficiency in all 4 language domains as assessed on ELPAC. These actions will support an increase in LTEL and EL students making progress towards English language proficiency at or above the state proficiency rate by 2027	Maintenance of Progress

State Priorities this goal.

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

An explanation of why the LEA why the LEA has developed this goal.

Goal 3 focuses on meeting the specific language development needs of English Learner (EL) students, particularly Long-Term English Learners (LTELs), in alignment with AB 1868. This legislation requires LEAs to implement professional learning opportunities and instructional strategies specifically designed to support LTEL students.

The Fall 2024 California School Dashboard indicates a decline of 6.6% in EL students making progress toward English proficiency, reinforcing the need for targeted interventions, enhanced instructional strategies, and expanded professional development for ELD teachers.

Performance Data and Identified Challenges

📌 Fall 2024 Data – EL Progress Toward English Proficiency:

- 44.5% of EL students made progress, a decline of 6.6 percentage points from Fall 2023.

📌 Fall 2023 Data for Comparison:

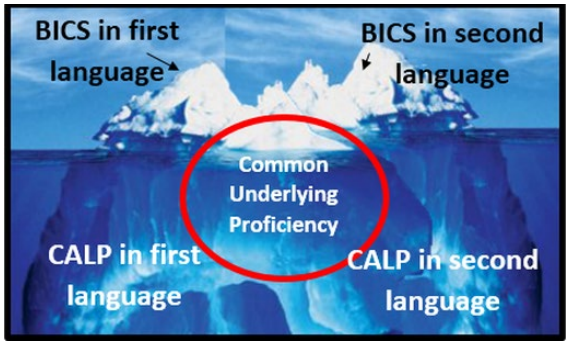
- 51.1% of EL students made progress, exceeding the state rate of 48.7%.

📌 EL Student Demographics:

- 14.4% of OFY-D’s student population are English Learners (ELs).
- 786 total EL students, of which 674 (85.8%) are designated as Long-Term English Learners (LTELs).

The primary language spoken among EL students is Spanish, followed by Russian, Persian, Armenian, and Urdu.
While OFY-D’s EL program has historically exceeded state benchmarks, the recent decline in progress—combined with the high percentage of LTELs—underscores the urgent need for structured, research-based interventions to support English proficiency and increase reclassification rates.

Addressing the Unique Needs of LTEL Students
The California Department of Education (CDE) defines LTELs as: “A student enrolled in grades 6–12 in a US school for at least six years who has not been reclassified as fluent in English. LTEL students are also not progressing toward English proficiency and may struggle academically and exhibit distinct second language acquisition challenges, requiring specialized instruction focused on academic literacy, writing development, and comprehension skills.”



Cummins’ Iceberg Theory of Second Language Acquisition illustrates the challenges LTEL students face bridging BICS and CALP in first language and BICS and CALP in the second language (English) through what is theorized as Common Underlying Proficiency (CUP) Basic Interpersonal Communication Skills (BICS) refer to language skills needed in everyday, social face-to-face interactions. BICS is context embedded, meaningful, cognitively undemanding, and non-specialized. BICS language skills take from six months to two years to develop. By contrast, Cognitive Academic Language Proficiency (CALP) is the ability to understand and use language in academic settings. CALP academic language is characterized by being abstract, context-reduced, specialized and cognitively demanding as learners need to develop skills such as: comparing, classifying, synthesizing, evaluating, and inferring. CALP language skills typically take between five to seven years to develop.

When BICS and CALP are strong in the first language students are able to use CUP, features such as syntax, root verbs and context clues, to make meaningful connections to BICS and CALP in a second language or English. With LTEL students, teachers report that when skills in the first language are not robust in all four language domains; Speaking and Listening skills are stronger and more well developed than Reading and Writing. Peer-reviewed evidence suggests that strengthening EL students’ first language skills, through encouraging students to complete credits in their first language is an asset-based approach to developing English language skills and proficiency.

📌 ELPAC Data Analysis within OFY-Duarte:
- LTEL students struggle most with writing and reading comprehension, requiring targeted support in these domains to improve proficiency and increase reclassification rates (RFEP).

Instructional Enhancements and Educational Partner Input
Through Educational Partner engagement, including DELAC meetings, teacher feedback, and Differentiated Assistance work, educational partners expressed strong support for increased professional learning and expanded curriculum options.
✔ DELAC members emphasized the importance of reclassification support for LTELs, recommending more structured academic writing and language development programs.
✔ Teachers noted that EL students, particularly LTELs, require explicit instruction in writing structures, academic vocabulary, and text analysis.
✔ The need for research-based interventions aligned with ELPAC assessment requirements was highlighted to ensure sustained student progress toward English proficiency.

Addressing the Challenges Through Goal 3
To meet the distinct needs of LTEL students, the charter will implement the following research-based strategies:

- Academic Language Development (ALD) Courses – Targeted instruction on:
- Academic vocabulary development and writing structures.
- Academic literacy skills (text structure, rhetorical conventions, purpose, and audience).
- Cognitive skills development (critical thinking, problem-solving, analysis, and recall).

- Academic Writing Extension Tools – Integrated within the iLit curriculum, these resources will:
- Strengthen academic writing proficiency.
- Provide structured lessons on reading comprehension strategies.
- Support ELPAC-aligned writing expectations.

- Professional Development for ELD Teachers – Focused on:
- Evidence-based LTEL instructional strategies.
- Academic discourse and structured literacy instruction.
- Differentiation techniques for writing and comprehension support.

Expected Impact and Future Growth
• Increase the percentage of EL students making progress toward English proficiency, reversing the 6.6% decline from Fall 2024.
• Ensure EL reclassification rates meet or exceed the state rate through structured interventions and teacher training.
• Improve ELPAC performance in the writing and reading comprehension domains to support RFEP growth.
• Provide teachers with research-based tools and training to address the nuanced needs of LTEL students.

By expanding targeted support, enhancing instructional practices, and strengthening Educational Partner collaboration, OFY-Duarte is committed to ensuring EL and LTEL students achieve long-term academic and linguistic 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	Percent of EL students who reclassified based on internal indicators	23-24 Internal Data: 20.2% reclassification rate	24-25 Internal Data: 87% of eligible students reclassified	Not Applicable until 2026	The charter will maintain or improve internal RFEP rate at 20% or higher of eligible students	66.8%↑
Metric #2	English Language Proficiency	Fall 2023 CA Dashboard: 42.7% making progress +8.4% 2023 51.1% making progress	Fall 2024 CA Dashboard: 44.5% making progress	Not Applicable until 2026	By the end of the 3-year cycle 60% of EL students will be making progress toward English language proficiency as demonstrated by ELPAC	6.6%↓

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

During the 2024–25 academic year, OFY Duarte successfully executed initiatives aligned with Goal 3, focused on expanding professional learning opportunities and instructional strategies to support English Learners (ELs) and Long-Term English Learners (LTELs). There were no substantive differences between planned and actual implementation; although the Academic Language Development (ALD 1) curriculum was released later than anticipated, ELD teachers received supplemental professional development to ensure continued support for LTEL students.

Implementation Successes
The launch of a Designated ELD curriculum designed for independent and small-group completion was well received by the ELD community and provided a strong complement to existing iLit courses. Professional learning efforts (Actions 1 and 2), including targeted sessions focused on both EL and LTEL instructional practices, were successfully integrated into classroom strategies by ELD teams.

Implementation Challenges
The ALD 1 course (Action 4) was not available for assignment to students until October 2024. As with the adoption of any new curriculum,

students experienced a learning curve adjusting to the academic language demands and alignment with CAASPP-style tasks. Students initially struggled with the challenging content, but many LTEL students were able to complete credits in time for SBAC testing in May 2025. ALD 2 was subsequently rolled out in Spring 2025 during the Summative ELPAC testing window.

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

The LEA has successfully executed the initiatives and effectively implemented the actions outlined in Goal 3, and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2024–25 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

The actions implemented under Goal 3 have demonstrated effectiveness in supporting English Learners (ELs) and Long-Term English Learners (LTELs). Action 1 and Action 2 focused on sustained professional learning for ELD teams, including participation in the 2025 Long Beach TESOL Convention. New strategies acquired from the event were shared across sites and integrated into Designated and Integrated ELD instruction, enhancing engagement and instructional alignment.

Actions 3 and 4 supported the implementation of the Academic Language Development (ALD) course, with targeted coaching to help staff navigate the curriculum and support students through challenging academic language tasks. As a result of these supports, **87% of eligible students reclassified** during the 2024–25 school year—an internal success indicator for both instructional effectiveness and student readiness for mainstream academic coursework.

Despite this progress, **ELPI data from the Fall 2024 Dashboard showed only 44.5% of students making progress**, a decline from the previous year. This gap between internal and state-level indicators suggests a need to better align internal progress monitoring with ELPAC-style tasks and scoring expectations, particularly in writing.

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.

No changes are being made to the planned Goal 3 metrics, target outcomes, or actions for the 2025–26 academic year. While the Fall 2024 CA Dashboard shows a decline in ELPI performance, with only 44.5% of English Learners making progress, internal reclassification data indicates strong local outcomes, with 87% of eligible EL students reclassifying in 2024–25.

This divergence prompted the ELD team to reflect on the alignment between classroom instruction, internal assessment, and ELPAC performance. In response, the team refined instructional supports in academic writing and increased student practice with ELPAC-aligned tasks. Although no action has been deemed ineffective over a three-year period, the charter will continue to monitor both reclassification and ELPI data closely to ensure continued progress. The charter remains confident that the current strategies under Goal 3, along with recent refinements, will drive improved outcomes in the upcoming Dashboard cycle.

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	Professional Learning for ELD teachers	Professional Learning will be offered to build ELD teacher capacity, enhance knowledge of ELPAC, reclassification procedures, English Language Development (ELD) standards, implement a robust integrated and designated ELD program, and use evidence-based practices specific to the needs of EL students.	$149,400.00	Yes
Action #2	Professional Learning for ELD teachers of LTEL students	Professional Learning will be offered to ELD teachers who work with LTELs that will focus on the specific needs of LTEL students and support increases in ELPI and growth in proficiency as measured by ELPAC	$149,400.00	Yes
Action #3	PL for Instructional Staff	The charter will provide ongoing professional learning and coaching initiatives aimed at retaining highly qualified instructional staff dedicated to delivering rigorous, standards-aligned instruction tailored to meet the diverse language and academic needs of English Learners (EL) and dually identified EL/Students with Disabilities (SWD). By enhancing teacher efficacy, the charter aims to drive improved academic outcomes for all EL students.	$178,150.00	Yes
Action #4	LTEL Research based language acquisition program	The charter will partner with curriculum provider to develop and implement a research-based language acquisition program which will specifically address the needs of LTEL students and increase in growth of LTEL English proficiency as determined by ELPAC and local assessment measures.	$25,853.00	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #4	The charter will strive to ensure that all students feel connected, safe and welcome at school in order that they are able to achieve their goals as indicated by climate survey data. The charter will offer social and emotional learning (SEL) for all students and expand SEL awareness and capacity of charter staff.	Broad

State Priorities this goal.

1: Basic Services
4: Student Achievement

5: Student Engagement
6: School Climate

An explanation of why the LEA why the LEA has developed this goal.

Goal 4 remains a critical priority for the charter as the newly reviewed data continues to highlight the need for sustained focus on school climate, student connectedness, and family engagement. The charter will continue implementing social-emotional learning (SEL) initiatives, enhancing Multi-Tiered System of Supports (MTSS), and expanding experiential learning opportunities to ensure all students feel connected, safe, and welcome at school.

Performance Data and Identified Challenges

📌 Fall 2024 Climate Survey Data Highlights:

- 67.2% of students report feeling part of the school community (33.2% strongly agree, 34% agree).
- 89.8% of parents report that uncertainty in how to communicate with the school does NOT pose a barrier to engagement.
- 25.9% of parents meet with their child's teacher a few times a year, while 23% meet at least once per year.
- 36% of parents report never being invited to join a parent group such as ELAC or DELAC.

📌 Fall 2023 Data from Panorama Survey (Comprehensive Needs Assessment – January 2024):

- 40% of students reported positive Student Engagement.
- 54% of students reported a Sense of Belonging.
- 46% of students reported Excitement/Eagerness to attend school.
- 66% of parents reported a positive Sense of Belonging.
- 54% of staff reported positive Staff-Family Relationships.

While the 67.2% positive student connectedness rate in Fall 2024 demonstrates a stable foundation, a significant portion of students still feel disconnected, emphasizing the continued need for targeted SEL supports and engagement efforts. Similarly, parent engagement data indicates that while communication with the school is not a primary barrier, outreach efforts must improve to increase parent participation in ELAC, DELAC, and advisory meetings.

Addressing the Need for Student and Family Engagement

Educational partners, including the Parent Advisory Committee (PAC), affirmed the importance of SEL, MTSS, and experiential learning in fostering student success. Based on Educational Partner feedback, the charter will continue prioritizing school climate and student engagement initiatives through:

- Experiential Learning Opportunities:
- Field trips, hands-on CTE days, workforce exploration, and college tours (both virtual and in-person) to enhance student motivation and career exploration.

Expansion of student leadership and extracurricular activities to support social connections and goal-setting skills.

- Multi-Tiered System of Supports (MTSS):
- Tiered interventions to meet the emotional and academic needs of at-promise students.

Integration of SEL-focused curriculum and mental health resources to lower student affective filters and increase school engagement.

- Parent and Educational Partner Engagement Enhancements:

Increased outreach to parents and guardians to ensure they receive invitations to participate in ELAC, DELAC, and PAC meetings.
Expansion of resources that support family-school partnerships, ensuring all families feel valued and welcomed.
Personalized communication efforts to increase parent participation in school decision-making processes.
Research-Backed Approach to Experiential Learning

📌 Yangtoo Kong's 2021 study, "The Role of Experiential Learning on Students' Motivation and Classroom Engagement," found that:

✔ Experiential learning increases student motivation and academic engagement.
✔ It provides opportunities for discussion, clarification, and concept application.
✔ Students gain feedback and develop transferable skills for future learning contexts.

By continuing to offer experiential learning activities, the charter reinforces SEL strategies that increase student engagement and sense of belonging while supporting career and postsecondary exploration.

Ensuring a Safe and Secure Learning Environment

📌 Educational Partner Insights from PAC and DELAC Meetings:

- Parents expressed concerns about the lingering effects of COVID-19, emphasizing the need for structured opportunities for students to rebuild social connections.
- Educational partners stressed the importance of a secure and inclusive school environment, noting that students learn best when they feel valued and safe.

By maintaining a holistic approach that integrates SEL, MTSS, and experiential learning, the charter fosters a stable and engaging learning environment, ensuring students:

- Feel connected to the school community.
- Receive the social-emotional support necessary for academic success.
- Have opportunities to explore postsecondary options and workforce readiness programs.

The Fall 2024 data validates the continued need for Goal 4, reinforcing the importance of SEL, MTSS, and increased engagement opportunities for both students and families. By continuing to provide structured experiential learning, targeted SEL interventions, and enhanced parent outreach, the charter will ensure that all students feel connected, safe, and supported in their academic 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	School Climate	Spring 2024: 71% School Climate 54% Sense of belonging 90% School Safety	Spring 2025: 77% School Climate 56% Sense of belonging 88% School safety	Not Applicable until 2026	By the end of the 3 year cycle the charter will increase the rating for 'School Climate' and 'Sense of Belonging' by 5%. School safety will be maintained at or above 80%	School Climate 6.0%↑ Sense of belonging 2.0%↑ School safety 2.0% ↓
Metric #2	Chronic Absenteeism	Fall 2023 CA Dashboard: 67.2% chronically absent Declined by 25.6%	Fall 2024 CA Dashboard: 70% Chronically Absent	Not Applicable until 2026	By the end of the three-year cycle, chronic absenteeism rates will decrease by 5%.	2.8%↑
Metric #3	Suspension Rate	Fall 2023 CA Dashboard: 0.1% suspended at least 1 day	Fall 2024 CA Dashboard: 0.1% suspended at least 1 day	Not Applicable until 2026	The charter will maintain the low suspension rate at or below .1% each year.	Maintained
Metric #4	Student Progression	22-23: 74.8% 23-24: 80.1%	24-25: 80.1%	Not Applicable until 2026	By the end of the 3 year cycle the charter will increase the average progression to 83%.	1.9%↑
Metric #5	SEL Completion of Course or Activity	2023-24: 67% completion	24-25: 59.2% completion	Not Applicable until 2026	By the end of the 3 year cycle the charter will increase the SEL course or activity completion rate to 70%.	7.8%↓

Metric #6	High School & Middle School Dropout Rate	High School Dropout Rate: 22-23:17.9% 23-24: 6.4% Middle School Dropout Rate: 2022-23: 22.9% 2023-24: 1.3%	High School Dropout Rate 24-25: 6.9% Middle School Dropout Rate 24-25: 9.1%	Not Applicable until 2026	By the end of the three-year cycle, dropout rates will decrease by 3%.	High School 8.5%↓ Middle School 14.4%↓

Metric #7	Basic Services	Fall 2023 CA Dashboard Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE) 40.1% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 At OFY 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	Fall 2024 CA Dashboard Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE) 36.4% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 At OFY 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	Not Applicable until 2026	By the end of 2026-27: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): maintained at or above 41% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0	Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE) 3.7%↓ • Textbook Insufficiencies: Maintained 0 • Facilities Inspections: Maintained 100% • Number of Uniform Complaints: Maintained 0

		permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2022-2023 school year, all OFY Duarte teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	permitted in California under the Education Code reference mentioned above for alternative settings. Using this report In the 2023-2024 school year, all OFY Duarte teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.			

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

During the 2024–25 academic year, OFY Duarte successfully executed all planned actions under Goal 4, which focuses on school safety, student connectedness, and social-emotional learning. There were no substantive differences between planned actions and actual implementation.

Implementation Successes
Staff development was a core component of Goal 4, Action 3. Charter staff participated in a wide range of capacity-building professional learning opportunities, including “Warm Demander Pedagogy,” “Asset-Based Feedback,” and “Culturally Responsive Teaching.” These sessions were further reinforced through participation in Professional Learning Communities (PLCs) focused on building rapport with families, engaging in courageous conversations, and using family-inclusive language. Staff reported that these experiences enhanced their instructional mindset and made them feel valued and supported by school leadership, especially in their efforts to serve at-promise communities.

Implementation Challenges
Despite the successful implementation of staff training and climate initiatives, Chronic Absenteeism (Goal 4, Action 1) remains a significant challenge. The rate increased by 2.8% according to the Fall 2024 Dashboard, reaching 70% and triggering a “Very Low – Red” indicator. This

issue has become a priority area for the charter, as highlighted in the most recent Comprehensive Needs Assessment (CNA). In response, the charter is preparing to reinvigorate attendance interventions through data-driven strategies and the integration of new evidence-based interventions. These efforts will be supported by an expanded allocation of Title I funds under Goal 5, Action 5, ensuring a cross-goal approach to addressing this urgent need

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

The LEA has successfully executed the initiatives and effectively implemented the actions outlined in Goal 4, and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2024–25 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

Goal 4 actions have shown varied but largely positive effectiveness in addressing school climate, student engagement, and staff SEL capacity.

Action 1: MTSS and Experiential Learning contributed to reductions in both High School Dropout Rate (from 15.4% to 6.9%) and Middle School Dropout Rate (from 23.5% to 9.1%) (Metric 6). Additionally, Student Progression improved from 78.2% to 80.1% (Metric 4), indicating progress in academic engagement and support through personalized interventions.

Action 2: Enhancing School Climate and Safety helped improve School Climate (+6%) and Sense of Belonging (+2%) (Metric 1), reinforcing the effectiveness of strategies aimed at fostering trust, safety, and community connection. The Suspension Rate remained at 0.1%, maintaining a “Very Low” designation (Metric 3), further reflecting positive behavior supports and preventative strategies.

Action 3: Professional Learning for Social-Emotional Learning (SEL) aimed to increase staff capacity to foster SEL in students. While staff development was widely implemented, student SEL course completion declined from 67% to 59.2% (Metric 5), suggesting a gap between staff training and student participation that will need further support.

Although Chronic Absenteeism (Metric 2) increased to 70%, up 2.8% from the previous year, the charter is actively refining strategies under Action 1 to address this through data-driven interventions and cross-goal support.

Collectively, these outcomes suggest that the actions under Goal 4 were largely effective—especially in reducing dropout rates and improving school climate—with targeted refinements needed in SEL implementation and absenteeism efforts.

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.

No changes are planned to Goal 4’s metrics, target outcomes, or actions for the 2025–26 academic year. A review of the 2024–25 outcome data revealed positive progress in school climate and student retention, with increases in School Climate (+6%), Sense of Belonging (+2%), and

Student Progression (+1.9%), alongside major reductions in High School and Middle School Dropout Rates (-8.5% and -14.4% respectively). Suspension rates also remained very low and stable.

However, declines in SEL course completion (-7.8%) and a continued increase in Chronic Absenteeism (+2.8%) underscore areas where deeper intervention is needed. These reflections are prompting continued emphasis on improving student engagement through increased access to SEL programming and updated evidence-based attendance strategies, though the actions themselves remain unchanged.

No Goal 4 action has been identified as ineffective over a three-year period, and the charter remains confident in the strength of its current framework. Adjustments will focus on strengthening implementation fidelity and cross-goal coordination to support areas of challenge.

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	MTSS and Experiential Learning	Through a comprehensive Multi-Tiered System of Supports (MTSS) tailored to at-promise students, the charter will integrate a robust framework for social-emotional learning alongside experiential learning experiences. This holistic approach not only addresses academic barriers but also nurtures personal growth, resilience, and interpersonal skills essential for success in academics and beyond. This initiative fosters a safe, supportive environment where every student receives personalized resources and guidance to thrive academically and socially.	$4,185,350.00	Yes
Action #2	Enhancing School Climate and Safety	Leveraging LCAP to bolster positive perceptions of school climate and safety among our educational partners. This initiative aims to allocate resources effectively to create a nurturing and secure environment conducive to student learning and holistic development, fostering collaboration and trust within the school community.	$1,352,200.00	Yes
Action #3	Professional Learning for Social-Emotional Learning (SEL)	Implementing workshops for staff to enhance SEL awareness and capacity. Our goal is to ensure that a minimum of 20% of staff members participate in at least one SEL-focused activity, equipping them with the necessary skills to promote students' social-emotional well-being and academic success	$109,365.00	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #5	Charter will maximize Title I, Title II, and LREGB funds to enhance educational opportunities for all students, focusing on improving outcomes for low-income students, supporting educator development, and providing targeted resources for students below grade level.	Broad

State Priorities this goal.

2: Implementation of State Standards
3: Parent Involvement
4: Student Achievement
5: Student Engagement
6: School Climate
8: Student Outcomes

An explanation of why the LEA why the LEA has developed this goal.

Goal 5 remains a critical need, as it ensures the effective utilization of Title I, Title II, and LREGB funds to enhance educational opportunities for all students, with a specific focus on low-income students, students performing below grade level, and educator development. The continued allocation and strategic use of these funds directly support equity, academic recovery, and educational partner engagement, reinforcing the importance of maintaining and strengthening this goal.

Performance Data and Continued Need for Goal 5
📌 Fall 2024 Demographic Data (Unduplicated Student Groups):

87.01% Unduplicated Count
18.69% Students with Disabilities (SWD)
14.44% English Learners (EL)
3.24% Homeless Youth (HY)
1.8% Foster Youth (FY)
87.86% Socioeconomically Disadvantaged (LI)

Title-funded services have been essential for students performing below grade level, with a significant proportion requiring additional intervention in core subjects. Educational partner engagement efforts have expanded, yet data from PAC and DELAC indicates a need for continued family outreach and increased accessibility to engagement opportunities.

The rationale supporting the necessity of maintaining Goal 5 and its associated actions is found in the internal and external school data which illustrates the challenges of addressing learning gaps, severe credit deficiency and lack of foundational Math and English skills, which require a need for sustained educator and leadership development.

Strategic Focus Areas for Title and Restricted Funds

Each action under Goal 5 is strategically aligned with the overarching objective of ensuring equitable access to high-quality education. By maximizing the impact of Title I, Title II, and LREGB funds, the charter can:

- ✔ Support students who are credit deficient and performing below grade level.
- ✔ Invest in educator development to improve instructional quality and leadership capacity.
- ✔ Expand student engagement initiatives to enhance school climate and academic motivation.
- ✔ Strengthen educational partner involvement, ensuring families are informed, engaged, and supported.

Actions Continuing Under Goal 5

- Action 1: Academic Intervention Specialists

Credit-deficient students receive tailored, data-driven instruction and intervention in core subjects.
This action ensures students recover credits and make adequate progress toward graduation.

- Action 2: Administrative Credential Tuition Reimbursement

Investing in school leadership through credential reimbursement strengthens instructional leadership and school operations.
PAC members affirmed this action, highlighting the importance of developing well-rounded and personable school leaders.

- Action 3: Learning Recovery Programs

This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing learning loss and improving student well-being. Students performing below grade level or Low /Very Low on the California Schools Dashboard require evidence-based and research-based interventions aligned with ESSA in order to effectively address pandemic learning loss and Chronic Absenteeism. The charter will use EBIs to alleviate the prolonged effects of the pandemic on: African American, Socioeconomically Disadvantaged, English Learners, Long Term English Learners (LTEL), Hispanic, Foster Youth, Homeless and Students with Disabilities. In addition to other EBIs the LEA will continue use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs, English Learners, and those who have experienced learning loss.
Metric to measure effectiveness: LCAP Goal 1 – Metrics 3 & 5

- Action 4: Student Initiatives (Funded by Title I)

Programs designed to improve student well-being and connectedness contribute to higher engagement, better attendance, and improved academic outcomes.
Ensures access to extracurricular activities and enrichment experiences, particularly for low-income students.

- Action 5: Educational Partner Liaison

Expanding parent and family engagement initiatives ensures families are actively involved in student learning.
This is particularly critical for low-income families who may experience barriers to school engagement.

- Action 6: Parent and Family Engagement – Title I

Increasing communication and outreach supports higher student achievement and strengthens school-community relationships.

Why Goal 5 Remains a Priority

📌 The continued need for this goal is evident in the demographic data and academic performance trends, highlighting the importance of:
- Sustained support for low-income students and those performing below grade level.
- Investment in professional development and school leadership to enhance instructional effectiveness.
- Strengthening parent and family engagement strategies to improve home-school collaboration and student outcomes.

📌 Educational partner feedback has reaffirmed that Goal 5 actions are essential in creating a more equitable learning environment.

By maintaining a strong focus on equity, academic intervention, student well-being, and family engagement, Goal 5 will continue to drive positive educational outcomes for all students, particularly those most in need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Student Progression FRMP	23-24: 79.1%	24-25: 79%	Not Applicable until 2026	Averaged over the 3-year cycle, the charter will increase student progression for FRMP students to 83%.	0.1%↓
Metric #2	Suspension Rate SWD	Fall 2023 CA Dashboard: 0.8% SWD suspended at least 1 day (orange) + 0.4%	Fall 2024 CA Dashboard: 0.5% SWD suspended at least one day (Blue) - 0.3%	Not Applicable until 2026	On an annual basis, the charter will maintain the SWD suspension rate below 1%.	0.3%↓
Metric #3	Benchmark Assessments and Interventions FRMP	22-23 22.1% Completed Math Intervention - 28.8% moved out of Urgent Intervention 22-23 22.6% Completed ELA Intervention - 27.5% Moved out of Urgent Intervention	24-25 19.2% Completed Math Intervention - 46.1% moved out of Urgent Intervention 24-25 4.3% Completed ELA Intervention - 44.7% Moved out of Urgent Intervention	Not Applicable until 2026	By the end of the 3 year cycle the charter will increase the percentage of FRMP students moving out of Urgent Intervention by 30%	Completed Math Intervention - 2.4%↑ Moved out of Urgent Intervention - 13.2%↑ Completed ELA Intervention - 2.7%↑ Moved out of Urgent Intervention - 11.8%↑

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

During the 2024–25 academic year, OFY Duarte successfully implemented the federally funded actions outlined in Goal 5 of this LCAP, which also serves as the school's Single Plan for Student Achievement (SPSA). These actions, supported by Title I, Title II, and Learning Recovery Emergency Block Grant (LREBG) funds, focused on improving outcomes for all students—particularly those who are low income, academically behind, or otherwise underserved.

Implementation Successes
Through this integrated LCAP-SPSA structure, Goal 5 maintained a focus on equity, academic intervention, family engagement, and student well-being. Federally funded actions supported student progression, minimized suspension rates, increased connectedness, and improved graduation rates, especially for Homeless and Foster Youth.

Implementation Challenges
Unexpected increases in Title I allocations created the need for additional time to evaluate data and select effective evidence-based interventions. Staffing challenges impacted Title I roles (Actions 1 and 4), due to employment restrictions and staff turnover into general-funded positions. Additionally, maintaining sustained parent engagement in advisory groups (Action 6) was a challenge, as some families reported limited availability for regular participation.

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 successfully implemented all federally funded actions identified in Goal 5, which is included in this LCAP as part of its function as the Single Plan for Student Achievement (SPSA). There were no material differences between budgeted and actual expenditures or in the planned versus actual percentages of improved services for Title I, Title II, or LREBG funds.

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

As the LCAP serves as the Single Plan for Student Achievement (SPSA), Goal 5 includes a comprehensive set of federally funded actions designed to address academic recovery, equity, family engagement, and student well-being. Analysis of internal data and Educational Partner feedback from the 2024–25 academic year indicates that these actions have been effective in producing positive outcomes for targeted student groups, especially low-income, Homeless, and Foster Youth.

Action 1: Academic Intervention Specialists
Supported credit recovery and intervention, with a +2.4% increase in math intervention completion and 13.2% more students moving out of urgent intervention. ELA intervention completion rose +2.7%, with 11.8% more students exiting urgent status.

Action 2: Administrative Credentialing
Supported school leadership capacity. 81% of staff reported positive staff-leadership relationships (2025 Climate Survey), contributing to stronger school climate and lowered dropout rates.

Action 3: Learning Recovery Block Grant (LREBG)
Provided additional instructional time and supports, contributing to improved student progression and graduation rates.

Action 4: Educational Partner Liaisons
Effectively supported family engagement and student reengagement; 80% of families reported feeling connected to the school (2025 Climate Survey).

Action 5: Student Initiatives
Improved student engagement and school connectedness. 79% of students reported positive student-teacher relationships, and 64% reported a sense of belonging.

Action 6: Parent and Family Engagement
Fostered strong family engagement (80% positive rating), though ongoing challenges persist with consistent DELAC and PAC participation.

Action 7: Foster and Homeless Youth Supports
Highly effective, with graduation rate increases across DASS and cohort metrics:

- Foster Youth: DASS +12.6%, Cohort +2.9%
- Homeless Youth: DASS +26.3%, Cohort +5.9%

Action 8: Threat Assessment and School Safety
Promoted safe school environments; 91% of students and 90% of families reported feeling safe at school (2025 Climate Survey).

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.

No changes are being made to the federally funded Goal 5 actions, metrics, or outcomes for the 2025–26 school year. Because the LCAP serves as the SPSA, these Title- and LREBG-funded strategies are reviewed annually within this plan. Based on outcome data from 2024–25, the existing systems have demonstrated effectiveness in increasing student engagement, academic intervention success, graduation rates, and school climate measures.

While staffing challenges and limited PAC/DELAC membership have posed some obstacles, no actions have been deemed ineffective over a three-year period. As such, the charter will maintain its current structure while focusing on continuous improvement of implementation.

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 Intervention and Support - Academic Intervention Specialist Title I	Along with their full-time duties, additional duties and stipends will also be provided to extend and enhance the services provided by the Academic Intervention Specialists who work directly with students who are credit deficient. This will ensure they will receive high quality, data-driven intervention and instruction in core subjects to assist them with credit recovery and making adequate progress toward graduation.	$320,000.00	No
Action #2	Administrative Credential Tuition Reimbursement Title II	Tuition reimbursement will be provided for staff who are pursuing administrative credentials to increase the overall quality and effectiveness of teachers and school leaders.	$98,407.00	No
Action #3	Targeted Student Support and Learning Recovery LREBG	The Targeted Student Support and Learning Recovery action is funded by the Learning Recovery Emergency Block Grant (LREBG). LREBG is one-time funding allocated to address learning loss and bolster student self esteem as a result of the Covid-19 pandemic. The amount allocated for the 2024-25 school year is $600,000. Action 3, funded by LREBG, focuses on student groups who are performing below grade level as determined by RenStar ELA and Math assessments and/or student groups identified with Red (Very Low) and Orange (Low) indicators on the California Schools Dashboard and student groups who received Red (Very Low) indicator for Chronic Absenteeism. The evidence-based interventions (EBIs) that will be used for this action include: additional instructional time, small group intervention and socio-emotional support. Research supports these strategies are effective in improving academic outcomes, especially for students impacted by the Covid -19 pandemic. Additional instructional time, small group intervention and expanded socio-emotional supports have all been identified as evidence based interventions (EBIs) that are aligned with ESSA requirements. Metrics to Measure Effectiveness LCAP Goal 1 – Metrics 3 & 4 LCAP Goal 4 - Metrics 1, 2, 4	$600,000.00	No

Action #4	Education Partner Liaison Title I	Along with their full-time duties, additional duties and stipends will also be provided to the Educational Partner Liaison in order to effectively re-engage students who have not attended school for multiple days. Our Education Partner Liaisons will work closely with teachers through the following actions: conducting home visits, dropping off resources at student's homes, picking up coursework for students who cannot attend school, delivering technology, making phone calls home, and providing community resources to students, especially foster youth and students experiencing homelessness.	$275,000.00	No
Action #5	Student Initiatives Title I	The charter will set aside funds to support student initiatives which will support the promotion of successful student learning outcomes by positively impacting student well-being and increasing a sense of connectedness to school.	$440,901.00	No
Action #6	Parent and Family Engagement Title I	To increase family communication and connectedness, the LEA will host a series of activities and events that will inform parents about relevant topics, issues, or concerns, as well as provide tools to aid them in supporting their students' academic needs and goals.	$20,000.00	No
Action #7	Homeless and Foster Youth Program/Supplies Title I	In order to effectively support and serve our homeless and foster youth students, our goal is to close the achievement gap by providing independent living essentials such as meals, clothing, and transportation. In addition, we will be working to extend our partnerships with the community to provide more services and programs for our homeless and foster youth.	$35,000.00	No
Action #8	Threat Assessment Training - Title II	The LEA seeks to provide a safe and secure learning environment for all education partners. As such, staff will be trained in assessing and managing behavior and developing a plan that will mitigate risks to the schools.	$47,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 205-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,683,347	$2,598,018

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
38.17%	5.59%	$3,001,078	76.58%

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 Action #4 Action #5	A Comprehensive Needs Assessment (CNA) conducted in February 2025 identified ongoing and emerging challenges among low-income students, foster youth, homeless youth, English Learners (EL), and Long-Term English Learners (LTEL). As the 2024-25 school year served as an implementation year, data collected throughout the year will guide refinements and necessary adjustments to enhance services and interventions in 2025-26. Key Needs Identified from 2024-25: • CAASPP 2024 results revealed all students are below the standard for ELA: -35.4 points, Math: -148.6 points with declines in achievement among student subgroups for both ELA: White Students: -20.5 points, SWD: -10.9 points and in Math: SWD: -5.7 point decline. • Persistent disparities among student subgroups in both CAASPP ELA and Math are evident. 2023-24 CAASPP ELA experienced 5.92% growth and this is encouraging data that may indicate the effectiveness of ELA EBIs. However, 2023-24 CAASPP Math data reveals wider disparities between student subgroups and this will be urgently addressed in the 2025-26 LCAP. Subgroup data revealed: • Low-Income Students (LI): Continued disparities in access to resources, technology, and intervention support. • Foster Youth (FY): Persistent instability impacting attendance, academic progress, and engagement.	Each action is designed to address the specific barriers and conditions faced by unduplicated student groups while also benefiting the broader student population. **Goal 1, Action 1 – Recruitment and Professional Learning** How It Addresses Need(s): • Ensures all instructional staff receive training on differentiated strategies, trauma-informed practices, and targeted intervention methods to better serve LI, FY, HY, EL, and LTEL students. • Strengthens capacity to provide academic and social-emotional support aligned with students' unique challenges. Why LEA-wide? • Building staff expertise in inclusive and differentiated instruction benefits all students while directly addressing the learning needs of unduplicated students. • Equips educators with skills to mitigate the impact of poverty, instability, and language barriers on student achievement. **Goal 1, Action 2 – Benchmark Assessments and Interventions** How It Addresses Need(s): • Provides systematic intervention for students scoring in the Urgent Intervention range in ELA and Math. • Supports unduplicated students who disproportionately score in the lower proficiency bands by assigning evidence-based interventions tailored to their specific skill gaps. Why LEA-wide? • A universal screening and intervention system ensures all students, including	Metric 1: Increase in CAASPP 11th Grade ELA Scores (Standard Met/Exceeded) • By 2027, increase the percentage of students placed into Standard Met or Standard Exceeded by 10% on the CAASPP ELA test. Metric 2: Increase in CAASPP 11th Grade Math Scores (Standard Met/Exceeded) • By 2027, increase the percentage of students placed into Standard Met or Standard Exceeded by 5% on the CAASPP Math test. Metric 3: Increase in Renaissance Star Math Quantile Scores • By 2027, increase the average Quantile scores in Renaissance Star by 5%, moving students out of Urgent Intervention. Metric 4: Increase in Renaissance Star ELA Lexile Scores • By 2027, increase the average Lexile scores in Renaissance Star by 5%, moving students

	• Homeless Students (HY): Increased mobility disrupting learning continuity and access to support services. • English Learners (EL) & LTELs: Lagging proficiency gains, requiring sustained and expanded language acquisition support. 2024-25 Data Trends **CAASPP MATH** Performance Data: 2022-23: 4.05% Standard Met/Exceeded 2023-24: 9.97% Standard Met/Exceeded 5.92% increase **Subgroup Data:** Students scoring in Standard Not Met Category: EL: 90.53% LI: 77.83% SWD: 90.32% Homeless: 76% African American: 77.83% Hispanic: 79% **CAASPP ELA** Performance Data: 2022-23: 35.75% Standard Met/Exceeded 2023-24: 40.5% Standard Met/Exceeded 4.75% increase **Subgroup Data:** Students scoring in Standard Not Met Category: EL: 68.09% LI: 34% SWD: 54.92% Homeless: 44% African American: 33.75% Hispanic: 33.19% **Benchmark Assessments**: Source: Renaissance Star **2024-25 MATH** Ren Star	those in unduplicated groups, receive timely, data-driven support. • Strengthens academic progress across the board while closing achievement gaps for those with the highest need. **Goal 1, Action 3 – EL Instruction, Support, and Language Acquisition Programs** How It Addresses Need(s): • Directly targets EL and LTEL students, ensuring structured language development support alongside core curriculum instruction. • Helps address persistent language acquisition delays that impact access to rigorous academic content. Why LEA-wide? • While designed to support EL/LTEL students, structured language development practices improve overall literacy and academic language skills for all students. **Goal 1, Action 4 – Broad Course of Study** How It Addresses Need(s): • Ensures all students, particularly unduplicated students, have access to a high-quality, aligned curriculum that promotes college and career readiness. • Provides additional academic resources to help LI, FY, and HY students engage with rigorous coursework despite outside barriers (e.g., mobility, financial constraints). Why LEA-wide? • A strong, comprehensive curriculum benefits all students while ensuring equity in academic opportunities for those facing systemic challenges.	out of Urgent Intervention.

	Quantile Increase / Out of Urgent Intervention ALL students: 64.6% / 48.9% EL: 64.2% / 42.6% LTEL: 65.2% / 41.7% LI: 64.4% / 48.3% SWD: 66.9% / 40.9% Foster Youth: 58.5% / 36.8% Homeless: 64.7% / 45.9% **2024-25 ELA** Ren Star Lexile Increase **Quantile Increase / Out of Urgent Intervention** ALL students: 63.6% / 49.3% EL: 65.9% / 41.3% LTEL: 68.3% / 47.9% LI: 63.9% / 47.3% SWD: 64% / 48.4% Foster Youth: 50% / 58.3% Homeless: 64.7% / 43.8% **Attendance and Engagement Metrics:** Data on attendance and student engagement indicates the extent to which students feel connected to the school community and correlates with research indicating that positive student connectedness data is aligned with improved student achievement outcomes. **2024-25 Attendance Data**: Source: Internal data 2025: 95.3% ALL students 2024: 94.4% +0.9% 2025: 91.5% FY 2024: 89.7% +1.8% 91.5% Homeless 2024: 90% +1.5% Attendance data suggests that student groups are more aligned with all subgroups achieving growth to over 90% indicating that students are engaged in school and this is supported by positive 2025 school climate survey results. **2024-25 Engagement Data**:	**Goal 1, Action 5 – 21st Century Skills and Education Technology** How It Addresses Need(s): • Provides low-income and homeless students with technology access critical for academic engagement. • Supports EL students with digital learning tools that facilitate language acquisition and skill development. Why LEA-wide? • Ensures all students have equitable access to digital learning tools, preparing them for higher education and career pathways. As OFY-Duarte transitions from 2024-25 implementation to 2025-26 refinement, actions remain principally directed toward unduplicated students while being implemented LEA-wide for systemic impact. Data collected during 2024-25 will be integrated into ongoing adjustments, ensuring that services evolve in response to student needs and drive measurable academic and engagement growth.	

	Source: Feb. 2025 School Climate Survey Data indicates positive school climate 2025: All students 87%, 2024: 85% +2 increase 2025: 81% EL, 2024: 87% -6% decrease 2025: 86% LI, 2024: 87% -1% decrease 2025: 87% African American 2024: 87% 2025: 88% Hispanic 2024: 86% +2% increase 2025: 88% SWD 2024: 87% +1% increase These findings reaffirm the need for continued and enhanced implementation of professional learning, targeted interventions, expanded academic access, and technology support for unduplicated students in 2025-26.		

Goal 2 Action #1 Action #2 Action #3 Action #4 Action #5	A Comprehensive Needs Assessment (CNA) conducted in February 2025 identified ongoing challenges for low-income (LI) students, foster youth (FY), homeless youth (HY), English Learners (EL), and Long-Term English Learners (LTEL) in graduation rates, college/career readiness, and access to post-secondary pathways. As 2024-25 was an implementation year, data from real-time student progress monitoring informs the refinement and continuation of targeted interventions in 2025-26. **Key Needs Identified in 2024-25:** • Low-Income Students (LI): Continued barriers in college/career exploration, mentoring, and workforce preparation. • Foster Youth (FY): Struggles with graduation rates, post-secondary planning, and transitioning out of the foster care system. • Homeless Students (HY): Housing instability leading to school disruptions and lower credit completion rates. • English Learners (EL) & LTELs: Need for additional supports in A-G credit completion and post-secondary planning. 2024-2025 Data Trends: **Graduation Rate Data**: Fall 2024 4/5-year cohort graduation rate ALL students: 32.1% +4.6% increase from 2023 All student groups were reported with a red indicator: EL: 25.1% +6.8% increase from 2023 LI: 31.2%, +4.4% increase from 2023 SWD: 25.9% +4.7% increase from 2023 FY: 22.4% +2.9% increase from 2023	Each action is structured to address specific barriers and conditions faced by unduplicated student groups while also benefiting the broader student population. **Goal 2, Action 1 – Workforce Exploration and Career-Focused Opportunities** How It Addresses Need(s): • Expands career exploration and workforce readiness opportunities for low-income and historically underserved students through Dual Enrollment, Career Pathways Coordinators (CPCs), industry specific events, and Career Technical Education (CTE) programs. • Ensures students gain exposure to diverse career pathways and develop job readiness skills aligned with 21st-century industry demands. Why LEA-wide? • Providing career exploration services across the LEA ensures that all students, especially unduplicated groups, benefit from exposure to workforce opportunities that prepare them for post-secondary success. **Goal 2, Action 2 – Academic and Postsecondary Planning** How It Addresses Need(s): • Provides personalized college and career guidance to foster youth and homeless students through biannual meetings with Post-Secondary Counselors (PSCs). • Focuses on graduation planning, A-G completion, financial aid access, and post-secondary enrollment support. Why LEA-wide? • While unduplicated students are the primary focus, expanding structured post-	Metric 1: A-G Completion Rate • By 2027, the percentage of students completing the A-G requirements will be at or above 20%. Metric 2: Dual Enrollment Participation • By 2027, 5% of students will meet Dual Enrollment requirements. Metric 3: One-Year DASS Graduation Rate • By 2027, the charter will strive for the following graduation rate improvements: • EL, SWD: +3% • All Students, LI, Hispanic, African American: +3% • Foster Youth, Homeless Youth: +3-4% • White Students: Maintain at or above 80% Metric 4: Core Course Completion Rate • By 2027, students enrolled 7-9 months will complete 6 core courses per subject. Metric 5: Small Group Instruction (SGI) Participation

	Homeless: 25.7% +5.9% increase from 2023 African American: 24.7%, -4.8% decrease from 2023 Hispanic: 29.8%, +3.8% increase from 2023 White: 50% +16.5% increase from 2023 **A-G Completion Rate:** 2025 ALL students: 28.5% 2024:19.7% +8.8% increase 2025 EL: 15.5% 2024:9.6% +5.9% increase 2025 LI: 24.8% 2024: 17.9% +6.9% increase 2025 FY: 6.7% 2024: 12% -5.4% decrease 2025 HY:7.3% 2024:3.7% +3.6% increase 2025 SWD: 17.3% 2024: 8.2% +9.1% increase **Dual Enrollment Completion**: 2025 ALL students: 2.2% 2024:1.6% +0.6% increase 2025 EL: 1.1% 2024: 0.7% +0.4% increase 2025 LI: 1.8% 2024: 1.1% +0.7% increase 2025 FY: 0.9% 2024: 0.9% maintained 2025 HY: 0.8% 2024: 0.9% +0.1% decrease 2025 SWD: 1.4% 2024: 0.6% +0.8% increase **College/Career Preparedness**: Fall 2024 College/Career Indicator Data: ALL students: 6.5% Prepared +2.1 increase English Learners:1.3% Prepared 0.7% decline Homeless:1.2% Prepared 1.5% decline LTEL: 1.6% Prepared Maintained LI: 5.5% Prepared Maintained SWD: 0.4% Prepared Maintained These findings confirm the need for continued investment in workforce exploration, post-secondary planning, targeted graduation interventions, and personalized academic support into 2025-26.	secondary planning services ensures all students receive the guidance needed for college and career readiness. **Goal 2, Action 3 – Improving Access to Dual Enrollment and Career Technical Education (CTE) Programs** How It Addresses Need(s): • Provides academic support, financial assistance, and transportation options to increase access to Dual Enrollment and CTE programs for low-income students. • Ensures students earn college credits and career certifications, enhancing their college and workforce readiness. Why LEA-wide? • Implementing this action schoolwide promotes equitable access to advanced academic and career pathways, ensuring all students can leverage Dual Enrollment and CTE for future success. **Goal 2, Action 4 – Targeted Subgroup Graduation Monitoring and Interventions** How It Addresses Need(s): • Implements graduation tracking systems and personalized interventions for unduplicated student groups identified as at risk of not graduating on time. • Provides academic counseling, credit recovery options, and mentorship to increase the 4/5-year cohort graduation rate. Why LEA-wide? • Ensuring consistent graduation monitoring across all sites promotes equity in graduation support, benefiting all students while prioritizing unduplicated groups.	• By 2027, 30% of students will participate in SGI for core A-G courses.

		Goal 2, Action 5 – Targeted Small Group Instruction (SGI) How It Addresses Need(s): • Provides highly qualified SGI teachers to deliver direct instruction in core A-G courses, ensuring students stay on track for graduation. • SGI teachers receive specialized professional development to improve instructional effectiveness and subject matter expertise. Why LEA-wide? • Expanding SGI access across all resource sites ensures that every student who needs or would benefit from specialized academic support has the option and resources to do so. With 2024-25 serving as an implementation year, actions under Goal 2 remain principally directed toward unduplicated students while ensuring LEA-wide impact. Data collected during 2024-25 will inform refinements and continuous improvements to ensure higher graduation rates, increased college/career readiness, and equitable access to post-secondary opportunities.	

Goal 4 Action #1 Action #2 Action #3	A Comprehensive Needs Assessment (CNA) conducted in February 2025 identified significant challenges for low-income (LI) students, foster youth (FY), homeless youth (HY), and English Learners (EL), particularly in social-emotional well-being, school engagement, and academic success. As 2024-25 was an implementation year, real-time data collected on school climate, absenteeism, and social-emotional learning (SEL) engagement informs refinements in 2025-26. Key Needs Identified in 2024-25: • Low-Income Students (LI): Increased need for social-emotional support, mentorship, and school belonging initiatives to combat social stigma and disengagement. • Foster Youth (FY): Continued struggles with stability, consistent, nurturing adult support and advocacy, and long-term engagement in SEL and school activities. • Homeless Students (HY): Ongoing challenges in mental health, school stability, and access to wellness resources. • English Learners (EL): Increased need for SEL supports to reduce isolation and improve engagement due to language barriers. **2024-25 Data Trends** Analyzing school climate, student connectedness and Social-Emotional participation supports the identification of areas for school improvement and refinement of current improvement efforts. 2025 data trends reveal positive school safety data and increases in school connectedness data. Complete data for SEL engagement will be available 06.30.25.	Each action is structured to address the specific barriers faced by unduplicated student groups while also benefiting the broader student population. Since 2024-25 was an implementation year, adjustments for 2025-26 will be informed by real-time student engagement and school climate data. **Goal 4, Action 1 – MTSS and Experiential Learning** How It Addresses Need(s): • Implements a Multi-Tiered System of Supports (MTSS) tailored to at-promise students, integrating social-emotional learning (SEL) and experiential learning experiences. • Provides targeted SEL supports to increase engagement, resilience, and emotional well-being for LI, FY, HY, and EL students. Why LEA-wide? • Ensures all students receive tiered SEL supports, helping those most in need while fostering a schoolwide culture of emotional well-being. **Goal 4, Action 2 – Enhancing School Climate & Safety** How It Addresses Need(s): • Focuses on improving student perceptions of school climate and safety to create a more inclusive, supportive environment. • Allocates resources to reduce bullying, increase social-emotional supports, and enhance peer relationships for unduplicated student groups. Why LEA-wide? • A schoolwide commitment to improving school climate benefits all students while	Metric 1: School Climate and Sense of Belonging • By 2027, increase the rating for ‘School Climate’ and ‘Sense of Belonging’ by 5%, while maintaining school safety perception at or above 80%. Metric 2: Chronic Absenteeism Reduction • By 2027, reduce chronic absenteeism rates by 5% across all subgroups. Metric 3: SEL Course or Activity Completion Rate • By 2027, increase SEL course or activity completion rates to 70%.

	Current data for May 2025 indicates a 7.4 drop in SEL participation for All students and decreases for all subgroups with Homeless Youth experiencing a 22.7% decrease in SEL participation. **2025 School Climate Survey Results** **School Safety**: How safe and connected students feel in school has a direct correlation on their ability to thrive and achieve personal and academic growth. 2025 ALL students: 92% 2024:90% +2 increase EL: 2025: 84% 2024:82% +2% increase LI: 2025: 90% 2024: 89% +1% increase FY and HY: 2024 and 2025: no disaggregated data due to privacy SWD: 2025: 91% 2024: 86% +4% increase All student groups reported increases in School Safety over 2024 data. Data for EL students was 6% lower than other subgroups and ALL students. Students find Options for Youth - Duarte resource centers focused on providing a safe and nurturing environment for all students. **School Connectedness**: School connectedness is linked to positive outcomes such as improved academic performance, reduced behavioral problems, and improved student social emotional health. 2025 data analysis revealed: ALL, EL and LI had positive increases while SWD had -5% decrease. For 2025-26 the charter will monitor data for SWD connectedness to uncover any specific actionable insights for the rate decrease. 2025 ALL students: 74% 2024:70% +4 increase EL: 2025: 77% 2024: 63% +14% increase LI: 2025: 76% 2024: 73% +3% increase SWD: 2025: 72% 2024: 77% -5% decrease	ensuring that LI, FY, HY, and EL students receive targeted resources to feel safe, supported, and included. **Goal 4, Action 3 – Professional Learning for Social-Emotional Learning (SEL)** How It Addresses Need(s): • Equips at least 20% of staff with SEL-focused training to improve student support and intervention strategies. • Ensures staff are prepared to recognize, understand, and address social-emotional barriers faced by LI, FY, HY, and EL students. Why LEA-wide? • A well-trained staff enhances overall school culture, ensuring that every student has access to social-emotional support. With 2024-25 serving as an implementation year, actions under Goal 4 remain principally directed toward unduplicated students while ensuring LEA-wide impact. Data collected during 2024-25 will inform refinements and ensure that social-emotional learning, school climate, and safety measures continue to evolve based on student needs.	

	FY and HY: data not disaggregated due to privacy **Chronic Absenteeism**: Defined by the CDE as, “the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled” The charter has low numbers of enrolled Middle School students and is committed to ensuring the reengagement of at-promise youth through personalized learning, evidence-based instructional supports and connecting families with appropriate school and community resources. The 2.8% increase from 2023 indicates that urgent attention is required to address this need which disproportionally affects Hispanic and Low Income students. 2024 8th grade students: N=90, 70% absent +2.8% increase 2023 N=58, 67.2% -25.6% decline 2022 N=14, 92.9% 2024 EL:69.2% 2023: Less 11 students - data not displayed for privacy 2024: HY: Fewer than 11 students - data not displayed for privacy 2024: FY: Fewer than 11 students - data not displayed for privacy 2024 LI:70.4% 2023: 67.3% +3.1% increase 2024 SWD:71.4 2023: 66.7% -4.8% increase **SEL Program Engagement:** Social Emotional Learning (SEL) is foundational in the Options for Youth - Duarte student engagement program. The transformative student-teacher connection and the experiential learning, student interest groups, college tours,		

	social emotional learning and workforce education opportunities provide all students with the catalyst for socioemotional growth and personal and academic success. SEL data for 2024-25, as of May 2025: 2025 ALL students: 58.5% 2024: 65.9% -7.4% decrease EL: 2025:56.5% 2024:65.9% -9.4% decrease LI: 2025:57.2% 2024:67.4% -10.2% decrease SWD: 2025: 57.6% 2024:61.2% -3.6% decrease HY: 44.9% 2024: 67.6% -22.7% decrease FY: 2025: 54.1 2024: 57.7% -3.6% decrease **Experiential Learning 2025:** Research supports the charter's focus on providing no-cost experiential learning for all student subgroups. Data supporting the positive outcomes for Low Income students participating in experiential learning are discussed in Tsalyuk, B. (2018), in "The Impact of Experiential Learning programs on Socio-Economically Disadvantaged High School Students" is best summarized: "Embedding experiential learning programs in alternative instructional pathways supports a mission to inspire students to succeed academically and socially by providing experiential learning in a safe, collaborative environment. By providing trauma-informed curriculum and experiences that promote positive social interactions and authentic learning with real-world applications, educators can bridge the gap between socio-economically disadvantaged youth and their non-disadvantaged peers"		

	163 different students participated in Pathways Camps and Trips, including College Tours, E-sports, and Crime Scene Investigation (CSI) forensic science experiences. 3.06% of all OFY-Duarte students 7 Homeless Students (3.11%) 64 FRMP students (1.46%) 23 Students with Disabilities (2.25%) 39 EL Students (4.71%) These findings reinforce the need for continued investment in social-emotional learning, school climate enhancements, and staff SEL training in 2025-26.		

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 1 Action #3 Goal 3 Action #1 Action #2 Action #4	Through the Comprehensive Needs Assessment (CNA), internal data, and educational partner feedback, the LEA identified the following unique needs for EL and LTEL students: Unique Needs of EL and LTEL Students 1. Academic Language Acquisition: • EL students struggle with the cognitive demands of academic language acquisition, which is essential for success across core academic subjects. • Limited academic language proficiency impedes access to complex text structures, academic discourse, and analytical writing. 2. Language Proficiency: • Many EL students lack the ability to effectively communicate and self-advocate due to limited proficiency, which impacts their engagement in classroom activities and ability to demonstrate mastery of core content. • ELPI data indicates that a significant portion of EL students are not progressing toward reclassification, highlighting the need for structured intervention programs. 3. Distinct Needs of LTEL Students: • Defined by the California Department of Education (CDE) as students in grades 6-12 enrolled in U.S. schools for at least six years without reclassification, LTEL students require intensive language acquisition support beyond traditional EL programs.	The following actions are principally directed and solely provided to English Learners (EL) and Long-Term English Learners (LTEL), ensuring targeted support for academic language acquisition, language proficiency, and reclassification progress. These actions are based on findings from the Comprehensive Needs Assessment (CNA) conducted in February 2025, which incorporated student achievement data, ELPAC performance, and educational partner feedback from Educational Partners such as DELAC. **Goal 1, Action 3 – EL Instruction, Support, and Language Acquisition Programs** How It Addresses Need(s): • The Charter will implement evidence-based intervention programs to support EL students in developing and strengthening English language acquisition skills required for access to grade-level content. • Additional academic writing tools and curriculum extensions will be paired with iLit and ALD courses, ensuring structured practice in writing, comprehension, and vocabulary acquisition. Why It Is Solely Provided to EL & LTEL Students: • This action is principally directed at EL and LTEL students, as it specifically targets language proficiency gaps that do not impact English-only students. **Goal 3, Action 1 – Professional Learning for ELD Teachers** How It Addresses Need(s): • Provides professional development for ELD teachers focused on: ○ ELPAC administration and interpretation	Goal 1, Metric 3 – RenStar Lexile Growth • Increase EL students' Lexile scores by an average of 5% over three years. Goal 3, Metric 1 – RFEP Reclassification Rate • Maintain or improve 20% reclassification rate of eligible EL students. Goal 3, Metric 2 – ELPI Progress Toward Proficiency • By 2027, 60% of EL students will demonstrate progress on ELPI.

- ELPI and RenStar Lexile data indicate that LTEL students lag behind their English-only peers in reading comprehension and writing proficiency, requiring targeted intervention distinct from Newcomers.

Data Justification
Internal RenStar Benchmark data demonstrates disparities in English language proficiency between EL students and all students, reinforcing the need for targeted intervention:
EL students
- Grade 8: EL: 817.5 | All Students: 937.1
- Grade 9: EL: 731.2 | All Students: 1032.0
- Grade 10: EL: 904.6 | All Students: 1155.4
- Grade 11: EL: 867.7 | All Students: 1191.4
- Grade 12: EL: 914.6 | All Students: 1253.9

LTEL students
- Grade 8: EL: 761.5 | All Students: 937.1
- Grade 9: EL: 771.2 | All Students: 1032.0
- Grade 10: EL: 879.7 | All Students: 1155.4
- Grade 11: EL: 830.2 | All Students: 1191.4
- Grade 12: EL: 876.3 | All Students: 1253.9

Given these findings, specific actions were designed to address these language acquisition barriers and support EL and LTEL students in achieving proficiency and reclassification.

  - Reclassification criteria and best practices
  - Integration of ELD standards into core instruction
  - Scaffolding strategies for English proficiency development

Why It Is Solely Provided to EL & LTEL Students:
- ELD instruction requires specialized training, distinct from general teaching strategies, and only applies to EL students working toward reclassification.

Goal 3, Action 2 – Professional Learning for Teachers of LTEL Students
How It Addresses Need(s):
- ELD teachers working with LTEL students will receive targeted professional development addressing:
  - LTEL-specific language barriers in writing and comprehension
  - Differentiated instruction to support long-term progress toward reclassification
  - Intervention strategies based on ELPI and ELPAC trends

Why It Is Solely Provided to LTEL Students:
- LTEL students require specialized support beyond general EL instruction, as their language acquisition trajectory differs from Newcomers.

Goal 3, Action 4 – LTEL Research-Based Language Acquisition Program
How It Addresses Need(s):
- The Charter will partner with a curriculum provider to implement a research-based language acquisition program tailored specifically for LTEL students, focusing on:
  - Academic vocabulary development
  - Text structure analysis

		○ Writing conventions and comprehension strategies • Academic Language Development (ALD) Courses will be expanded to provide structured, targeted intervention to support LTEL students' progress toward English proficiency and reclassification. Why It Is Solely Provided to LTEL Students: • LTEL students require distinct instructional strategies, separate from Newcomers and EL students with higher proficiency levels. The targeted actions outlined above are principally directed and solely provided to EL and LTEL students based on specific language acquisition barriers identified in the Comprehensive Needs Assessment (CNA). • Structured intervention programs support academic language acquisition and English proficiency development. • Specialized professional learning for ELD teachers ensures EL and LTEL students receive high-quality instruction aligned with ELPAC and state standards. • Data-driven monitoring and progress tracking enable continuous evaluation of EL students' growth, reclassification rates, and academic success. By implementing these focused supports, the Charter ensures that EL and LTEL students have the resources needed to achieve English proficiency, reclassification, and long-term academic success.	

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.

The table below outlines limited actions that are principally directed and solely provided to unduplicated student groups (English Learners, Long-Term English Learners, and dually identified students). These actions were designed based on findings from the 2025 Comprehensive Needs Assessment and educational partner input. The Planned Percentage of Improved Services for each action was calculated using a rigorous methodology based on staff time, resource allocation, and professional learning hours. Collectively, these actions contribute 6.8% toward meeting the LEA's total 38.17% requirement to increase or improve services for unduplicated students.

Summary Table – Limited Actions Contributing to Increased or Improved Services

Goal & Action	Targeted Student Group(s)	Planned % Contribution	Allocation Amount	Primary Focus
Goal 1, Action 3	English Learners (EL)	4.38%	$906,600	Evidence-based intervention, ELD curriculum, staff support
Goal 3, Action 1	English Learners (EL)	0.72%	$149,400	PD for ELD teachers: ELPAC, reclassification, scaffolding
Goal 3, Action 2	Long-Term English Learners (LTEL)	0.72%	$149,400	PD for LTEL teachers: language acquisition, differentiation
Goal 3, Action 3	Dually Identified (EL + SWD)	0.86%	$178,150	PD for SES staff: inclusive strategies for dual-identified ELs
Goal 3, Action 4	Long-Term English Learners (LTEL)	0.12%	$25,853	LTEL Academic Language Development (ALD) course implementation
Total	—	**6.8%**	**$1,409,403**	

Below is a detailed breakdown of the methodology used to determine the percentage to increase or improve services.

Goal 1, Action 3 – Evidence-Based Intervention Programs for English Learners - $906,600.00 (4.38%)
Methodology: To determine the Planned Percentage of Improved Services for this action, the LEA conducted an analysis of the instructional time spent by ELD teachers on direct English language instruction for EL students. The review determined that:

- 70% of the ELD teacher's instructional time is spent supporting EL students.
- 20% of the ELD Coach's time is allocated to providing resources, training, and instructional strategies specifically for ELD instruction.

These funds will be spent in 2 categories, $892,500 will contribute to staff salary so that they may set aside time and resources to build additional scaffolding and support for English Learners, the remaining $14,100 with be allocated towards ELD curriculum costs.

Justification: This methodology reflects the proportion of direct instructional support, coaching, and intervention resources dedicated to EL students, ensuring that this action contributes significantly toward meeting the proportional percentage of improved services. By focusing on time spent on EL-specific instruction and support, the LEA justifies the planned percentage allocation of these resources.

Goal 3, Actions 1 & 2 – Professional Learning for ELD and LTEL Teachers - $149,400 (0.72%) & $149,400 (.72%)
Methodology: To determine the Planned Percentage of Improved Services, the LEA analyzed:

The time ELD teachers spent participating in targeted professional learning focused on:

- ELPAC implementation
- Reclassification procedures
- Best practices for language development
- The cost associated with professional development attendance and training materials.
- The estimated impact of the strategies learned on EL student learning outcomes.

These funds will be spent in 2 distinct categories. Across both actions $268,800 will be spent on the cost of professional development in the form of conferences, meetings and/or seminars. The additional $30,000 will be spent as a portion of staff salaries so that they may set aside time to implement strategies learned in a meaningful and intentional way.

Justification: These allocations ensure targeted professional learning opportunities for ELD and LTEL teachers, equipping them with specialized strategies to improve EL instruction, writing development, and academic language acquisition. The proportional percentage is calculated based on professional learning hours dedicated to improving EL student outcomes.

Goal 3, Action 3 – Professional Learning for Non-ELD Instructional Staff (SES for Dually Identified Students) $178,150.00 (0.86%)
Methodology: The LEA conducted an analysis of the time and apportioned the following percentages of existing staff salaries based on their role in providing structured supports for dually identified students (EL + SWD students):

These funds will be spent in 2 distinct categories. Across both actions $134,400 will be spent on the cost of professional learning in the form of training courses, and coaching initiatives. An additional $43,750 will be allocated toward staff salaries to provide dedicated time for the meaningful and intentional implementation of newly learned strategies.
Justification: This allocation ensures that instructional staff who serve dually identified students receive ongoing training and support, equipping them with strategies to enhance language acquisition while addressing learning disabilities. The proportional percentage was determined based on dedicated coaching and support time.

Goal 3, Action 4 – LTEL Research-Based Language Acquisition Program (Academic Language Development Courses) $25,853.00 (.12%)
Methodology: To determine the Planned Percentage of Improved Services, the LEA analyzed the time ELD Coaches spent:

- Consulting on the development, rollout, and implementation of the LTEL-focused Academic Language Development (ALD) courses.
- Providing ongoing teacher support to ensure effective program integration and fidelity of implementation.

- Monitoring student progress to determine the effectiveness of the ALD curriculum in improving academic language proficiency.

These funds will be allocated in 2 ways. $10,853.00 will be allocated towards the providing LTEL curriculum and 15,000 will be dedicated as a portion of ELD staff salary so that they may correctly and effectively implement the new program.

Justification: The allocation reflects the proportional time ELD coaches dedicate to developing LTEL-specific instructional models, ensuring that students receive targeted, evidence-based language interventions. This action directly supports the Planned Percentage of Improved Services by enhancing instructional quality for LTEL students.

The LEA has applied a rigorous methodology to determine the Planned Percentage of Improved Services for each action. The calculations are based on staff time allocations, professional learning hours, and resource allocation, ensuring that the proportional percentage justifiably reflects the contribution of each action.

By implementing these targeted supports, the LEA ensures that EL and LTEL students receive evidence-based interventions, professional learning-driven instruction, and structured language acquisition opportunities, contributing meaningfully to their academic success and reclassification progress. These direct limited actions account for 6.8% of the 38.17% to increase or improve services for unduplicated student groups. When combined with LEA wide actions that are principally directed at those students, the charter is confident that the 38.17% goal will be met.

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.

OFY Duarte has strategically planned to maximize the impact of the additional concentration grant add-on funding, which was awarded due to an unduplicated student count exceeding 55%. With an unduplicated student population of 87.01%, OFY Duarte’s percentage is significantly above the state threshold, allowing the charter to use these funds to retain and increase the number of staff providing direct services to unduplicated students, particularly English Learners (EL), Low-Income (LI) students, Foster Youth (FY), and Homeless Youth (HY).

This strategic investment ensures that at-promise student populations receive the necessary academic support and instructional services that lead to equitable learning outcomes. By investing in staff retention, professional learning, and extended instructional time, OFY Duarte is committed to enhancing educational opportunities and creating a supportive, high-impact learning environment for students most in need.

Staffing Investments Supported by Additional Concentration Grant Funding

OFY Duarte is allocating concentration grant add-on funds to increase and retain certificated and classified staff who provide direct services to students at school sites with an unduplicated student percentage above 55%.

The following actions outline how these funds will be utilized to directly support student success:

Goal 1, Action 1 – Recruitment and Professional Learning
Objective: The charter aims to recruit, retain, and develop highly qualified instructional staff to support EL, LI, FY, and HY students by offering targeted professional development, instructional support, and intervention resources.

Use of Additional Concentration Grant Funds:
- Retention of instructional staff providing direct support to unduplicated students, including:
- English Language Specialists
- Academic Intervention Specialists (AIS)
- Math Interventionists
- Tutors and Academic Support Staff
- Salaries of instructional interventionists to ensure that EL, LI, FY, and HY students receive specialized instruction in ELA, Math, and language acquisition.
- Professional Learning focused on inclusive instructional strategies, trauma-informed teaching, and interventions tailored to at-promise students.

Justification: This action is principally directed at increasing and retaining instructional staff serving unduplicated student groups, reducing teacher turnover, and ensuring continuous support for student achievement. The allocation of these funds enhances the quality of instruction and intervention services, leading to stronger academic growth among EL, LI, FY, and HY students.

Goal 3, Action 3 – Professional Learning for Instructional Staff Supporting EL Student
Objective: To provide ongoing professional development and coaching initiatives aimed at retaining and expanding EL instructional staff dedicated to delivering rigorous, standards-aligned instruction for English Learners, including dually identified EL/Students with Disabilities (SWD).

Use of Additional Concentration Grant Funds:
- Salaries for EL instructional support staff to increase the number of staff providing direct services to EL students.
- 1:1 and small-group coaching for EL instructional staff from:
- ELD Coaches
- Assistant Principals of Instructional Programs
- Diverse Learners Curriculum Department Specialists
- Specialized training on integrated and designated EL strategies to improve instruction in ELA, Math, and other core subjects for EL students

Justification: This action is principally directed at ensuring high-quality instruction for EL students by retaining and training teachers who specialize in language acquisition. The investment in EL-focused professional learning and coaching strengthens the capacity of EL teachers, leading to higher reclassification rates and improved academic achievement for EL students.

Impact of Additional Concentration Grant Funds on Staffing and Direct Student Services

These investments in staff retention and expansion will directly increase the number of staff providing direct services at school sites with an unduplicated student population exceeding 55%. The funds will be used to either hire new staff or retain and upskill existing staff to better serve at-promise students through specialized interventions and instructional support.

- Staffing Increases and Retention Strategies

Staff Role	Direct Service to Unduplicated Students	Funding Allocation Purpose
ELD Specialists	Provide designated and integrated ELD instruction to EL students.	Retention and expansion of ELD staff.
Math Interventionists	Deliver targeted math interventions for LI, FY, and HY students struggling with numeracy.	Increased access to small-group math instruction.
Tutors and Academic Support Staff	Support EL, FY, and LI students through one-on-one and small-group instruction.	Reduce student-to-staff ratios for targeted intervention.
ELD Coaches & Assistant Principals	Provide EL-specific instructional coaching and support ELD implementation.	Ensure effective instruction and EL support services.

- Key Outcomes Expected from Additional Concentration Grant Funding
- Increased retention of highly qualified EL, intervention, and instructional support staff serving unduplicated students.
- Expanded intervention services, particularly in ELA, Math, and English Language Development.
- More targeted instructional support, leading to increased engagement and elevating academic success for EL, LI, FY, and HY students.
- Higher reclassification rates for EL students due to implementation of specialized instructional strategies and interventions.

The additional concentration grant add-on funding will be used to retain, recruit, and train staff members who provide direct instructional services to unduplicated students at high-need school sites.

Through Goal 1, Action 1 (Recruitment and Professional Learning) and Goal 3, Action 3 (Professional Learning for EL Instructional Staff), OFY Duarte is committed to increasing the number of educators providing direct services to students in schools where more than 55% of enrollment consists of unduplicated student groups.

By strategically investing in instructional staffing and professional development, the charter ensures that at-promise students receive the resources, interventions, and academic support they need to achieve long-term success.

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

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 54,193,121	$ 20,683,347	38.166%	0.000%	38.166%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 21,746,767	$ 600,000	$ -	$ 1,657,499	$ 24,004,266.00	$ 12,283,835	$ 11,720,431

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	Recruitment and Professional Learning	All	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	$ 1,378,000	$ 837,578	$ 2,215,578	$ -	$ -	$ -	$ 2,215,578	0.000%
1	2	Benchmark Assessments and Interventions	All	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 1,878,200	$ 96,000	$ 1,974,200	$ -	$ -	$ -	$ 1,974,200	0.000%
1	3	EL Instruction, Support, and Language Acquisition Programs	English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 892,500	$ 14,100	$ 906,600	$ -	$ -	$ -	$ 906,600	0.000%
1	4	Broad Course of Study	All	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 1,060,800	$ 1,012,394	$ 2,073,194	$ -	$ -	$ -	$ 2,073,194	0.000%
1	5	21st Century Skills and Education Technology	Low Income	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	On-going	$ 172,500	$ 732,400	$ 904,900	$ -	$ -	$ -	$ 904,900	0.000%
1	6	IEP Service Delivery	Students with Disabilities	No	Schoolwide	N/A	All Schools	On-going	$ 102,000	$ 134,000	$ 236,000	$ -	$ -	$ -	$ 236,000	0.000%
1	7	SES Teacher Retention and Monitoring IEP Compliance	Students with Disabilities	No	Schoolwide	N/A	All Schools	On-going	$ 693,420	$ 134,000	$ 827,420	$ -	$ -	$ -	$ 827,420	0.000%
1	8	CSI Funds to Support Graduation Rate, ELA and Math Progress	All	Yes	LEA-Wide	N/A	All Schools	1 Year		$ 421,191				$ 421,191	$ 421,191	0.000%
2	1	Workforce Exploration and Career-Focused Opportunities	All	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 800,000	$ 268,000	$ 1,068,000				$ 1,068,000	0.000%
2	2	Academic and Post-Secondary Planning	Foster Youth, Homeless	Yes	LEA-Wide	Foster Youth	All Schools	On-going	$ 787,200	$ 185,950	$ 973,150	$ -	$ -	$ -	$ 973,150	0.000%
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	All	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 108,400	$ 791,207	$ 899,607	$ -	$ -	$ -	$ 899,607	0.000%
2	4	Targeted Subgroup Graduation Monitoring and Interventions	African America, English Learners, Homeless, Foster Youth, Low-Income, Students with Disabilities, Hispanic and White Students	Yes	LEA-Wide	English Learners and Low-Income	All Schools	On-going	$ 1,313,600	$ 164,000	$ 1,477,600			$ -	$ 1,477,600	0.000%
2	5	Targeted Small Group Instruction	All	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 1,906,800	$ 134,000	$ 2,040,800	$ -	$ -	$ -	$ 2,040,800	0.000%
3	1	Professional Learning for ELD teachers	English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 15,000	$ 134,400	$ 149,400		$ -	$ -	$ 149,400	0.000%
3	2	Professional Learning for ELD teachers of LTEL Students	Long Term English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 15,000	$ 134,400	$ 149,400	$ -	$ -	$ -	$ 149,400	0.000%
3	3	PL for Instructional Staff	English Learners, Students with Disabilities	Yes	Limited	English Learners	All Schools	On-going	$ 43,750	$ 134,400	$ 178,150	$ -	$ -	$ -	$ 178,150	0.000%
3	4	LTEL Research Based Language Acquisition Program	Long Term English Learners	Yes	Limited	English Learners	All Schools	On-going	$ 15,000	$ 10,853	$ 25,853	$ -	$ -	$ -	$ 25,853	0.000%
4	1	MTSS and Experiential Learning	Low-Income	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 770,850	$ 3,414,500	$ 4,185,350	$ -	$ -	$ -	$ 4,185,350	0.000%
4	2	Enhancing School Climate and Safety	Low-Income	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 235,200	$ 1,117,000	$ 1,352,200	$ -	$ -	$ -	$ 1,352,200	0.000%
4	3	Professional Learning for Social-Emotional Learning (SEL)	Low-Income	Yes	LEA-Wide	Low-Income	All Schools	On-going	$ 95,615	$ 13,750	$ 109,365	$ -	$ -		$ 109,365	0.000%
5	1	Targeted Intervention and Support- Academic Intervention Specialist- Title I	All	No	Schoolwide	N/A	All Schools	On-going	$ -	$ 320,000	$ -	$ -	$ -	$ 320,000	$ 320,000	0.000%
5	2	Administrative Credential Tuition Reimbursement- Title II	All	No	Schoolwide	N/A	All Schools	On-going		$ 98,407			$ -	$ 98,407	$ 98,407	0.000%
5	3	Targeted Student Support and Learning Recovery - LREBG	All	No	Schoolwide	N/A	All Schools	On-going	$ -	$ 600,000		$ 600,000			$ 600,000	0.000%
5	4	Education Partner Liason- Title I Low-Income, Foster Youth, Homeless	Low-Income, Foster Youth, Homeless	No	Schoolwide	N/A	All Schools	On-going		$ 275,000				$ 275,000	$ 275,000	0.000%
5	5	Student Initiatives- Title I	All	No	Schoolwide	N/A	All Schools	On-going	$ -	$ 440,901				$ 440,901	$ 440,901	0.000%
5	6	Parent and Family Engagement- Title I	All	No	Schoolwide	N/A	All Schools	On-going		$ 20,000			$ -	$ 20,000	$ 20,000	0.000%
5	7	Homeless and Foster Youth Program/Supplies Title I	Homeless, Foster Youth	No	Schoolwide	N/A	All Schools	On-going	$ -	$ 35,000		$ -		$ 35,000	$ 35,000	0.000%
5	8	Threat Assessment Training -Title II	All	No	Schoolwide	N/A	All Schools	On-going	$ -	$ 47,000	$ -	$ -	$ -	$ 47,000	$ 47,000	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 54,193,121	$ 20,683,347	38.166%	0.000%	38.166%	$ 20,683,347	0.000%	38.166%	**Total:**	$ 20,683,347
								LEA-wide Total:	$ 19,273,944
								Limited Total:	$ 1,409,403
								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	Recruitment and Professional Learning	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	$ 2,215,578	0.000%
1	2	Benchmark Assessments and Interventions	Yes	LEA-Wide	Low-Income	All Schools	$ 1,974,200	0.000%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	Limited	English Learners	All Schools	$ 906,600	0.000%
1	4	Broad Course of Study	Yes	LEA-Wide	Low-Income	All Schools	$ 2,073,194	0.000%
1	5	21st Century Skills and Education Technology	Yes	LEA-Wide	Foster Youth and Low-Income	All Schools	$ 904,900	0.000%
1	8	CSI Funds to Support Graduation Rate, ELA and Math Progress	Yes	LEA-Wide	N/A	All Schools	$ -	0.000%
2	1	Workforce Exploration and Career-Focused Opportunities	Yes	LEA-Wide	Low-Income	All Schools	$ 1,068,000	0.000%
2	2	Academic and Post-Secondary Planning	Yes	LEA-Wide	Foster Youth	All Schools	$ 973,150	0.000%
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	Yes	LEA-Wide	Low-Income	All Schools	$ 899,607	0.000%
2	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	LEA-Wide	English Learners and Low-Income	All Schools	$ 1,477,600	0.000%
2	5	Targeted Small Group Instruction	Yes	LEA-Wide	Low-Income	All Schools	$ 2,040,800	0.000%
3	1	Professional Learning for ELD teachers	Yes	Limited	English Learners	All Schools	$ 149,400	0.000%
3	2	Professional Learning for ELD teachers of LTEL Students	Yes	Limited	English Learners	All Schools	$ 149,400	0.000%
3	3	PL for Instructional Staff	Yes	Limited	English Learners	All Schools	$ 178,150	0.000%
3	4	LTEL Research Based Language Acquisition Program	Yes	Limited	English Learners	All Schools	$ 25,853	0.000%
4	1	MTSS and Experiential Learning	Yes	LEA-Wide	Low-Income	All Schools	$ 4,185,350	0.000%
4	2	Enhancing School Climate and Safety	Yes	LEA-Wide	Low-Income	All Schools	$ 1,352,200	0.000%
4	3	Professional Learning for Social-Emotional Learning (SEL)	Yes	LEA-Wide	Low-Income	All Schools	$ 109,365	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 25,923,648.00	$ 19,753,440.66

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	Recruitment and Professional Learning	Yes	$ 706,300	$ 1,023,301
1	2	Benchmark Assessments and Interventions	Yes	$ 5,150,000	$ 3,625,259
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	$ 1,250,000	$ 1,026,755
1	4	Broad Course of Study	Yes	$ 1,018,660	$ 741,003
1	5	21st Century Skills and Education Technology	Yes	$ 506,200	$ 388,633
1	6	IEP Service Delivery	No	$ 484,300	$ 466,707
1	7	SES Teacher Retention and Monitoring IEP Compliance	No	$ 1,354,800	$ 1,274,039
2	1	Workforce Exploration and Career-Focused Opportunities	Yes	$ 668,800	$ 623,365
2	2	Academic and Post-Secondary Planning	Yes	$ 987,240	$ 788,086
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	Yes	$ 1,262,200	$ 756,416
2	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	$ 1,493,600	$ 1,402,575
2	5	Targeted Small Group Instruction	Yes	$ 2,122,262	$ 2,035,898
3	1	Professional Learning for ELD teachers	Yes	$ 283,800	$ 239,643
3	2	Professional Learning for ELD teachers of LTEL Students	Yes	$ 283,800	$ 274,268
3	3	PL for Instructional Staff	Yes	$ 312,550	$ 279,095
3	4	LTEL Research Based Language Acquisition Program	Yes	$ 31,500	$ -
4	1	MTSS and Experiential Learning	Yes	$ 4,808,009	$ 3,109,135
4	2	Enhancing School Climate and Safety	Yes	$ 1,786,864	$ 1,274,364
4	3	Professional Learning for Social-Emotional Learning (SEL)	Yes	$ 103,750	$ 94,471
5	1	Targeted Intervention and Support- Academic Intervention Specialist- Title I	No	$ 320,000	$ 162,261
5	2	Administrative Credential Tuition Reimbursement- Title II	No	$ 48,692	$ -
5	3	Targeted Student Support and Learning Recovery - LREBG	No	$ 600,000	$ 21,030
5	4	Education Partner Liason- Title I Low-Income, Foster Youth, Homeless	No	$ 275,000	$ 146,101
5	5	Student Initiatives- Title I	No	$ 8,321	$ -
5	6	Parent and Family Engagement- Title I	No	$ 10,000	$ 40
5	7	Homeless and Foster Youth Program/Supplies Title I	No	$ 20,000	$ 994
5	8	Threat Assessment Training -Title II	No	$ 27,000	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 20,683,347	$ 22,775,535	$ 17,682,269	$ 5,093,266	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	Recruitment and Professional Learning	Yes	$ 706,300	$ 1,023,301.13	0.000%	0.000%
1	2	Benchmark Assessments and Interventions	Yes	$ 5,150,000	$ 3,625,259.43	0.000%	0.000%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	$ 1,250,000	$ 1,026,755.40	0.000%	0.000%
1	4	Broad Course of Study	Yes	$ 1,018,660	$ 741,003.43	0.000%	0.000%
1	5	21st Century Skills and Education Technology	Yes	$ 506,200	$ 388,633.47	0.000%	0.000%
2	1	Workforce Exploration and Career-Focused Opportunities	Yes	$ 668,800	$ 623,365.30	0.000%	0.000%
2	2	Academic and Post-Secondary Planning	Yes	$ 987,240	$ 788,085.70	0.000%	0.000%
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	Yes	$ 1,262,200	$ 756,416.36	0.000%	0.000%
2	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	$ 1,493,600	$ 1,402,574.77	0.000%	0.000%
2	5	Targeted Small Group Instruction	Yes	$ 2,122,262	$ 2,035,898.30	0.000%	0.000%
3	1	Professional Learning for ELD teachers	Yes	$ 283,800	$ 239,642.66	0.000%	0.000%
3	2	Professional Learning for ELD teachers of LTEL Students	Yes	$ 283,800	$ 274,267.54	0.000%	0.000%
3	3	PL for Instructional Staff	Yes	$ 312,550	$ 279,095.12	0.000%	0.000%
3	4	LTEL Research Based Language Acquisition Program	Yes	$ 31,500	$ -	0.000%	
4	1	MTSS and Experiential Learning	Yes	$ 4,808,009	$ 3,109,135.15	0.000%	0.000%
4	2	Enhancing School Climate and Safety	Yes	$ 1,786,864	$ 1,274,364.46	0.000%	0.000%
4	3	Professional Learning for Social-Emotional Learning (SEL)	Yes	$ 103,750	$ 94,470.80	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 54,193,121	$ 20,683,347	0.000%	38.166%	$ 17,682,269	0.000%	32.628%	$ 3,001,077.98	5.538%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Options for Youth - Duarte Date Resource Inequity Review was conducted: March 2025

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

Note: *Responses to questions 1 through 3* ***need*** *to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.*

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	**Graduation rate:** 4/ 5-year cohort: African American, EL, FY, Hispanic, HY, LI, SWD and White **College and Career Indicators:** African American, EL, FY, Hispanic, HY, LI, SWD and White **CAASPP ELA Achievement:** SWD, LI, Hispanic, African American, EL, Foster, Homeless **CAASPP Math Achievement:** SWD, LI Hispanic, African American, EL, Foster, Homeless **Chronic Absenteeism:** Hispanic and Low Income students ***In 2024, OFY-Duarte Charter qualified for Differentiated Assistance in 4 /5 -year Graduation Rate and College and Career Indicators based on cohort outcomes for 8 subgroups:** African American, English Learner, Foster Youth, Hispanic, Homeless, Low Income, Students with Disabilities, and White ***OFY-Duarte Charter qualified for Comprehensive Support and Improvement for Very Low graduation rate**
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	**Chronic Absenteeism** Decreasing chronic absenteeism rate: 70%, disproportionately affecting Hispanic (65.7%) and Low Income (70.4%) **Graduation Rate** 4 /5 year cohort outcomes for 8 subgroups: African American, English Learner, Foster Youth, Hispanic, Homeless, Low Income, Students with Disabilities, and White. **College and Career Indicators** (CCI) Elevating cohort outcomes for 8 subgroups: African American, English Learner, Foster Youth, Hispanic, Homeless, Low Income, Students with Disabilities, and White. **Math progress**

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

	CAASPP assessment achievement
3. How does the Charter plan on addressing these inequities?	**Chronic Absenteeism** Re-engaging students through personalized and timely communications and providing school and community resources to encourage and support reluctant students **Graduation Rate** Targeted evidence-interventions and subgroup graduation progress monitoring to ensure students graduate with their 4 /5-year cohort peers **College and Career Indicators (CCI)** Addressing Root Causes through increasing Leadership capacity to implement sustained improvements in: A-G completion, Seal of Biliteracy, Dual Enrollment, and CTE Pathways completion **Math progress** Addressing disparities among student subgroups and raising achievement in CAASPP and student progression through evidence-based interventions. Providing additional EBIs as “one size interventions do not suit all students”
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.	N/A

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options for Youth - Duarte School Year: **2024-2025**

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:

- Staff: Representatives from every position were invited and engaged in an equity-based data dive protocol to identify strengths and areas of need. Staff included: Direct Instruction teachers (SGI), Post Secondary Counselors, Student Advisors, Special Education Specialists, Instructional Coaches, Support Staff (Paraeducators, intervention staff, tutors, administrative staff), and English Language Development teachers and coaches. To ensure equitable outcomes for the Charter CNA staff who would not ordinarily be chosen to participate in data dives, they were encouraged to engage in the process and have their observations of the data noted.
- Parents and Students- DELAC and PAC committees both reviewed CNA data and data dive outcomes and provided feedback.
- Leadership Team: Principals, Assistant Principals, Assistant Principals of Instructional Programs (APIP) and Assistant Principals of Instructional Operations (APIO) collaborated in additional smaller data dives concentrated on: ELPI, Grad Rate and College and Career Indicators and Chronic Absenteeism 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 collated and reviewed data from multiple sources to analyze student performance, determine trends, identify Root Causes, and establish prioritized needs for 2025-26. Data analyzed included:

- CA Dashboard performance data: Graduation Rates, College/Career Indicators, Chronic Absenteeism, Suspension Rate, CAASPP: ELA and Math, CAST: Science, ELPI growth for Summative ELPAC assessments
- CAASPP: scaled scores for ELA and Math
- Tableau internal Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop-out Rates, EL Reclassification Data, A-G course enrollment & completion rates
- Star Renaissance Data ELA and Math Lexile Growth, Student Growth Percentile, Quantile Growth

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

- Qualitative data from Educational Partner engagement, including the 2025 School Climate Survey

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.

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

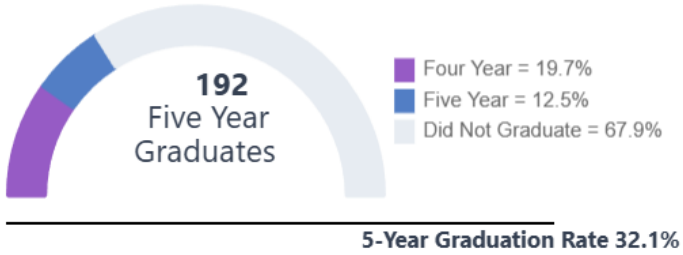
Graduation Rate:

- CNA data dive analyzed both the DASS 1-year cohort graduation rate and the 4/5 year cohort graduation rate. While both metrics experienced encouraging improvement, the DASS (75.4%) metric was met (DASS requires a graduation rate of 68%), whereas the 2024 4/5 cohort at 32.1% was 54.6% lower than the State 4/5 -year graduation rate: 86.7% of students graduated

***In 2024 OFY-Duarte Charter qualified for Differentiated Assistance based on 4/5 year graduation cohort outcomes for 8 subgroups:** African American, English Learner, Foster Youth, Hispanic, Homeless, Low Income, Students with Disabilities, and White

2024 4 /5 year cohort graduation rate was 32.1% for ALL students, as reported on the Fall 2024 California Schools Dashboard. The following student groups were reported with a red indicator:

- African American: 24.7%, decrease of -4.8% from 2023
- English Learner: 25.1%, +6.8% increase from 2023
- Foster Youth: 22.4%, +2.9% increase from 2023
- Hispanic: 29.8%, +3.8% increase from 2023
- Homeless: 25.7%, +5.9% increase from 2023
- Socioeconomically Disadvantaged: 31.2%, +4.4% increase from 2023
- Students with Disabilities: 25.9%, +4.7% increase from 2023
- White: 50%, + 16.5% increase from 2023



2024 DASS graduation rates increased for all student groups, with ALL students: 75.4%
Homeless, Foster Youth are still below DASS 1-year rate, 68% graduation rates increased for all student groups.

- African American: 76.50%, +8.9% increase from 2023
- English Learners: 74.70%, +18.4% increase from 2023
- Foster Youth: 60%, +18.8% increase from 2023
- Hispanic : 73.70, +10.7% increase from 2023
- Homeless: 63.30%, +10.9% increase from 2023
- Socioeconomically Disadvantaged: 73.90%, + 9% increase from 2023
- Students with Disabilities: 72.10%, +7.9% increase from 2023
- White: 84.90%, +3% increase from 2023
- Two or More Races: 82.40%, +23.3% increase from 2023

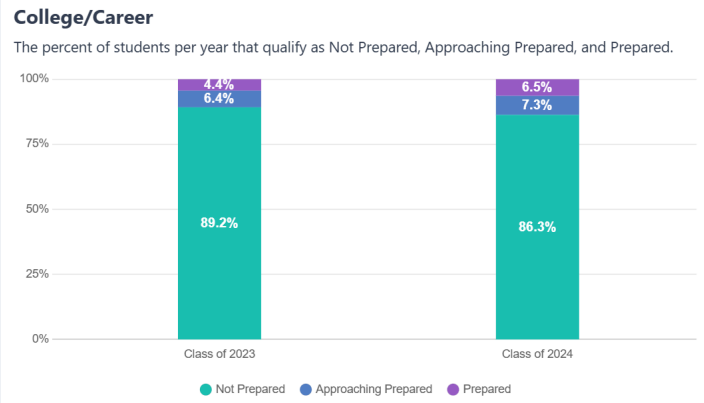
Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

***In 2024 OFY-Duarte Charter qualified for Differentiated Assistance based on very low CCI cohort outcomes for 8 subgroups:** African American, English Learner, Foster Youth, Hispanic, Homeless, Low Income, Students with Disabilities, and White

College and Career Indicators: (CCI)

This indicator uses various college and career measures (AP exams, IB Exams, CAASPP scores, college credit courses, State Seal of Biliteracy, Leadership/Military Science, A-G course completion, and CTE pathways) that evaluate a student's preparedness for college or career. OFY- Duarte's Fall 2024 Dashboard CCI received an Orange/Low designation:

- All students increased Fall 2024: 2.1% to: 6.5% prepared, approaching prepared increased from: 0.9% to 7.3%.

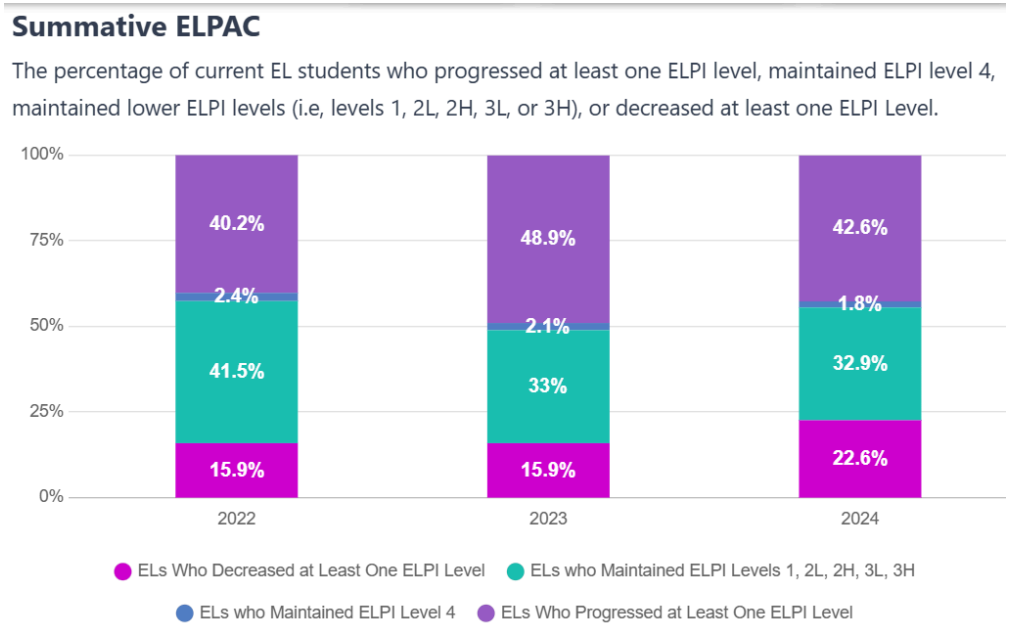


English Learner Progress (ELPI)

ELPI is defined as the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

- 2024-25 demographic data indicated that 45.7% of students spoke a language other than English as their primary language
- 2024-25 English Learner (EL) student population was 15.2% of this:
- 12.2% Long-Term English Learners (LTELs). LTELs are defined by the CDE as "LTEL students are students who have been enrolled in a United States school for six years or more but have not yet been reclassified as fluent English proficient."
- 2023-24 Summative ELPAC assessment data: the number of students who progressed at least one level on ELPAC decreased 6.3% from 22-23: 48.9%, to 23-24: 42.6%. Similarly, the number of students who decreased one level increased 6.7% from 22-23: 15.9% to 23-24: 22.6%

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



School Attendance & Progression:

- Student Attendance has yet to fully recover from the Covid-19 pandemic.
- High School attendance increased 1% from 23-24: 94.4% to 24-25: 95.4%. All student groups for 24-25 exceeded 95% attendance.
- Student progression increased 1.8% from 23-24: 78.3% to 24-25: 80.1%
- 2024-25 progression for Homeless and Foster Youth experienced encouraging increases: Homeless: increased 5.5% from 23-24: 67.3% to 24-25: 72.8% Foster Youth increased 0.9% in 23-24: 69.8% to 24-25: 70.7%

Core Course Completion:

- Core course completion (CCC) data for the 24-25 school year: (May 14, 2025) ELA 5.9, Math 4.5, Science 5.1 Social Science 6.7, 23-24 school year: ELA 6.28, Math 5.24, Science 6.51, Social Science 6.40
- CCC for Math continues to lag behind English, Social Science and Science. and was a noted area of concern.
- Core course completion (CCC) data for the 24-25 school year: (May 14, 2025) ELA 5.9, Math 4.5, Science 5.1 Social Science 6.7, 23-24 school year: ELA 6.28, Math 5.24, Science 6.51, Social Science 6.40
- CCC for Math continues to lag behind English, Social Science and Science. and was a noted area of concern.

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

CAASPP ELA and Math

Subgroup data ELA Standard Met/Standard Exceeded:

Students with Disabilities (SWD): 22-23: 20.59%, 23-24:17.86%, a decrease of 2.73% ↓

Homeless: 22-23: 21.43%, 23-24: 26.09%, an increase of 4.66% ↑

Low Income (LI): 22-23: 33.17%, 23-24: 38.39%, an increase of 5.22% ↑

English Learners (EL): 22-23: 3.8%, 23-24: 4.76%, an increase of 4.76% ↑

*Foster Students: no comparison data due to privacy

Subgroup data MATH Standard Met/Standard Exceeded:

Students with Disabilities (SWD): 22-23: 1.47%, 23-24: 2.63%, an increase of 1.16% ↑

Homeless: 22-23: 0.0%, 23-24: 0.0%, maintained

Low Income (LI): 22-23: 3%, 23-24: 7.90%, an increase of 4.9% ↑

English Learners (EL): 22-23: 0%, 23-24: 4.70%, an increase of 4.70% ↑

*Foster Students: no comparison data due to privacy

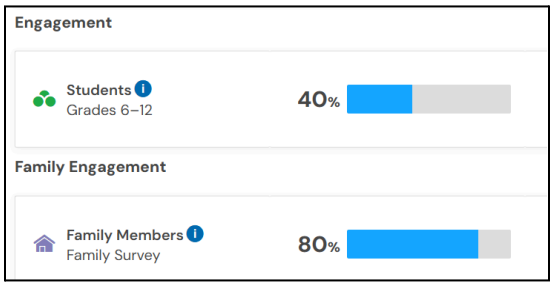
CAASPP MATH 23-24 Reporting Categories	Grade 8	Grade 11 ALL	Grade 11 SWD	Grade 11 Foster Youth	Grade 11 Homeless
Standard Exceeded (Level 4)	0.0%	1.17%	0.0%	*	0.0%
Standard Met (Level 3)	2.74%	8.80%	2.63%	*	0.0%
Standard Nearly Met (Level 2)	6.85%	16.42%	7.89%	*	21.74%
Standard Not Met (Level 1)	90.41%	73.61%	89.47%	*	78.26%

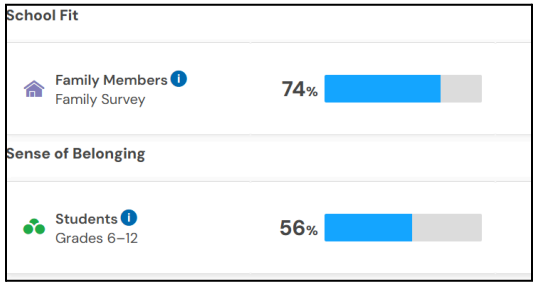
NOTE: In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students

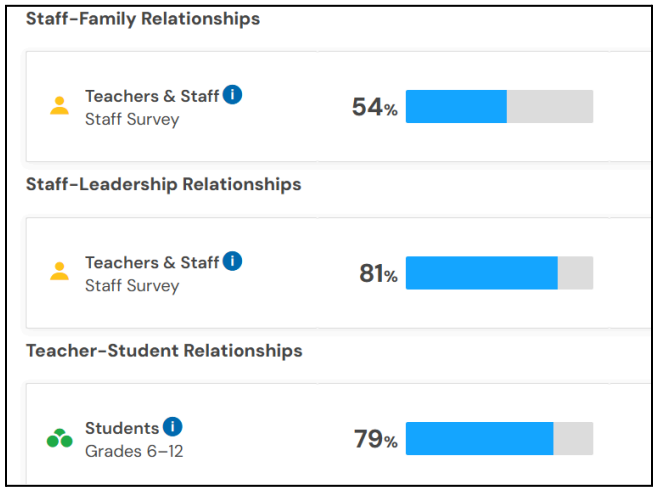
Engagement - School Climate Survey, Students/Parents/Staff

- ➔ Positive engagement: 80% among parents
- ➔ Students: 40%, offered neutral responses
- ➔ Staff requested more SEL PDs and an increase in transparency
- ➔ Root Cause: CNA participants raised concerns about Educational Partners understanding acronyms and metrics suggested a need for clearer communication, celebrating small wins, and developing a more intentionally end-user-friendly survey design

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







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.

The following 4 areas of focus will be the charter's priorities in the upcoming school year:

1. **Chronic Absenteeism**
    a. Decreasing chronic absenteeism rate: 70%, disproportionately affecting Hispanic (65.7%) and Low Income (70.4%)
2. **Graduation Rate** - 4 /5 year cohort
    a. Elevating cohort outcomes for 8 subgroups: African American, English Learner, Foster Youth, Hispanic, Homeless, Low Income, Students with Disabilities, and White.
3. **College and Career Indicators** (CCI)
    a. Addressing Root Causes through increasing Leadership capacity to implement sustained improvements in: A-G completion, Seal of Biliteracy, Dual Enrollment, and CTE Pathways completion
4. **Math progress**
    a. Addressing disparities among student subgroups and raising achievement in CAASPP and student progression

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.

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

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.

Area of Focus:

1. **Chronic Absenteeism**

Chronic Absenteeism is determined by the number of K-8 students who are absent 10 percent or more of the instructional days.

Root Causes:

- 2023-24 OFY-Duarte had 92 Middle School students in a population of 3,369 students, representing 2.73% of the charter student population. Fall 2024: 70% of Middle School students were designated as chronically absent, an increase of 2.8% since 2023.
- Reducing absenteeism and re-engaging students is an urgent need.
- Students who enroll in middle school grades are disproportionately remediating Middle School credits as progression to High School is dependent upon completing 8th grade
- Middle school students often lack the organizational and socioemotional capacity to successfully engage in a hybrid educational model and are more comfortable in traditional school settings
- Chronic absenteeism is noted to affect disproportionately: Hispanic Students: 65.7% chronically absent (↑ 2.9% increase from 2023) and Socioeconomically Disadvantaged Students: 70.4% chronically absent (↑ 3.1% increase from 2023)

Measurable Outcomes

- By the end of the three-year cycle, chronic absenteeism rates will decrease by 5%.

2. **Graduation Rate**

Root Causes:

- In Fall 2023, the state mandated a change for DASS schools, moving from a 1-year graduation rate to a 4 / 5-year cohort graduation rate, and this has impacted how Options for Youth - Duarte's graduation rate is calculated. In 2023 4 /5-year cohort outcomes for all students 27.5% increased by 4.6% 2024 to 32.1%. 2024 DASS 1-year graduation rate ALL students =75.4%, +6.9% increase since 2023.
- Students who enroll with OFY-Duarte are, based on internal Student Information System (SIS) data, often significantly credit deficient and at severe risk of not graduating with their 4/5 -year cohort peers.
- Students who enroll who are below grade level in ELA and Math often lack foundational skills and need intensive instructional support to develop grade-level content skills, which in turn translates to more instructional time needed to remediate core credits
- Both charter staff and students now report more urgent socioemotional needs than students who enrolled before the COVID-19 pandemic. The lack of social interaction and increased screen and social media use have heightened the anxiety that students self-report they are experiencing, and this anxiety is a factor in low student progression and attendance.

Measurable Outcomes:

- The charter strives to achieve improvements across all subgroups, ensuring equitable progress and focusing on elevating the overall one-year DASS graduation rates. Striving to be between 60-64%: English Language Learners (ELL): 3% increase, Students with Disabilities (SWD): 3% increase. Striving to be between 65-68%: All student group: 3% increase, Low-Income (LI):

3% increase, Hispanic: 3% increase, African American (AA): 3% increase. Striving to be between 40-50%: Foster Youth (FY): 3% increase, Homeless Youth (HY): 4% increase. Maintain at or above 80%: White student group.

- Charter will focus Differentiated Assistance efforts in elevating the 4 /5- year cohort rate and addressing graduation rate disparities for all student subgroups.

3. College and Career Readiness Indicators (CCI)

Root Causes

- OFY- Duarte's Fall 2024 Dashboard CCI received an Orange/Low designation: All students increased 2.1% to: 6.5% prepared, approaching prepared increased 0.9% to 7.3%. Root causes for low CCI included:
- Low 11th grade CAASPP assessment scores, particularly in Math: 148.6 points below standard. Students need a passing score (Standard Met/3 or Standard Exceeded/4) to be deemed Prepared for College and Career.
- Limited Dual Enrollment options and CTE classes
- Need to build capacity around CCI measures and how the indicators are reported for students achieving Prepared status, including: A-G completion, State Seal of Biliteracy, CAASPP scores for ELA and Math
- By 2027, our goal is to elevate each indicator and student group from a red to orange color designation on the CA dashboard.
- Developing leadership and instructional staff capacity to address Root Causes of low CCI preparedness: Missing 9th grade entry dates, Low CAASPP achievement, need for expanded Dual Enrollment and CTE options, low A-G completion rates.

4. Math Progress

Root Causes:

- Internal charter SIS data supports the CNA analysis that students who enroll with the charter are below grade level in ELA and Math. Students often lack critical foundational math skills and need intensive instructional support to develop grade-level content skills and achieve successful outcomes on State assessments, and address the rigor of the A-G curriculum.
- ELA intervention is needed to increase students' familiarity with determining the complexity of academic language found explicitly in CAASPP Math Performance Tasks.
- Math intervention credits are categorized as G-elective credits, a category that many students do not need in their planning guide, additionally, G-electives are restricted in A-G planning guides.

CAASPP MATH 23-24 Reporting Categories	Grade 8	Grade 11 ALL	Grade 11 SWD	Grade 11 Foster Youth	Grade 11 Homeless
Standard Exceeded (Level 4)	0.0%	1.17%	0.0%	*	0.0%
Standard Met (Level 3)	2.74%	8.80%	2.63%	*	0.0%
Standard Nearly Met (Level 2)	6.85%	16.42%	7.89%	*	21.74%
Standard Not Met (Level 1)	90.41%	73.61%	89.47%	*	78.26%

NOTE: In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students

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

- Core Credit Completion (CCC) for Math lags significantly behind ELA. 2024-25 ELA CCC: 6.6, Math CCC: 5.7
- 2023-24 CAASPP Standard Not Met: Grade 8: 90.41%, Grade 11: 73.61%, Grade 11 SWD: 89.47%, Grade 11 HY: 78.26%

Measurable Outcomes:

- By the end of the 3-year cycle, the charter will aim to increase the percentage of students placed into Standard Met/Standard Exceeded by 10% on the CAASPP ELA and 5% on the CAASPP Math assessment.

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?

During the charter's Comprehensive Needs Assessment, the following key findings emerged:

Successes and Strengths:

1. School Climate and School Safety - providing a safe, nurturing environment is essential to improve student learning outcomes. Parents and students: 91% and 90% respectively for school safety
2. Suspension and Dropout Rates have both decreased in 2024, Suspension: 0.1% (maintained) and Dropout Rate: Middle School: 8% (-18.7% decrease since 2023) High School 7.1% (-8.4% decrease since 2023)
3. Science Assessment Data - shows an encouraging incremental increase from 2021-22 through 2023-24

CAASPP 3-YEAR SCIENCE Reporting Categories	2023-24	2022-23	2021-22
Standard Exceeded (Level 4)	2.63%	0.43%	0.65%
Standard Met (Level 3)	17.54%	18.53%	10.97%
Standard Nearly Met (Level 2)	67.11%	72.84%	77.42%
Standard Not Met (Level 1)	12.72%	8.19%	10.97%

NOTE: In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students

Challenges and Concerns:

1. A-G Completion - improved across most student groups, except EL, LTEL, and Homeless which may indicate an resource inequity in SGI course participation

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

2. Math achievement - Core Course Completion (CCC) persistently lags behind ELA, Science, and Social Science rates
3. A wide disparity exists for Engagement between Parents and Students. Parents: 80%, Students: 40%

Trends and Themes:

1. Students who enroll with Options for Youth -Duarte are often behind on their credits and lack foundational ELA and Math skills, which impedes 4 /5 -year graduation cohort progress and socioemotional capacity to engage in “productive struggle” with rigorous A-G curriculum.
2. Students who are behind on their credits need intensive credit recovery with a range of effective Evidence-Based Interventions (EBIs) and not a “one intervention suits all” approach
3. Reducing acronyms and education-specific terminology when communicating with Parents and Students; to be more welcoming and inclusive of Educational Partner engagement and input

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).