LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options for Youth - Duarte
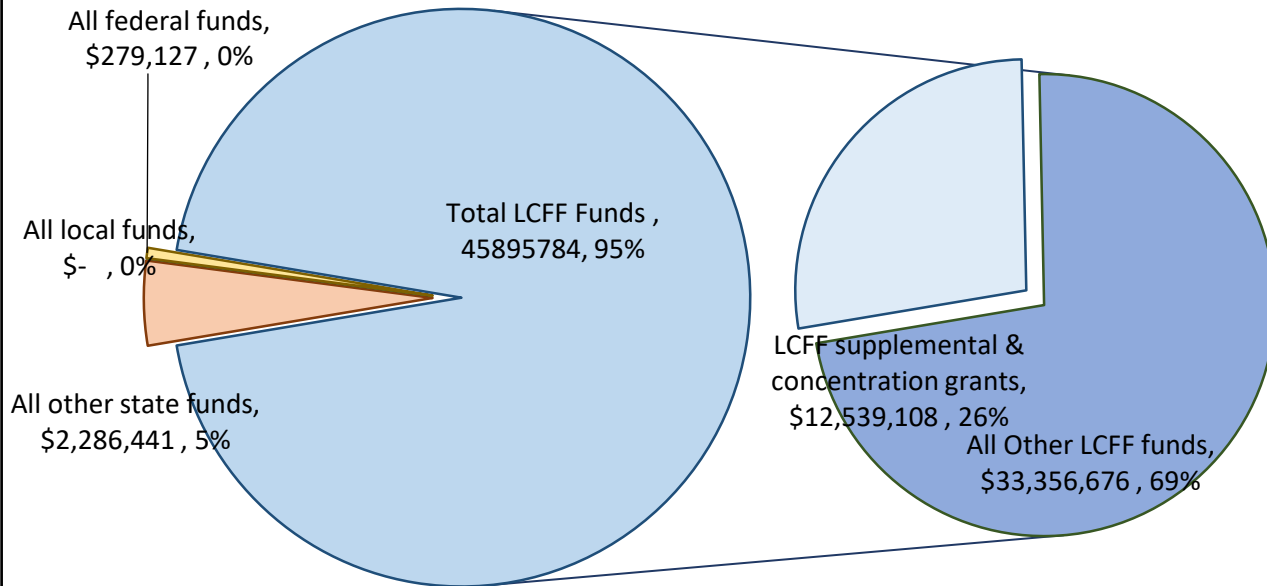
CDS Code: 19 64469 0139535

School Year: 2022 – 23

LEA contact information: Jennifer Komjathy, Principal, P: (310) 363-5586, E: jkomjathy@ofy.org

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $279,127 , 0%

All local funds, $- , 0%

All other state funds, $2,286,441 , 5%

Total LCFF Funds , 45895784, 95%

LCFF supplemental & concentration grants, $12,539,108 , 26%

All Other LCFF funds, $33,356,676 , 69%

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 $48,461,352.00, of which $45,895,784.00 is Local Control Funding Formula (LCFF), $2,286,441.00 is other state funds, $0.00 is local funds, and $279,127.00 is federal funds. Of the $45,895,784.00 in LCFF Funds, $12,539,108.00 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.

Budgeted Expenditures in the LCAP
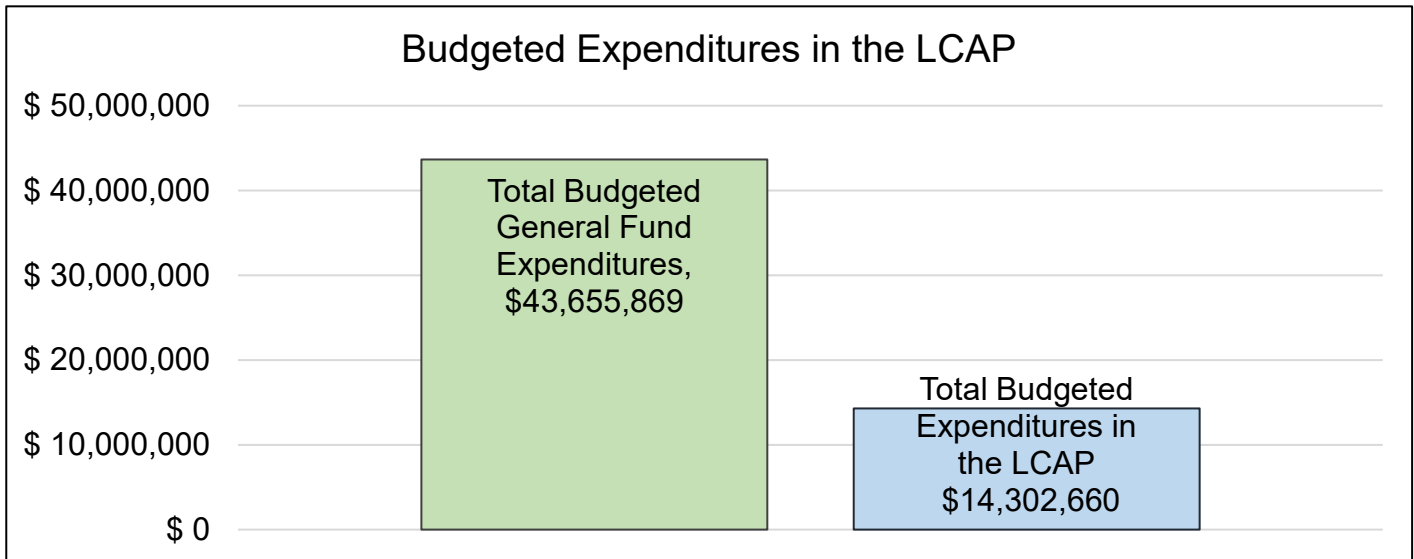
This chart provides a quick summary of how much Options for Youth - Duarte plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options for Youth - Duarte plans to spend $43,655,869.00 for the 2022 – 23 school year. Of that amount, $14,302,660.00 is tied to actions/services in the LCAP and $29,353,209.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
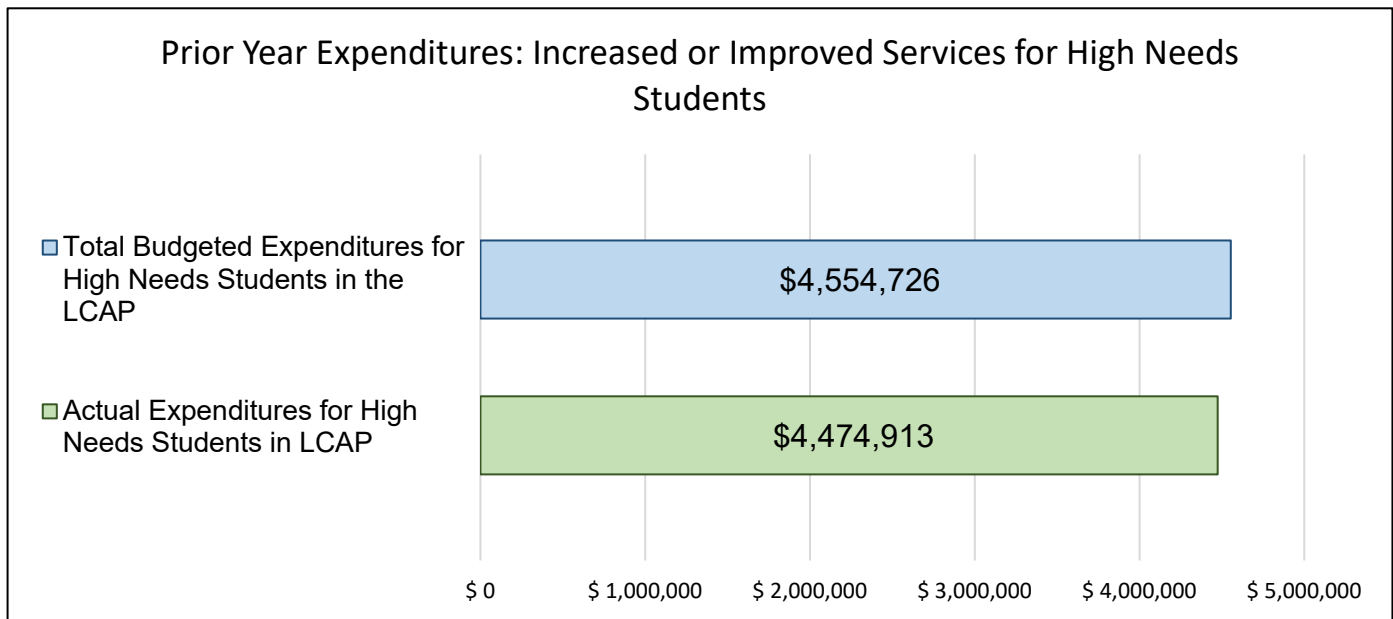
General Fund Budget Expenditures, for the 2022-23 year that are not included in the Local Control Accountability Plan cover a number of operational and business costs. These costs include but are not limited to some non-instructional staff salaries, staff business expenses (i.e. office supplies and technology), facilities and maintenance, rent, general business expenses (i.e. taxes and licensing costs), loan interest, management fees, and district administrative fees, marketing and advertising.

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

In 2022 – 23, Options for Youth - Duarte is projecting it will receive $12,539,108.00 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 $13,001,677.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$4,554,726
☐ Actual Expenditures for High Needs Students in LCAP	$4,474,913

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

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 2021 – 22, Options for Youth - Duarte's LCAP budgeted $4,554,726.00 for planned actions to increase or improve services for high needs students. Options for Youth - Duarte actually spent $4,474,913.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $79,813.00 had the following impact on Options for Youth - Duarte's ability to increase or improve services for high needs students:

The LEA shows a $80K difference between actions marked as contributing toward the increased and improved services for high needs students as of April 2022. The LEA did spend all its $4.3M S/C funding on increasing/improving services to our high needs students and the difference shown did not impact the needs or services provided to our High need's students. All actions and services were increased as intended and we are continuing to spend and provide services to our students. The timeline for reporting leaves about 2 months in our academic school year still in session therefore we anticipate we will continue to spend and continue to provide services to our high need's students.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth-Duarte Inc.	Jennifer Komjathy, Principal	jkomjathy@ofy.org (310) 363-5586

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

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

The LEA has not received any Budget Act 2021 funding aside from funds included in the Expanded Learning Opportunities Grant. The LEA engaged education partners on the use of funds in multiple ways, the school sent out a survey to staff, students, and parents to gain input and further identify school goals and learning recovery efforts. The school regularly asked for feedback through virtual and in-person parent conferences, student meetings, staff in-services and virtual meetings to ensure all educational partners had an opportunity to voice ideas and engage in the planning process. The development of the plan was reviewed and created by the school leadership group. The school hosted parent/guardian meetings in late spring, summer and fall 2021 semesters, where parents were invited to come and learn about the different support opportunities offered both in-person and virtually. The school will continue to host these meetings in spring, summer, and fall 2022 semesters. Teachers and instructional staff will continue to communicate with students' parents/guardians through email, phone call or text, whichever is most convenient for parents to encourage participation in additional instructional supports. The school aligns support for its students with disabilities and Foster and McKinney-Vento (homeless) youth and will closely monitor and support these groups. Identified school liaisons work directly with Foster and McKinney-Vento students to ensure they have the support needed.

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

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

The LEA plans to use the funds in a variety of ways, which will ensure we are retaining our staff that directly impact our unduplicated student group's academic success in our program. This will include but is not limited to covering salaries of English Language Specialists and Math Interventionists, Tutors, and other staff members who are qualified to meet the needs of these student populations and avoid pupil and Teacher turnover, as needed.The LEA plans to retain Postsecondary Counselors and Teachers who work directly with Foster Youth through additional duties for after-school instructional support, including night school and Saturday school as educational partners have indicated that increasing instructional time and academic planning support for Foster Youth is a high priority.

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

The LEA received the Learning Loss Mitigation (LLM) Funding to support recovery from the COVID-19 pandemic. The LEA engaged its education partners in the following ways to gain feedback on the use of these funds. The LEA engaged educational partners to receive feedback on use of these funds through family information nights, direct parent feedback through parent conferences, and conducting surveys specific to learning loss. These all occurred during the 2020-2021 school year through the present school year.

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

The LEA did not receive any federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief funds.

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

The LEA aligned its LLM funding to our 2021-22 LCAP. Educational partners expressed a need to integrate more support for mental health and provide more socioemotional opportunities that engage students outside of academics. In response to the feedback the LEA has incorporated ways to increase student engagement within the school community. The LEA will continue with student groups (i.e student counsel) virtually in order to provide students with face-to-face interactions. Additionally, working in partnership with our Special Education vendor, Partners in Special Education, the LEA will identify mental health services to provide or to increase during the pandemic, such as: 1. Counseling support for struggling students 2. Tutoring support for general education and special education students having difficulty completing work at home on their own 3. Mindfulness training for staff and students 4. Workshops and PDs for staff re: Dealing with Stress, Anxiety and Trauma due to COVID-19. All these efforts have been aligned to the 2021-22 LCAP per educational partner feedback listed above.

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

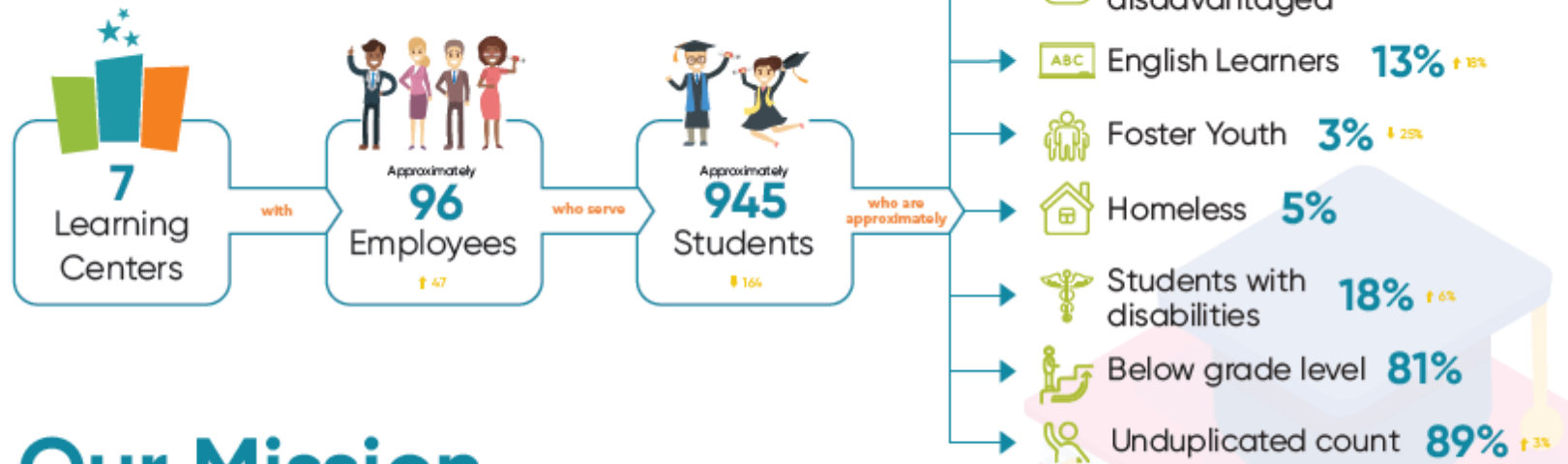| Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth Public Charter Schools - Duarte	Jennifer Komjathy, Principal	E:jkomjathy@ofy.org

Plan Summary 2022-2023

General Information

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

Local Control & Accountability Plan (LCAP)
Charter Demographics

Options For Youth
Public Charter Schools

7 Learning Centers

with

Approximately **96** Employees ↑ 47

who serve

Approximately **945** Students ↓ 164

who are approximately

- Socioeconomically disadvantaged **45%** ↓ 45%
- ABC English Learners **13%** ↑ 18%
- Foster Youth **3%** ↓ 25%
- Homeless **5%**
- Students with disabilities **18%** ↑ 6%
- Below grade level **81%**
- Unduplicated count **89%** ↑ 3%

Our Mission

The mission of Options for Youth is to create an educational choice for all students. Our staff connect with students to empower and inspire them to achieve their goals and make their dreams a reality. Options for Youth will assist students as they develop supportive relationships that enable them to manage work life, and familial responsibilities. Our vision is to re-engage students by giving them the skills and the confidence to become lifelong learners who contribute to their community.

Educational Philosophy:

Options for Youth Duarte provides educational opportunities for those students most at promise of reaching adulthood without the knowledge, skills and attributes required to enjoy productive and fulfilling lives. The Options for Youth Duarte learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma or earn a G.E.D. Additionally, as an exclusive WIOA partner, our learning centers

provide an education that increases post-secondary options for students, whether they plan to immediately enter the workforce or continue post-secondary learning

Educational Program:

The chief goals of Options for Youth are (i) to offer a comprehensive learning experience to students, guided by the Common Core State Standards, (ii) to identify students who are not being served in the public-school system and provide them educational services, and (iii) to help students become self-motivated, competent, lifelong learners. Our program also strives to provide all Educational Partners expanded public school choices within California's public-school system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an individually-tailored educational environment in which they learn best, thereby supporting their unique learning needs and avoiding academic stagnation. We offer a blended learning model where students may complete independent study courses and/or classroom instruction, depending on their specific learning needs. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to greater self-efficacy. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits.

Title I - Schoolwide Program (SWP)

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

Reflections: Successes

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

The Options for Youth-Duarte Charter, where more than 86% of students are considered At-Promise and in greatest need, is in its third year of operation and has operated almost exclusively during the COVID-19 pandemic. As a WIOA school, the charter is proud of the continuity of instruction that it has provided to at-promise youth during the COVID-19 pandemic through offering career exploration and counseling, job training, career technical education, and college and career workshops. Based on the 21-22 Comprehensive Needs Assessment, the charter has identified successes in its graduation rate, school climate, college and career preparation, and English Learner reclassification.

Graduation Rate

Although the charter only had a 50% graduation rate during the 19-20 school year, our charter is proud of the 24.5% increase in graduation rate to 74.5% in the 20-21 school year. The charter made this substantial increase during distance learning, when all students were meeting

remotely with teachers and support staff, and we celebrate the hard work of our students and staff to increase graduation during the COVID-19 pandemic. The charter looks forward to continuing to increase our graduation rates in the coming school years, especially as we have returned to in-person instruction and additional support to seniors at our resource centers.

School Graduation Rate Compared to District and State
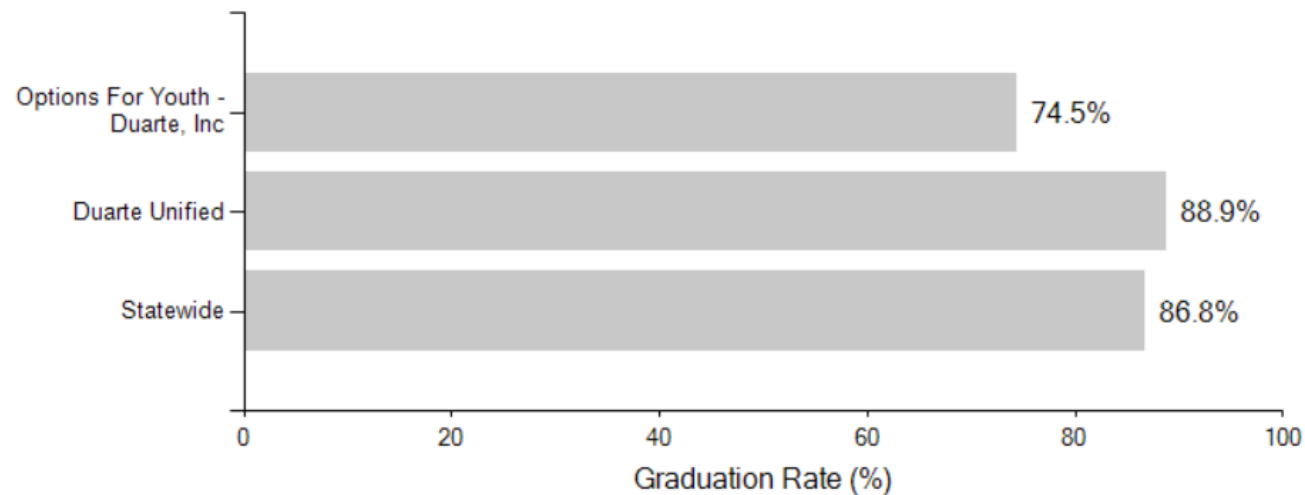
Continuity of Instruction and School Climate

As a new charter school that opened in July 2019, the charter was open for less than a year when it transitioned to a distance-learning platform as a result of the pandemic, and the majority of the school's operation has been during either distance learning or transition back to hybrid/in-person instruction. The charter is proud of its effective transitions between distance learning and hybrid/in-person instruction, and has worked diligently to ensure that students feel safe and supported returning school in person for the 21-22 school year. The charter has prioritized rebuilding the school community that was lost during distance learning through rebuilding our sports program, providing various field trips, student groups, and clubs, and community service opportunities. In the 2022 Spring LCAP survey, parents, students, and staff all reported a positive school atmosphere, where staff respect students, and students feel safe and enjoy coming to school. As we continue to rebuild our school community, we look forward to partnering with community organizations to increase our opportunities for job training, mentorships and internships, and social emotional learning in order to continue to foster our positive school climate and community networking resources for students as they enter postsecondary education and the workforce.

College and Career Readiness

As a WIOA school, our priority is to prepare students for transitioning into postsecondary education and the workforce. Our students work closely with Postsecondary Counselors and Career Pathways Coordinators (CPC's) who assist with individual academic and workforce planning. Postsecondary Counselors and Career Pathways Coordinators meet with students regularly to discuss graduation goals, college preparedness and workforce objectives, and these staff also provide students with college and career education, Financial Aid workshops, community service opportunities, concurrent enrollment, and job application assistance.

Career Pathways Coordinators (CPC's) also facilitate internships and work experience opportunities for students through the Charter's exclusive Workforce partnerships with Pathways Management Group, Goodwill, AYE Youth Source, The Rancho Dominguez AJCC, and Para Los Ninos. Students wishing to participate in work experience or internship opportunities work closely with their CPC to apply for jobs and receive work permits while maintaining good standing in the program. 80 students in the charter held work permits in the 21-22 school year, and a large portion of our 18+ students also work while attending high school. In order to further provide students, access to real-world workforce resources, school sites bring in local professionals who engage in virtual career chats with students interested in specific industry sectors. In April 2022, the charter hosted its annual Career Week, and provided students with an opportunity to earn credit for attending these Career Chats through our Career and College Exploration course. The charter organized 20 career chats and 218 participants attended these chats over the course of the week. Postsecondary counselors have also worked diligently to help students participate in concurrent enrollment. The charter has 10 students participating in community college courses this school year.

English Language Reclassification

In the 21-22 school year, 25 eligible English learners reclassified as fluent English proficient for a 100% reclassification rate. This is a 65% increase from the previous school year, and the charter is proud of the hard work of its English learners to master fluency over their second or even third language. Additionally, the charter is proud of the development of its Bilingual Scholars Program and the emphasis that it has placed on developing relationships with students and parents, and really partnering with families to explain the process for reclassification. This work has really increased the buy-in of our students in participating in additional appointments with English Language Specialists. Continuing to expand and enhance the Bilingual Scholars Program offerings is an area of focus for our charter.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on our charter's 21-22 Comprehensive Needs Assessment, we recognize our greatest needs are in the areas of increasing graduation rate, increasing school attendance rates, decreasing dropout rates, increasing ELA and math achievement. These four areas of need that, in addition to educational partnership feedback and ongoing enhancement of our workforce opportunities, drove the development of our 2021-24 LCAP metrics, actions, and allocations. Additional areas of need include: college and career readiness and professional development for staff.

Graduation Rates

Graduation Rate		
	19-20	20-21
All	50.00%	74.50%
ELL	N/A	58.33%
FRMP	N/A	63.43%
SWD	N/A	65.52%
Foster Youth	N/A	71.43%

Our 20-21 Graduation Rate as released by the CDE in January 2021 was 74.5%. As a school that serves students who are over-age and under-sufficient in graduation credits, meeting the four-year cohort graduation rate is an ongoing area of need due to high needs of the student population we serve. Most students, particularly our Low Income, English Learners, and Foster Youth, come to our program for credit recovery and often transfer back to their school of origin once caught up. Others come to our program so far behind in credits that even with our efforts and interventions, it takes five or six years to achieve graduation. Although our charter met the ESSA graduation requirements in the 20-21 school year, the charter looks to maintain or increase its current graduation rate, and continue to work to close the achievement gap for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, who are all graduating 9+ percentage points below the overall population of students. This disparity, particularly for our English Learners, had a substantial impact on the review and addition of several of our actions and allocations this school year.

School Attendance Rates

Monthly Student Progression (MSP)

	2019-2020	2020-2021	2021-2022
All	68%	60%	66%
ELL	54%	55%	63%
FRMP	66%	57%	64%
Special Ed	62%	46%	58%
Foster Youth	40%	35%	43%

In the 2019-20 school year, prior to the pandemic, the charter's school attendance, measured by monthly student progression (also known as monthly credit completion) was 83%. The charter saw a 15% decrease in MSP in March 2020, and the decrease continued in the 20-21 school year. Although the school has made a modest improvement in MSP in the current school year, the charter has identified increasing student attendance as one of its primary areas of focus toward the goal of increasing graduation rates for the upcoming school year. The attendance rates for our Foster Youth and Students with Disabilities is especially concerning. The charter plans to increase targeted small group instruction and focus on quality of instruction and academic enhancement, by providing professional development to recruit and retain staff to serve Low Income students, English learners, and Foster and Homeless Youth, while also continuing to provide students with disabilities individualized services and additional supports through their individualized educational plans.

Dropout Rates

In the 2019-20 school year, the high school dropout rate was approximately 12% and although this number has decreased to approx. 9% in the 20-21 school year, dropout rates were identified as areas of need in the comprehensive needs assessment and LCAP metrics have been developed in order to address both. Additionally, our higher dropout rate for our Low-Income students is an identified area of need. The charter seeks to maintain or decrease its dropout rate to no higher than 10%, recognizing that many adult students often choose to pursue entering the workforce and do not want to work full time and attend high school full time. As a workforce school, the charter is continuing to expand and provide resources to adult students who do not want to earn a high school diploma so that they can 1) earn a high school equivalency 2) transition to adult school or 3) find alternative employment in order to balance education with work. We offer GED prep courses for adult students, develop and maintain partnerships with local adult schools, and seek to partner with more WIOA exclusive partners in order to facilitate case management that will allow our students to find employment stability through WIOA internships while continuing to work on their high school diplomas.

Drop Out Rate - Charter

	2019-2020	2020-2021	2021-2022
All	12.37%	8.53%	6.91%
ELL	13.25%	10.29%	6.80%
FRMP	13.23%	9.00%	9.69%
Special Ed	14.54%	4.00%	6.83%
Foster Youth	19.51%	12.00%	0%

English Language Arts Achievement

One of the key components to supporting students as they work toward graduation is to provide appropriate, inclusive, standards-aligned curriculum and instruction. Many of our students come to Options for Youth credit deficient and with academic achievement gaps, and these achievement gaps have contributed to learning loss during distance learning, necessitating a focus on targeted interventions for our at-promise students. Our English Learners and Foster Youth have additional Lexile proficiency gaps, as measured from benchmark assessments:

Lexile Performance				
	2020-2021		2021-2022	
	Grade Level	Growth	Grade Level	Growth
All	53.25%	63.94%	42.63%	50.00%
ELL	14.00%	66.67%	12.77%	57.14%
FRMP	48.65%	63.50%	39.39%	56.10%
Special Ed	42.54%	63.24%	28.57%	44.44%
Foster Youth	23.81%	66.67%	11.76%	N/A

In an effort to provide targeted and specific intervention to students reading below grade level, we will continue to use data from benchmark assessments as well as other criteria to inform decision-making for increasing both student reading proficiency as well as progress toward graduation. Some of the data-driven assessment methodologies we use are Renaissance Star benchmark assessments, student monthly credit completion rates, core credit completion rates in ELA, and English Language Proficiency Assessments for California (ELPAC).

After reviewing student achievement levels, we determine appropriate courses of instruction. We offer intervention for reading growth through the evidenced based intervention ELA programs Achieve 3000, and we have adopted Exact Path as an additional reading intervention program. Additionally, we provide English learners with both integrated and designated English Language Development (ELD) instruction, which includes the implementation of specifically designed academic instruction for English (SDAIE) strategies. Our EL students also have the opportunity to participate in the evidenced based intervention English development program iLit. Using ELPAC data to further drive instructional choices, we have learned that our students have the most success in the speaking portion of the assessment, and their greatest areas of growth are in reading and writing.

For our students with disabilities, Options for Youth Duarte provides specialized academic instruction (SAI) to students when the Individual Education Plan (IEP) team determines the student needs additional academic support beyond general education instruction. Additional support may include evidenced based interventions programs listed above, unique instructional strategies, transitional goal setting and any other accommodation outlined in IEP. In the 22-23 school year and beyond, the charter will continue to increase the number of students completing evidence-based intervention programs in order to close pre-existing achievement gaps for at-promise students and address learning loss accrued during distance learning.

College & Career Readiness

College and Career Readiness continues to be an ongoing area of need for our charter, as our College and Career Measure report on the California Dashboard indicates low participation rates in Career Technical Education Pathways completion, a-g completion rates, and college credit completion:

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

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

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

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

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Cohort Totals	3	2	*	*	*	0	*	0	*	0	2	0	*	*
Cohort Percent	1.6%	10.5%	*	*	*	0.0%	*	0.0%	*	0.0%	1.3%	0.0%	*	*

Completed College Credit Courses – Number and Percentage of All Students

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

ALL Cohorts	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Number of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	1	0	*	*	*	1	*	0	*	0	1	0	*	*
Percent of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses	0.5%	0.0%	*	*	*	0.8%	*	0.0%	*	0.0%	0.6%	0.0%	*	*
Number of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	0	0	*	*	*	0	*	0	*	0	0	0	*	*
Percent of Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses	0.0%	0.0%	*	*	*	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	*	*

Although our participation rates are low in these areas, we have internal data that indicates more students are completing college courses than reported to the state by the reporting deadline due to courses still being in progress. Additionally, our Career Technical Education program offers Nursing, IT, and Construction pathways, but these are not yet recognized by the Dashboard. Finally, since we primarily serve at-promise youth who are credit and skills-deficient, AP and IB coursework is infrequently requested by students who need intervention and individualized support to read at grade level. However, at a WIOA school and despite these obstacles, we continue to invest in college and career preparedness for our students. Our Postsecondary Counselors and Career Pathways Coordinators provide individualized planning options including selecting appropriate courses within our program, enrolling in Career in Technical Education classes, identifying career paths of interest, college-preparedness planning, and post-secondary coursework selection. We also expose students to community professionals in various careers through career chats and college, career fairs, and our annual college and career week. Career chats and Career Fairs both offer students the opportunity to explore workforce options available to them and obtain information about careers they may not have had exposure to prior to the fair. We also bring in local professionals in high interest fields, such as nursing, IT, construction and business. OFY Duarte will also continue to invest in college-bound student aspirations by taking students on college tours, hosting college weeks at school and using an A-G planning guide to select appropriate courses. We will invest in dual enrollment, where students earn college credits while they are enrolled in high school, by facilitating their enrollment in college courses and offering a dual enrollment support class for additional assistance as students balance high school and college classes. Additionally, the Charter will commit to preparing students for high demand industries through Career and Technical Education courses taught by field professionals.

Professional Development of School Staff

Options for Youth Duarte understands that hiring and retaining highly qualified staff members in our schools is an important factor in providing a quality educational experience for students and helping them move toward graduation. For this reason, we will continue to invest in professional development opportunities that build capacity in school staff and help them provide quality instruction and academic enhancement to the curriculum and instruction. One example of this includes data dives, where instructional staff will participate in evaluating trends in student outcomes of external standardized assessments to find achievement gaps and determine solutions for filling them. Current ELPAC data analysis conducted by our EL Department during data dives indicates our students have the greatest areas of growth in reading and writing; as a school, we look forward to facilitating a professional development with instructional staff so that our English language learners have a greater opportunity to become English language proficient. Other professional development we plan to invest in includes content-specific conferences and training, social emotional and mental health professional development, and technology professional development.

LCAP Highlights

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

💡 LCAP HIGHLIGHTS

GOAL 1
Specialized Instruction for Foster & Homeless Youth, English Learners, Low Income Students, and Students with Disabilities

Highlighted Actions:

1.1 SWD Individualized Support, Instruction, & Intervention

1.2 Individualized Support & Instruction for Foster & Homeless Youth, & Low Income Students

1.3 EL Instruction, Support, & Language Acquisition Programs

GOAL 2
ELA &Math Achievement for Foster & Homeless Youth, Low Income Students, English Learners and Students Below Grade Level

Highlighted Actions:

2.1 Benchmark Assessments & Interventions

2.2 Professional Development

2.5 Targeted Small Group Instruction

2.6 Quality of Instruction & Academic Enhancement

GOAL 3
Engagement, Achievement, and Exposure to College & Career Pathways for Foster & Homeless Youth, Low Income Students, and English Learners

Highlighted Actions:

3.1 Academic & Postsecondary Planning

3.2 Workforce Exploration & Career Focused Opportunities

3.3 Postsecondary and College Focused Opportunities

3.5 Targeted Subgroup Graduation Monitoring & Interventions

GOAL 4
Cultivating a Safe and Healthy Learning Environment and ensure all educational partners feel a sense of connectedness

Highlighted Actions:

4.1 Parent Involvement and Educational Partner Engagement

4.2 Healthy Meals Program

4.3 Social Emotional Learning Opportunities

4.4 School Safety and Well Maintained Facilities

GREATEST PROGRESS FOR SCHOOL IMPROVEMENT:
- 24.5% Increase in Graduation Rate; 74.5% overall Graduation Rate
- 89% Students, 80% parents, and 88% staff report sense of belonging and connectedness to school
- 90% English Learner Reclassification Rate

PLANNED ACTIONS TO MAINTAIN PROGRESS MADE:
- 1.5 EL Professional Development
- 2.4 21st Century Skills and Education
- 3.1 Academic and Postsecondary Planning
- 4.2 Parent Involvement and Educational Partner Engagement

GREATEST NEEDS FOR SCHOOL IMPROVEMENT:
- Increasing Graduation Rate for EL & Low Income Students
- Increasing ELA and Math Achievement
- Increasing School Attendance Rates

PLANNED ACTIONS TO ADDRESS GREATEST NEEDS:
- 1.1 Benchmark Assessments and Interventions
- 1.2 SWD Individualized Support, Instruction, and Intervention
- 1.3 Individualized Support & Instruction for Foster & Homeless Youth, & Low Income Students
- 1.4 EL Instruction, Support, & Language Acquisition Programs
- 2.5 Targeted Small Group Instruction
- 2.6 Quality of Instruction & Academic Enhancement
- 3.1 Academic and Postsecondary Planning
- 3.2 Career Focused Opportunities

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable – OFY Duarte was not identified as being eligible 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.

Not Applicable – OFY Duarte was not identified as being eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Not Applicable – OFY Duarte was not identified as being eligible for CSI.

Engaging Educational Partners

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

The Charter uses educational partner feedback to reflect on our current practices and adjust as needed to meet the needs of the entire school community. In order to develop revisions for the 21-24 LCAP Goals, Metrics, and Actions for the 22-23 school year, the charter conducted two LCAP Surveys, hosted virtual and in-person family engagement events, sought feedback from staff through professional learning communities and one-on-one interviews with administrators and coaches, and presented drafts of our goals, metrics, and actions to our SSC, DELAC and SELPA in order to gather feedback based on their recommendations.

LCAP Surveys: In the 21-22 school year, the charter conducted two student, staff, and parent surveys to help inform the review and modifications to the 21-24 LCAP. These surveys were conducted in Fall 2021 and Spring 2022. The questions in these surveys were designed to provide parents, students, and staff with an opportunity to provide feedback on 1) their desired priorities for school offerings, 2) their desired priorities for school funding in the 22-23 school year 3) their opinion about overall school climate in the current school year. The charter sought feedback from students, staff, and parents regarding student engagement and connectedness to the school, access to program resources, feedback about curriculum, instruction, and staff customer service, and building maintenance and attractiveness. We have seen a great increase in survey participation rates from the previous school year. Participation Rates were as follow:

Parent Surveys:

>   Fall: 97 participants

>   Spring: 233 participants

Student Surveys:

>   Fall: 353 participants

>   Spring: 453 participants

Staff Surveys:

>   Fall: 121 participants

>   Spring: 73 participants

Family Engagement Events: The charter hosted multiple family engagement events in the Fall and Spring semesters to gather feedback related to the development of the charter's school improvement plans. On September 29th, 2021, the charter virtually hosted its Fall "LCAP, Recap" Parent Night, and provided an overview of the 21-24 LCAP plan to parents, and sought feedback to be considered in the revision of the LCAP for 22-23. In the Spring 2022, the learning resource centers conducted family engagement nights on March 23rd, 2022, March 29th, 2022, and March 30th, 2022.

Staff Feedback and LCAP Participation: Teacher feedback was collected from multiple sources (including our staff LCAP survey referenced above) and used in revising our LCAP for the upcoming school year. One of the ways in which teacher feedback was collected is through data-driven Professional Learning Communities (PLCs), which provide a space for instructional staff members to collaborate, plan and reflect in an effort to improve instruction and student achievement. Principals, assistant principals, and coaches also meet with teachers on a regular basis to collect feedback, and recognize that our teachers and instructional staff have the closest daily access to parents and students and their experiences in the field are heavily considered in the development of goals and metrics. Additionally, teachers also participate in ongoing training, workshops, and professional development to help inform their practices as well as give them an opportunity to provide insight on curriculum, instruction, and best practices that inform revisions of the LCAP.

Comprehensive Needs Assessment: In October-January 2022, the charter conducted a Comprehensive Needs Assessment (CNA) in order to determine areas of focus based on education partner feedback and data collected from the last two school years. Educational partners involved in the data analysis of the CNA included: administrators, teachers, postsecondary counselors, programs coaches, English language specialists, and special education specialists, teachers, and support staff. The CNA determined four areas of focus based on stakeholder feedback and internal data analysis: school attendance, graduation rates, dropout rates, and ELA achievement.

DELAC: A draft of our goals, metrics, and actions was presented to the DELAC on May 12th, 2022 and feedback from the DELAC was positive and the participants were satisfied with the metrics and actions relating to English learners. No additional suggestions were requested.

SELPA: A draft of our updated goals, metrics, and actions was presented on May 16th, 2022. The SELPA recommendations included adding additional actions to our Goal 1 actions that address IEP compliance related to timeliness of completing IEPs before their deadlines. They also recommended allocating professional development funds related to Dispro. Action 1 under Goal 1 entitled "Special Education Compliance" was developed based on this recommendation.

SSC: A draft of our updated goals, metrics, and actions was presented to the SSC on May 19th, 2022. Participants were satisfied with the metrics and actions, and no additional suggestions or modifications were requested.

Board of Directors: Per Ed Code, the board of directors was updated on the goals, metrics, and actions and provided feedback to the charter prior to voting to adopt the 21-24 LCAP. The charter notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) -

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

A summary of the feedback provided by specific educational partners.

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

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

Duarte
Fall 2021

Options For Youth
Public Charter Schools

Student Survey Results   453 responses

85%
Students feel that the school offers enough **intervention opportunities** (tutoring, intervention progams, one-on-one support) for all students to engage in.

40%
Students would like to see more funds directed toward **mental health services.**

33%
Students want more **Career Technical Education** options to choose from.

50% Students would like the school to direct more funds toward **extracurricular activities** (sports, clubs, events, field trips).

89% Students feel a sense of **connectedness and positive school culture** at OFY-Duarte.

Parent Survey Results   233 responses

80%
Parents believe that the school offers enough **intervention opportunities** (tutoring, intervention progams, one-on-one support) for all students.

50%
Parents feel that **hiring additional staff** to support and enhance student achievement should be a top priority for Title 1 spending.

60%
Parents would like more **Career Technical Education** options available to students.

37% Parents feel that their **learning resource center** "could use some upgrading."

80% Parents feel a sense of **connectedness and positive school culture** at OFY-Duarte.

Staff Survey Results   73 responses

50%
Staff would like more **intervention opportunities** (tutoring, intervention progams, one-on-one support) available for students.

54%
Staff feel **included in the planning** for how the school should spend funds to serve student needs.

88%
Staff feel a sense of **connectedness and positive school culture** at OFY-Duarte.

75%
Staff would like more **Career Technical Education** options available to students.

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

Educational partner engagement and feedback influenced some revisions of metrics, actions, and allocations in the charter's 21-24 LCAP, but that data received from this year's outreach largely aligned with feedback received in previous school years. Based on the LCAP team's analysis and review of LCAP survey results, family engagement event feedback, and conversations with parents, students, and staff during achievement chats, there is a strong consensus across educational partners that the charter should prioritize and allocate funding on the following items:

-Math and ELA Intervention and tutoring

-College and career readiness opportunities, workshops, and events

-Additional support and instruction from teachers and support staff

-Additional student social emotional learning and extracurricular opportunities

-Additional targeted intervention support for Foster Youth and Low-Income students, especially in mathematics

Based on educational partner feedback in the fall and spring, the following metrics were developed:

-The Charter aims to maintain its reclassification rates at or above 20%

-The number of English Learners making progress toward English Language proficiency will be 55% or higher

-The charter's core course completion rate for math will be 6 or greater

-Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average   SGP of 45 or higher

-Charter aims to increase ELA and math academic achievement for all students scoring at the "Urgent Intervention" level in reading and math, as   identified by a benchmark assessment, through specialized instruction and interventions.

-5% of students will graduate high school on the A-G track

-At least 55% of students enrolled 30 days or more will complete a school sponsored extracurricular activity or course designed to develop their   social-emotional skills

Based on educational partner feedback in the fall and spring, the following actions were developed:

	1.2 Low-Income, Foster Youth and Homeless Individualized Support, Instruction, and Interventions

	1.3 EL Instruction, Support, and Language Acquisition Programs

	1.4 Foster Youth and Homeless Youth Instructional and Postsecondary Planning

	1.6 Special Education Compliance (based on SELPA feedback)

2.1 Benchmark Assessments and Interventions

3.1 Academic and Postsecondary Planning

3.2 Workforce Exploration and Career Focused Opportunities

3.3 Postsecondary and College Focused Opportunities

4.1 Parental Involvement & Educational Partner Engagement

4.3 Social Emotional Learning

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on the analysis of our Comprehensive Needs Assessment, it is essential that we focus on the academic growth for SWD, EL, FRMP, and Foster and Homeless Youth. Data from the CNA shows that SWD and EL students have lower monthly credit completion and core course completion rates in ELA and math. Our CNA root causes investigation indicates that SWD and EL students have additional academic barriers, that include lower reading comprehension and language fluency, which affect their academic progress. In focusing on reading interventions and improving Lexile levels for SWD and EL students, the charter believes that student progression and core course completion and progress toward graduation will increase. Additionally, data from the CNA showed the FRMP students have lower math completion rates, which is an impediment toward graduation for this subgroup. Research indicates that having higher expectations for students leads to higher performance, and the charter believes that by prioritizing math credit completion for FRMP, which consists of 81% of the student body, the overall math achievement will increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain or increase reclassification percentages for eligible EL students.	2019-20 baseline: 19%	100% reclassification rate			The Charter aims to maintain its reclassification rates at or above 20%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase overall Lexile growth for Students with Disabilities (SWD) as identified by benchmark assessments, through specialized instruction and intervention, as it aligns to their IEP goals.	2020-21 SWD baseline: 54%	64.81% of all SWD who took at least two Ren Star Reading assessments had improved Lexile measures.			60% of all SWD who take at least two Ren Star Reading assessments will have improved Lexile measures.
Based on the enrollment of foster youth and homeless students, the charter will see positive Lexile outcomes.	2020-21 Foster baseline: 40%	47% of Foster youth and 58% of Homeless students who took at least two Ren Star Reading assessments had improved Lexile measures.	Not Applicable	Not Applicable	40% of all Foster/Homeless students who take at least two Ren Star Reading assessments will have improved Lexile measures.
The charter aims to increase the implementation of math standards-aligned curriculum to positively increase FRMP student progress toward graduation.	2020-21 baseline: 3	FRMP Students completed on average 4.29 Math credits.	Not Applicable	Not Applicable	The FRMP core course completion rate for math will be 5 or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	2020-21 baseline: 50%	N/A – State Data unavailable at this time	Not Applicable	Not Applicable	The number of English Learners making progress toward English Language proficiency will be 55% or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SWD Individualized Support, Instruction, and Interventions	Students with disabilities (SWD) will receive individualized support with specialists and paraprofessionals to assist in student mastery of Common Core state standards and fulfillment of post-secondary goals, including college readiness, career education, job readiness and internship opportunities through WIOA partnerships, and independent living skills. These specialists and paraprofessionals will partner with school psychologists to review IEP's within 30 days of enrollment and provide annual, triennial, and progress review IEP's to align with actions above in accordance with IDEA. SWD students performing below grade level will be assigned an intervention.	$500,482.00	N

Action #	Title	Description	Total Funds	Contributing
Action #2	FRMP, FY, and HY Individualized Support, Instruction, and Interventions	Foster, Homeless, and low-income will receive targeted instruction and tiered interventions from fully credentialed teachers, postsecondary counselors, and support staff to assist in student mastery of Common Core state standards and fulfillment of post-secondary goals, including college readiness, career education, job readiness, and internship opportunities through WIOA partnerships, and independent living skills.	$1,604,112.00	Y
Action #3	EL Instruction, Support, and Language Acquisition Programs	The Charter will assign Achieve3000 or iLit evidence-based intervention programs to English Learners to help develop and strengthen the English language acquisition skills necessary to access core curriculum.	$1,124,991.00	Y
Action #4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Homeless and Foster youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor once a semester to review academic performance/progress, post-secondary plans, and workforce opportunities. The charter aims to identify, track, and maintain an active post-secondary plan for at least 83% of Foster and Homeless Youth.	$953,358.00	Y
Action #5	EL Professional Development	Annual Professional Development will be provided to English Language Specialists/Coaches to keep them abreast on current policies and practices.	$391,137.00	Y
Action #6	Special Education Compliance	The charter will provide special education staff with time and resources in order to increase IEP completion timeliness and reduce overdue IEP's. Additionally, the charter will provide special education staff training related to compliance and disproportionality.	$108,000.00	N

Goal Analysis for 2021-2022

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

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

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

Successes: Goal 1 was overall effective in its first year of implementation and the charter expects to continue to see positive results in the upcoming school year. The charter focused on transitioning from distance learning to in-person and/or hybrid instruction for students, and was able to provide individualized support and instruction for Students with Disabilities, English Learners, Foster Youth, and Low-Income students through both in-person and remote instruction, but an emphasis was placed on re-engaging students through in-person instruction. The charter had particular success with English Learners and Low-Income students returning to school and re-engaging with English Language Specialists, Independent Study Teachers, Math Intervention Specialists, and tutors in order to receive interventions to close the achievement gap and learning loss that was accrued during distance learning.

Challenges: Due to ongoing COVID restrictions throughout the 21-22 school year, the charter continued to experience reluctance from students and families to return to school in-person. While the charter continued to offer remote learning options to students, the effectiveness of instruction was not as effective as in-person instruction, especially due to the logistics and scheduling for staff navigating between providing in-person and remote instruction on an individually tailored basis. Additionally, re-engaging Students with Disabilities and Foster Youth continued to be an area of concern for staff as attendance for independent study appointments and intervention appointments continued to be low.

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.

Budgeted amounts for the actions and services listed within goal 1 were based on projected LCFF supplemental and concentration revenues for the 2021-22 school year. The LEA was able to fully implement the actions listed within goal 1, therefore there are no material differences to report.

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

The actions outlined within goal 1 were proven to be effective based on the LEA's current data and monitoring of progress. Actions related to English Learner goal progress were proven effective in that they show student performance outcomes in line to meeting our 3-year outcomes. Based on this analysis, the LEA was able to accomplish a 100% reclassification rate. Foster Youth actions showed effectiveness by achieving outcomes again aligned to the LEA's desired 3-year outcomes. 47% Foster/Homeless students who took at least two Ren Star Reading assessments showed improved Lexile measures for an increase of 7% from the previous school year. Actions related to Students with Disabilities were proven effective in that 64% of SWD showed improved Lexile measure for a 10% increase from the previous year. Lastly, Low Income students increased their core course completion rates in math from 3 to 4.29 within one school year, demonstrating that the action is effective for FRMP students.

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

Based on feedback from our educational partners and our comprehensive needs assessment we have made changes to the actions and metrics that are related to goal 1. Action 1 was removed because it was a duplicate action found in Goal 2, it that aligned better with goal 2. Additionally, action 2 (previously action 3) was modified to specifically refer to our Low Income, Foster Youth, and Homeless students in order to more explicitly demonstrate to our educational partners the intention of that action. Action 3 (previously action 4) was modified to include additional interventions and support for English Learners. Action 4 was changed from a metric in the previous year to an action in order to demonstrate our commitment to closing the achievement gap for our Foster and Homeless Youth. Action 5, EL Professional Development, was added in order to clarify to our educational partners that the charter is providing professional development specifically for improving our practices for the staff who provide services to our English Learners. Lastly, action 6, Special Education Compliance, was added upon the recommendation of our SELPA and charter authorizer.

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

Goal

Goal #	Description
Goal # 2	All Students will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the Implementation of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). Thus, in turn the charter strives to see positive pupil outcomes outline within Priority 8 in applicable adopted course of study for grades 7 to 12 and in English Language Arts (ELA) and Mathematics (Math) in both local and state assessments.

An explanation of why the LEA has developed this goal.

Based on the data from our Comprehensive Needs Assessment, we can see that all students, especially our EL and FRMP, show to have a low number of math and English course completion. Additionally, student Lexile growth is an area of need for SWD and Foster Youth. The metrics in this goal were designed to increase ELA and math core completion rates for the overall population, by implementing high expectations for the entire student population and developing an overall school culture that is founded on rigorous ELA and math expectations and student academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase the implementation of ELA standards-aligned curriculum to positively increase student progress toward graduation.	2020-21 baseline: 4.2	4.66 English credits completed	Not Applicable	Not Applicable	The charter's core course completion rate for English will be 6 or greater.
The charter aims to increase the implementation of math standards-aligned curriculum to positively increase student progress toward graduation.	2020-21 baseline: 3.2	3.86 Math credits completed	Not Applicable	Not Applicable	The charter's core course completion rate for math will be 6 or greater.
The charter strives to maintain or improve its ELA academic performance as indicated by past internal benchmark assessments to improve our ELA CAASPP assessment.	2020-21 baseline: 53%	59.42% of students who took at least two Ren Star Reading assessments experienced Lexile growth.	Not Applicable	Not Applicable	65% of all students who take at least two Ren Star Reading assessments will experience Lexile growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments to improve our math CAASPP assessment.	2020-21 baseline: 44	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) demonstrated an average SGP of 45.8	Not Applicable	Not Applicable	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 45 or higher

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Benchmark Assessments and Interventions	Charter will increase ELA and math academic achievement for all students scoring at the "Urgent Intervention" level in reading and math, as identified by the Ren Star benchmark assessment, with emphasis on Low Income, Students with Disabilities, and English Learners scoring below grade level, through specialized instruction and interventions.	$1,826,136.00	Y
Action #2	Professional Development	Instructional and support staff will be provided professional development opportunities to better equip them to provide individualized, standards aligned, and data-driven instruction. Specialized staff will receive additional training and professional development to provide FRMP, Foster Youth, and SWD students with social emotional support and life skills training in order to work toward closing the achievement gap for subgroups. Technology professional development to enhance 21st Century skills will be provided to instructional and support staff.	$231,927.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #3	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.	$340,869.00	N
Action #4	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.	$135,000.00	Y
Action #5	Targeted Small Group Instruction	Students will have access to SGI teachers to help aid their progression in core courses. Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards aligned, and/or data driven instruction in order to implement strategies such as integrated instruction for EL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	$1,740,980.00	Y
Action #6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Serve EL, Foster and Homeless Youth, and FRMP students through recruiting and retaining staff to help aid their progression in core courses. Staff working directly with subgroups will be offered professional development opportunities to better equip them to provide EL, Foster and Homeless Youth and FRMP students the tools necessary to aid their progression in core courses.	$1,599,624.00	Y

Goal Analysis for 2021-2022

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

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

The actions outlined within goal 2 were fully implemented as intended and identified within the Goal 1 of the LCAP.

Successes: Goal 2 was overall effective in its first year of implementation and the charter expects to continue to see positive results in the upcoming school year. The charter continued to utilize Renaissance STAR benchmark assessments to provide targeted interventions and instructional support to all students scoring at Urgent Intervention in ELA and mathematics. The charter completed its first year utilizing the evidence-based intervention program Exact Path in both independent study and cohort format, and found that students who completed the program with EL Specialists, Math Intervention Specialists, or other tutors in cohort form were more successful than students who completed it with their Independent Study teacher. The charter continued to provide professional development to staff in both virtual and in-person options, and found that in-person professional development opportunities were more valuable to staff than remote options.

Challenges: Due to difficulty in recruiting, the charter was unable to fulfill all Math Intervention Specialist positions at every school site. The charter worked with staffing to ensure all students had access to a qualified mathematics instruction by providing virtual appointments with Math Specialists and tutors working on location at other school sites.

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.

Budgeted amounts for the actions and services listed within goal 2 were based on projected LCFF supplemental and concentration revenues for the 2021-22 school year. The LEA was able to fully implement the actions listed within goal 2, therefore there are no material differences to report.

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

The actions outlined within goal 2 were proven to be effective based on the LEA's current data and monitoring of progress. Actions related to improving Lexile Growth SGP on the Reading and Math Star Renaissance assessment were effective in that the charter was able to increase our SGP by 2% for mathematics and Lexile growth increased 7% for reading. Actions related to increasing the charter's core course completion rate were effective. The math completion rate increased from 4.2 to 4.66 and the English completion rate increased from 3.2 to 3.86. The charter anticipates seeing greater gains in core course competition rate in ELA and math in the upcoming school year as many students chose the AB 104 graduation planning guide, which required fewer ELA and math credits to graduate high school per the CA graduation requirements.

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

Based on feedback from our educational partners and our comprehensive needs assessment we have made changes to the actions and metrics that are related to goal 2. No actions were removed but language within actions 1 and 2 was revised to more explicitly state to our educational partners how these actions increase and improve services for EL, FRMP, and Foster Youth students. No changes were made to actions 3 and 4. Action 5 was added to increase and expand our small group instruction programs for Low Income, Foster Youth, and

English Learners. Action 6 was added to recruit and retain staff working with Low Income, Foster Youth, and English Learners through hiring staff and providing professional development to ensure best practices and support for staff assigned to work with unduplicated students.

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

Goal

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

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student progression (as measured by credit completion) will be maintained or increased from the 2019-2020 school year.	2020-21 baseline 60%	64% student progression	Not Applicable	Not Applicable	Student progression (as measured by credit completion) will be maintained or above 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to successfully meet or exceed ESSA's graduation requirements of 68%.	2019-20 one-year baseline: 50%	2020-21 Graduation Rate: 74.5% 2019-20 & 2020-21 average: 62.25%	Not Applicable	Not Applicable	By 2023 the charter strives to achieve an average graduation rate of 68% or higher.
The charter aims to reduce its high school dropout rate.	2020-21 high school baseline: 10%	10.79% dropout rate	Not Applicable	Not Applicable	The high school dropout rates will not exceed 8%.
The charter aims to reduce its middle school drop-out rate.	2019-20 baseline: 1.5%, 2020-21 baseline: 3%	0% dropout rate	Not Applicable	Not Applicable	If the charter meets the minimum number of students required for the CA Dashboard, the middle school dropout rates will not exceed 10%.
In order to increase the number of students who are "prepared" or "approaching prepared" on the College Career Indicator, the charter will strive to maintain or increase its current percentage of students graduating on the A-G track.	2020-21 baseline: 1.5%	2020-21 data released by the State as of Jan 2021: 1.6% of students completed A-G requirements	Not Applicable	Not Applicable	5% of students will graduate high school on the A-G track.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
In order to increase post-secondary preparation and awareness, students will choose a career path and complete a post-secondary transition plan.	(20-21 baseline: 18%)	17.57% had a post-secondary transition plan upon graduation	Not Applicable	Not Applicable	50% of students will complete a post-secondary transition plan upon graduation.

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	Academic and Postsecondary Planning	Unduplicated FRMP, EL, and Foster students and their parents (if applicable) will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, post-secondary aspirations, GPA, benchmark assessment data, and performance standards at least once per semester.	$812,403.00	Y
Action # 2	Workforce Exploration and Career Focused Opportunities	Identify and track the career pathway of FRMP, EL, Foster and Homeless Youth, and provide opportunities for exposure to those industries through qualified school personnel, student events, and CTE programs. Ensure that 90% of students have chosen a career pathway in order to actively pursue targeted career exploration for their postsecondary planning. No more than 10% of students will be undecided in their career pathway.	$400,000.00	Y

Action #	Title	Description	Total Funds	Contributing
Action # 3	Postsecondary and College Focused Opportunities	The Charter will offer college preparedness opportunities to better educate English Learners, Low Income, Foster Youth students and parents on post-secondary options and concurrent enrollment opportunities at local community colleges to broaden their exposure to college and career pathways. Students will be offered experiential learning opportunities such as college tours, workshops, and events to expand their awareness of post-secondary options.	$125,000.00	Y
Action # 4	Post-Secondary Transition Development	Revisions and updates to senior portfolio curriculum to align with WIOA and career pathways.	$700,648.00	Y
Action # 5	Targeted Subgroup Graduation Monitoring and Interventions	Leadership at each learning resource site will implement a monitoring system to ensure graduation requirements for eligible Low Income, Foster and Homeless Youth, and English Learner seniors are met.	$812,405.00	Y

Goal Analysis for 2021-2022

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

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

The actions outlined within goal 3 were fully implemented as intended and identified within the Goal 1 of the LCAP.

Successes: Goal 3 was overall effective in its first year of implementation and the charter expects to continue to see positive results in the upcoming school year. The charter continues to provide students with Workforce opportunities and career exploration, and hired additional Career Pathways Counselors in order to have a CPC at every learning site. The number of students accepted to interim with our WIOA exclusive partners increased as in-person internships became possible with lifting restrictions. The charter also successfully implemented two CTE programs in nursing and IT. The charter also implemented a successful hybrid Career Week in April 2022, where students were able to chat with over 20 industry professionals from a variety of career pathways. Per AB 104, many eligible students opted to graduate under California State high school graduation requirements, and Postsecondary Counselors, administrators, and teachers worked with students through academic counseling to help students and families determine what graduation planning guide would best suit their goals and needs.

Challenges: The effects of the COVID-19 pandemic continued to have an impact on our students' progress toward graduation and postsecondary planning upon the return from distance learning. Many students who became adults during the 20-21 school year began working during distance learning, and even with the option of AB 104, chose to pursue entering the workforce full-time to concurrently attending high school while working. The charter was also not able to facilitate as many field trips or in-person college and careers due to COVID restrictions throughout the school year.

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

Budgeted amounts for the actions and services listed within goal 3 were based on projected LCFF supplemental and concentration revenues for the 2021-22 school year. The LEA was able to fully implement the actions listed within goal 3, therefore there are no material differences to report.

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

The actions outlined within goal 3 were proven to be effective based on the LEA's current data and monitoring of progress. Actions related to improving graduation rate were effective with a graduation rate of 52% as of May 2022 with the charter expecting to meet its ESSA graduation requirements by August 2022. Actions related to dropout rate were effective because although the charter did not decrease its dropout rate in Year 1, it maintained the dropout rate at 10.79%, and anticipates that the dropout rate will decrease in the upcoming year as the school continues to re-engage students who were disengaged during distance learning. Actions related to College and Career readiness were proven effective in that the number of students graduating on an a-g planning guide was maintained at 1.6% and the number of students completing a postsecondary transition plan was maintained at 18%. The charter anticipates that these numbers will increase the upcoming school year due as students on the AB 104 planning guide will graduate and new eligible seniors will be required to complete local graduation requirements.

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

Based on feedback from our educational partners and our comprehensive needs assessment we have made changes to the actions and metrics that are related to goal 3. No actions were removed but language within actions 1, 2, and 3 was revised to more explicitly state to our educational partners how these actions increase and improve services for EL, FRMP, and Foster Youth students. Action 4 was added to provide additional alignment with career pathways and career exploration for our students in alignment with our WIOA responsibilities. Action 5 to increase graduation rates amongst our unduplicated students. Additionally, the charter removed the previous years' metric #5 related to the College and Career Indicator because the state of California did not release a color indicator in the 2020 or 2021 school year and the charter did not feel it had accurate internal baseline data to accurately mirror the CCI indicator. Additionally, metric #6 (previously metric # 7) was modified from students choosing a career path to students completing a postsecondary transition plan in order to make the metric more robust and reflective of the charter's post-secondary offerings.

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

Goal

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

An explanation of why the LEA has developed this goal.

Based on the 21-22 Comprehensive Needs Assessment and a review of LCAP survey responses from both the current school year and the past two school years, safety and positive school culture is an area of strength for our school. Our students, parents, and staff report that our centers are calm and uplifting environments, and the charter provides clean and safe spaces for students to work. This charter will continue to work on increasing parent involvement, community engagement, and social emotional learning, taking a whole child approach to ensure that our students and their families continue to feel safe and respected in our schools. Additionally, this goal was developed to ensure that our school continues to maintain high standards for operations, maintenance, and teacher assignments in order to provide our unduplicated students with access to highly qualified teachers, well-run facilities, and positive learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to have suspension rates at or below 1.5%.	2020-21 baseline - 0%	0% suspension rate	Not Applicable	Not Applicable	The charter aims to maintain or decline its suspension rates at or below 1.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to increase middle school academic progression.	2020-21 baseline - 55%	59% middle school progression	Not Applicable	Not Applicable	Middle School academic progression will average 65% by the end of the 2023-24 academic school year.
The charter aims to maintain or increase the number of students that participate in social emotional experiences.	2020-21 baseline: 32.38%)	59.68% of students enrolled 30 days or more completed a school sponsored extracurricular activity or course designed to develop their social-emotional skills.	Not Applicable	Not Applicable	At least 55% of students enrolled 30 days or more will complete a school sponsored extracurricular activity or course designed to develop their social-emotional skills.
The school will maintain a positive school culture and sense of connectedness as reported via stakeholder surveys.	baseline will be established in 2020-21 school year Student baseline: 94% Parent baseline: 95.3% Staff baseline: 98.4%	% of students, parents, and staff who reported a sense of connectedness via Spring LCAP educational partner survey: Students: 89% Parents: 80% Staff: 88%	Not Applicable	Not Applicable	At least 80% students, parents, and staff will report a sense of connectedness to the school and/or experiencing a positive school climate as reported by stakeholder surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Fall 2021 Local Indicator submission: Misassignments of teachers of ELs: 0 Total teacher misassignments: 0 Vacant teacher positions: 0 Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0	Fall 2022 Local Indicator Submission: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022. Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0	Not Applicable	Not Applicable	Misassignments of teachers of ELs: 0 Total teacher misassignments: 0 Vacant teacher positions: 0 Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parental Involvement & Educational Partner Engagement	The Charter will host Educational Partner engagement events specific to unduplicated EL and FRMP pupils and the general student population to seek feedback in the development and growth of our program.	$201,956.00	Y
Action #2	Healthy Meals Program	The Charter will offer snack options to supplement school breakfast and lunches.	$0.00	N
Action #3	Social Emotional Learning	The Charter will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with unique learning experiences outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. The Charter will focus recruitment efforts on Low Income and SWD. These opportunities may be virtual or in person as deemed safe in regards to the ongoing COVID-19 pandemic.	$342,000.00	Y
Action #4	School Safety	The Charter will provide the necessary PPE, cleaning services, safety equipment/personnel, resources, and trainings to adhere to all federal, state, and local health requirements. The LEA will ensure the health and safety of the entire school community through facilities maintenance, implementation of COVID protocols including contact tracing, and conducting health and safety surveys at regular intervals.	$351,632.00	N

Goal Analysis for 2021-2022

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

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

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

Successes: Goal 4 was overall effective in its first year of implementation and the charter expects to continue to see positive results in the upcoming school year. Despite COVID-19 restrictions throughout the school year, the charter was able to offer some in-person field trips and social emotional learning opportunities for students, including a Beach Clean Up Day field trip and a California Science museum field trip. Additionally, the charter resumed Student Leadership at its school site and also implemented new student groups and clubs including The Inked Voices (creative writing group and newsletter), The Creatives (DIY and art group), and The Volunteer VIP's (community service group), among others. The charter also hosted several family engagement events both virtually and in-person and saw an increase in the number of parents and students providing feedback through surveys and conversations with teachers and administrators for school improvement planning.

Challenges: The effects of the COVID-19 pandemic continued to have an impact on our students' mental health and re-engagement of students, which affected recruitment and participation in social emotional learning opportunities in the first semester. Additionally, the charter was not able to offer as many overnight field trip opportunities as initially planned due to precautionary measures with the ongoing pandemic.

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.

Budgeted amounts for the actions and services listed within goal 4 were based on projected LCFF supplemental and concentration revenues for the 2021-22 school year. The LEA was able to fully implement the actions listed within goal 4, therefore there are no material differences to report.

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

The actions outlined within goal 4 were proven to be effective based on the charter's current data and monitoring of progress. Actions related to suspension were proven effective as we continued to have 0% suspension rate. Actions related to social emotional learning were proven effective as the charter saw a 27% increase in the number of students participating in social emotional learning opportunities. Actions related to educational partnerships and parental involvement were proven effective as at least 80% of staff, students, and parents report feeling a sense of connectedness and positive school culture. Lastly, the charter saw a 4% increase in middle school progression, indicating that actions related to chronic absenteeism were effective.

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

Based on feedback from our educational partners and our comprehensive needs assessment we have made changes to the actions and metrics that are related to goal 4. No actions were removed but language within actions 1 and 3 was revised to more explicitly state to our educational partners how these actions increase and improve services for EL, FRMP, and Foster Youth students. The charter added Metric

5: Basic Services in order to have full transparency when it comes to Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections and uniform complaints. No other metrics were revised or removed.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$12,539,108	$1,532,072

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
37.59%	0%	$0	37.59%

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

Required Descriptions

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

Actions: Benchmark Assessments and Interventions (Goal 2, Action 1) and Targeted Small Group Instruction (Goal 2, Action 5)

These actions are being offered on a charter wide basis but are principally directed to our Low-income, English Learners, and Foster Youth students. As provided in our Reflections: Identified Need and Metrics sections, the percentage of our English Learners reading at grade level is 12.77%, which is 30% lower than the all student group. The percentage of our Foster Youth students reading at grade level is 11.76%, which is 31% lower than the all student group. Additionally, only 39% of Low-Income students in our program read at grade level. Our English Learners, Foster Youth, and Low-Income students need additional support and instruction in order to address the reading comprehension gaps that affect their ability to complete core subjects, including mathematics and science, and progress toward graduation and postsecondary goals.

To address these needs, we will provide targeted interventions in ELA and mathematics to all students scoring in the "Urgent Intervention" category on regularly administered benchmark assessments (Goal 2, Action 1) and provide small group instruction classes in ELA, mathematics, and science to provide classroom-based learning opportunities for students who are struggling to complete coursework in the independent study modality (Goal 2, Actions 1 and 5). This will be effective in meeting the requirements of increasing and improving services for Foster Youth, Low Income, and English Learners as they will be provided with specialized and differentiated instruction and interventions

based on their specific needs in order to improve their reading comprehension and overall access to the core curriculum necessary to graduate.

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

Actions: Professional Development (Goal 2, Action 2), 21 Century Skills and Education Technology (Goal 2, Action 4), and Quality of Instruction and Academic Enhancement (Goal 2, Action 6)

These actions are being offered on a charter wide basis but principally directed to our Low Income, English Learners, and Foster Youth students. As provided above, our Low Income, Foster Youth, and English Learner students all have reading comprehension gaps that affect their progress in core subjects. Feedback from our teachers indicates that our unduplicated students need additional support in technology fluency and development of 21st century skills necessary to successfully complete digital based curriculum. Additionally, teacher feedback has indicated that our Low Income, Foster Youth, and English Learners need additional one-on-one tutoring and instruction to develop technology proficiency, critical thinking skills, and social emotional development in order to be mentally and emotionally focused on coursework.

To address these needs, we will provide teachers with high quality professional development in ELA and mathematics content and best practices for instruction with an emphasis on providing differentiated instruction to unduplicated students with high needs, including social emotional needs that may prohibit access to curriculum (Goal 2, Action 2). We will also provide professional development in teaching 21st Century Skills and Education Technology acquisition, as well as resources to provide students with access to software, digital resources, and technology instruction designed to increase their technology proficiency (Goal 2, Action 4). Lastly, we will increase the quality of instruction and provide academic enhancement through recruiting and retaining staff working directly with Foster Youth, English Learners, and Low-Income students and providing these unduplicated students with additional instruction time to help aid in the completion of their core subjects (Goal 2, Action 6). This will be effective in meeting the requirements of increasing and improving services for Foster Youth, English Learners, and Low-Income students as they will be provided with high quality staff who are equipped to and compensated for working with underserved populations with higher needs, thus reducing turnover and providing these students with the educator stability that research shows is necessary for positive student outcomes.

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

Actions: Academic and Postsecondary Planning (Goal 3, Action 1) and Targeted Subgroup Graduation Monitoring and Interventions (Goal 3, Action 5)

These actions are being offered on a charter wide basis but principally directed to our Low Income, English Learners, and Foster Youth students. As provided in our Comprehensive Needs Assessment and Reflections: Identified Needs, the graduation rate for our Low-Income students is 63% and for our English Learners it is 58% compared with 74.5% for the all student group. Additionally, our attendance data for Low Income Foster Youth is 43%, compared to 66% for the all student group. Lastly, our dropout rate for Low Income students is 9.69%, which is 3% higher than the all student group. The combined graduation rate, attendance rate, and dropout rate data for our Low Income, English Learner, and Foster Youth subgroups indicate that chronic absenteeism upon the return from distance learning is an ongoing area of concern for our unduplicated subgroups.

To address these needs, we will provide Academic and Postsecondary Planning for Low Income, English Learners, and Foster Youth by 1) ensuring that these students and their parents meet with the Postsecondary Counselors or their General Education Teacher at least once per semester for achievement chats and goal setting, 2) that General Education Teachers provide regular monthly updates to students and parents on progress toward graduation and progress toward individualized goals, and 3) General Education Teachers provide differentiated and individually tailored academic and Postsecondary planning on a weekly basis to ensure that unduplicated students are continually developing the executive functioning and time management skills necessary to meet their goals for progression in coursework and graduation (Goal 3, Action 1). Additionally, site administrators will maintain graduation and credit completion monitoring for Low Income, Foster Youth, and English Learners, and support teachers in providing tiered re-engagement strategies for students who are not progressing toward graduation with their cohort (Goal 3, Action 5). This will meet the requirements of increasing and improving services for Low Income, English Learners, and Foster Youth in that providing targeted academic and postsecondary goal planning and support, specific to the individual needs and life circumstances of the student, will decrease chronic absenteeism and increase progress toward graduation.

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

Actions: Workforce Exploration and Career Focused Opportunities (Goal 3, Action 2), Postsecondary and College Focused Opportunities (Goal 3, Action 3), and Postsecondary Transition Development (Goal 3, Action 4)

These actions are being offered on a charter wide basis but principally directed to our Low Income, English Learner, and Foster Youth students. As provided by the California Dashboard and found in our Reflections: Identified Needs section, the A-G completion rates, dual enrollment rates, and completion of CTE pathways for our students is all under 1%. Internal data indicates that our Low-Income students are more likely to be working while concurrently attending high school in order to help provide for their families. Our internal data also indicates that our Foster Youth and English Learners are more likely to be undecided on their Career Pathways. Additionally, in our Fall and Spring LCAP surveys, all educational partner groups indicated that they wanted more Career Technical Education opportunities and college-focused

opportunities. As a WIOA school, our primary responsibility is to provide at-promise youth with postsecondary preparation and job readiness in order to be more equipped upon completion of high school to enter into the workforce and attain careers that will provide them with financial stability and success as adults.

To address these needs, we will provide workforce exploration and career focused opportunities through resume-building workshops, career-focused field trips, job search training and support, and access to industry professionals for interviews, mentorship opportunities, and internships with our exclusive partners (Goal 3, Actions 2). We will also provide college focused opportunities including support with college and FAFSA applications, college-focused field trips, college admittance workshops, and partnerships with local community colleges to increase dual enrollment of English Learners, Foster Youth, and Low-Income students (Goal 3, Action 3). Lastly, we will review our postsecondary transition development curriculum to align it with our career pathways and workforce programs in order to better serve our unduplicated students as they transition from high school to college or the workforce upon graduation (Goal 3, Action 4). This will be effective in meeting the requirements of increasing and improving services for our Low Income, Foster Youth, and English Learner students in that these programs have been proven effective at providing students with greater transferable skills upon graduation.

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

Actions: Parent Involvement and Educational Partner Engagement (Goal 4, Action 1) and Social Emotional Learning (Goal 4, Action 3)

These actions are being offered on a charter wide basis but principally directed to our Low-income, English Learner, Foster Youth students. Although 80% of parents and 89% of students indicated they felt a sense of connectedness with the school community, teacher feedback indicates that developing and improving outreach with our English Learners, Foster Youth, and Low Income parents is an area of growth, which is supported by attendance data reference in our Reflection: Identified Needs section demonstrating that all three subgroups have shown a decline in attendance rate since the onset of the COVID-19 pandemic, which has not significantly increased upon the return to distance learning. Additionally, participation in social emotional learning opportunities is only 42% for Low Income students compared to 51% for the all student group.

Research shows that strong parent partnerships and participation in social emotional learning increases attendance for students, and the data indicates that the charter needs to focus on increasing in-person parent involvement and participation in social emotional opportunities for our unduplicated populations. To address these needs, we will provide and focus on increasing attendance for both virtual and in-person engagement events at our school sites, with special events for our English Learners and Low-Income families (Goal 4, Action 1). We will also specifically recruit and remove barriers to access for participation in our social emotional learning opportunities for English Learners, Low Income, and Foster Youth (Goal 4, Action 3). These actions will include promoting events and SEL opportunities in parents' home languages and through a variety of modalities, including phone calls, texts, emails, and mailers home. This will be effective in meeting the requirement of increasing and improving services for our Low Income, English Learners, and Foster Youth in that our specific recruitment of students and families in these subgroups will benefit from specific, targeted outreach and community building opportunities.

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

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

Actions: EL Instruction, Support, and Language Acquisition Programs and EL Professional Development (Goal 1, Actions 3 and 5)

As identified in the Engaging Educational Partners and Metrics sections, district reading benchmark scores, ELPAC scores, ELD teacher feedback, and input from the DELAC, the charter has identified that EL students are struggling with reading and writing, which is affecting their progression in core courses and graduation rate.

To address this need, we will implement specialized instruction and language acquisition programs for EL students, provide professional development for ELD teachers in utilizing the curriculum, and resources for parents of EL students to enable them to assist students at home (Goal 1; Actions 3 and 5).

We anticipate our EL students' ELPAC scores, core course completion, and graduation rates will increase. Feedback from both the ELD teachers and DELAC will continue to inform the training. We also anticipate that the charter's Reclassification Rate will continue to be at or above 20% by the end of the 2023-24 Academic school year with these actions in place.

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

As identified in the Comprehensive Needs Assessment and Reflections: Identified Needs and Metrics sections above, Foster Youth have lower attendance rates, lower core course completion rates, and lower participation in postsecondary, workforce, and social emotional learning than all student groups. Statewide, Foster Youth are at greatest risk over all other subgroups statewide for dropping out of high school and not attending college. Although the graduation rate of the charter's Foster Youth is 71%, the charter recognizes that Foster Youth need additional instructional support and postsecondary planning in order to retain and graduate all Foster Youth.

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

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

Actions: Low-Income, Foster Youth, and Homeless Youth Individualized Support, Instruction, and Interventions (Goal 1, Action 2)

As identified in the Comprehensive Needs Assessment and Reflections: Identified Needs and Metrics sections above Foster Youth and Homeless Youth have lower attendance rates, lower core course completion rates, and lower participation in postsecondary, workforce, and social emotional learning than all student groups. Low Income students are graduating at a rate 11% lower than the all student group, and have a 3% higher dropout rate than the all student group. Due to socioeconomic factors, Low Income students are more likely than their peers to have to concurrently work full time while attending high school in order to help support their families, and many of our students are at-risk of housing insecurity. Our Low Income and Foster Youth students (as well as our Homeless Youth who are almost always Low-Income students) are in need of additional individualized support, instruction, and interventions in order to manage the chronic stressors of their circumstances.

To address this need, we will implement additional individualized instruction through one-on-one appointments with math and ELA specialists, Career Pathways Counselors, and Postsecondary counselors, and mental health counseling as needed for our Low Income and Foster Youth students (Goal 1, Action 2). This will meet the requirement of increasing and improving services for our Low Income and Foster Youth students because we will be providing them with additional instructional, social emotional, and workforce resources in order to be able to manage the chronic stressors of their financial circumstances in order to better aid them in balancing their familial responsibilities and social emotional stressors with earning a high school diploma.

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

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

The LEA plans to use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, low-income students and foster youth. The LEA plans to use the funds in a variety of ways, which will ensure we are retaining our staff that directly impact our unduplicated student group's academic success in our program. This will include but is not limited to covering salaries of English Language Specialists and Math Interventionists, Tutors, and other staff members who are qualified to meet the needs of these student populations and avoid pupil and Teacher turnover, as needed. The LEA plans to serve EL, Foster and Homeless Youth, and FRMP students through recruiting and retaining staff to help aid their progression in core courses. Staff working directly with subgroups will be offered professional development opportunities to better equip them to provide EL, Foster and Homeless Youth and FRMP students the tools necessary to aid their progression in core courses (LCAP Goal 2, Action 6).

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 CSD code and no comparison schools.	Not applicable- the LEA is a charter school with one CSD 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 CSD code and no comparison schools.	Not applicable- the LEA is a charter school with one CSD code and no comparison schools.

2022-2023 Total Planned Expenditures Table   Options for Youth Duarte

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 13,694,178	$ 608,482	$ -	$ -	14,302,660	$ 9,620,428	$ 4,682,232

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Students with Disabilities Individualized Support, Instruction, and Interventions	Students with Disabilities	$ -	$ 500,482	$ -	$ -	$ 500,482
1	2	Low-Income, Foster Youth and Homeless Individualized Support, Instruction, and Interventions	Low-Income, Foster Youth, Homeless	$ 1,604,112	$ -	$ -	$ -	$ 1,604,112
1	3	EL Instruction, Support, and Language Acquisition Programs	English Learners	$ 1,124,991	$ -	$ -	$ -	$ 1,124,991
1	4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Foster Youth and Homeless	$ 953,358	$ -	$ -	$ -	$ 953,358
1	5	EL Professional Development	English Learners	$ 391,137	$ -	$ -	$ -	$ 391,137
1	6	Special Education Compliance	Students with Disabilities	$ -	$ 108,000	$ -	$ -	$ 108,000
2	1	Benchmark Assessments and Interventions	Low-Income, Foster Youth, Homeless, English Learners	$ 1,826,136	$ -	$ -	$ -	$ 1,826,136
2	2	Professional Development	Low-Income, Foster Youth, Homeless, English Learners	$ 231,927	$ -	$ -	$ -	$ 231,927
2	3	Broad Course of Study	All	$ 340,869	$ -	$ -	$ -	$ 340,869
2	4	21st Century Skills and Education Technology	All	$ 135,000	$ -	$ -	$ -	$ 135,000
2	5	Targeted Small Group Instruction	Low-Income, Foster Youth, Homeless, English Learners	$ 1,740,980	$ -	$ -	$ -	$ 1,740,980
2	6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Low-Income, Foster Youth, Homeless, English Learners	$ 1,599,624	$ -	$ -	$ -	$ 1,599,624
3	1	Academic and Postsecondary Planning	Low-Income, Foster Youth, Homeless, English Learners	$ 812,403	$ -	$ -	$ -	$ 812,403
3	2	Workforce Exploration and Career Focused Opportunities	Low-Income, Foster Youth, Homeless, English Learners	$ 400,000	$ -	$ -	$ -	$ 400,000
3	3	Postsecondary and College Focused Opportunities	Low-Income, Foster Youth, Homeless, English Learners	$ 125,000	$ -	$ -	$ -	$ 125,000
3	4	Post-Secondary Transition Development	Low-Income, Foster Youth, Homeless, English Learners	$ 700,648	$ -	$ -	$ -	$ 700,648
3	5	Targeted Subgroup Graduation Monitoring and Interventions	Low-Income, Foster Youth, Homeless, English Learners	$ 812,405	$ -	$ -	$ -	$ 812,405
4	1	Parental Involvement & Educational Partner Engagement	Low-Income, Foster Youth, Homeless, English Learners	$ 201,956	$ -	$ -	$ -	$ 201,956
4	2	Healthy Meals Program	All	$ -	$ -	$ -	$ -	$ -
4	3	Social Emotional Learning	Low-Income, Foster Youth, Homeless, English Learners	$ 342,000	$ -	$ -	$ -	$ 342,000
4	4	School Safety	All	$ 351,632	$ -	$ -	$ -	$ 351,632

2022-2023 Contributing Actions Table

Options for Youth Duarte

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$ 33,356,676	$ 12,539,108	37.59%	0.00%	37.59%	$ 13,001,677	0.00%	38.98%	**Total:**	$	13,001,677
								LEA-wide Total:	$	8,928,079
								Limited Total:	$	4,073,598
								Schoolwide Total:	$	-

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Low-Income, Foster Youth and Homeless Individualized Support, Instruction, and Interventions	Yes	Limited	English Learners and Foster Youth	All Schools	$ 1,604,112	0.00%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	Limited	English Learners	All Schools	$ 1,124,991	0.00%
1	4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Yes	Limited	Foster Youth	All Schools	$ 953,358	0.00%
1	5	EL Professional Development	Yes	Limited	English Learners	All Schools	$ 391,137	0.00%
2	1	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	$ 1,826,136	0.00%
2	2	Professional Development	Yes	LEA-wide	All	All Schools	$ 231,927	0.00%
2	4	21st Century Skills and Education Technology	Yes	LEA-wide	All	All Schools	$ 135,000	0.00%
2	5	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	$ 1,740,980	0.00%
2	6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Yes	LEA-wide	All	All Schools	$ 1,599,624	0.00%
3	1	Academic and Postsecondary Planning	Yes	LEA-wide	All	All Schools	$ 812,403	0.00%
3	2	Workforce Exploration and Career Focused Opportunities	Yes	LEA-wide	All	All Schools	$ 400,000	0.00%
3	3	Postsecondary and College Focused Opportunities	Yes	LEA-wide	All	All Schools	$ 125,000	0.00%
3	4	Post-Secondary Transition Development	Yes	LEA-wide	All	All Schools	$ 700,648	0.00%
3	5	Targeted Subgroup Graduation Monitoring and Interventions	Yes	LEA-wide	All	All Schools	$ 812,405	0.00%
4	1	Parental Involvement & Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 201,956	0.00%
4	3	Social Emotional Learning	Yes	LEA-wide	All	All Schools	$ 342,000	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,954,726.00	$ 4,757,632.54

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	Benchmark Assessments and Interventions	Yes	$ 455,473	$ 407,950
1	2	SWD Individualized Support, Instruction, and Intervention	No	$ 400,000	$ 356,165
1	3	Subgoup Individualized Support and Instruction	Yes	$ 182,189	$ 186,185
1	4	EL language Acquisition Programs	Yes	$ 113,868	$ 154,658
2	1	Benchmark Assessments and Interventions	Yes	$ -	$ -
2	2	Professional Development	Yes	$ 318,831	$ 256,953
2	3	Broad Course of Study	Yes	$ 227,736	$ 210,391
2	4	21st Century Skills and Education Technology	Yes	$ 273,284	$ 409,588
3	1	Academic and Postsecondary Planning	Yes	$ 364,378	$ 168,089
3	2	WIOA Implementation and Career Focused Opportunities	Yes	$ 409,925	$ 279,004
3	3	Post-Secondary Events and Workshops and College Focused Opportunities	Yes	$ 136,642	$ 82,017
4	1	Basic Services	Yes	$ 1,457,512	$ 1,602,779
4	2	Parental Involvement & Stakeholder Engagement	Yes	$ 136,642	$ 174,556
4	3	Healthy Meals Program	Yes	$ 45,547	$ 41,480
4	4	Social Emotional Learning	Yes	$ 273,284	$ 101,340
4	5	School Safety	Yes	$ 159,415	$ 326,477

Options for Youth Duarte - 2021-2022 Annual Update Table

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 4,384,867	$ 4,554,726	$ 4,401,467	$ 153,259	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Benchmark Assessments and Interventions	Yes	$ 455,473	$ 407,949.90	0.00%	0.00%
1	3	Subgoup Individualized Support and Instruction	Yes	$ 182,189	$ 186,185.32	0.00%	0.00%
1	4	EL language Acquisition Programs	Yes	$ 113,868	$ 154,657.62	0.00%	0.00%
2	1	Benchmark Assessments and Interventions	Yes		$ -	0.00%	
2	2	Professional Development	Yes	$ 318,831	$ 256,952.56	0.00%	0.00%
2	3	Broad Course of Study	Yes	$ 227,736	$ 210,391.12	0.00%	0.00%
2	4	21st Century Skills and Education Technology	Yes	$ 273,284	$ 409,587.79	0.00%	0.00%
3	1	Academic and Postsecondary Planning	Yes	$ 364,378	$ 168,089.00	0.00%	0.00%
3	2	WIOA Implementation and Career Focused Opportunities	Yes	$ 409,925	$ 279,004.43	0.00%	0.00%
3	3	Post-Secondary Events and Workshops and College Focused Opportunities	Yes	$ 136,642	$ 82,017.37	0.00%	0.00%
4	1	Basic Services	Yes	$ 1,457,512	$ 1,602,779.27	0.00%	0.00%
4	2	Parental Involvement & Stakeholder Engagement	Yes	$ 136,642	$ 174,555.92	0.00%	0.00%
4	3	Healthy Meals Program	Yes	$ 45,547	$ 41,479.95	0.00%	0.00%
4	4	Social Emotional Learning	Yes	$ 273,284	$ 101,339.74	0.00%	0.00%
4	5	School Safety	Yes	$ 159,415	$ 326,477.38	0.00%	0.00%

Options for Youth Duarte - 2021-2022 Contributing Actions Annual Update Table

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 11,720,797	$ 4,384,867	0.00%	37.41%	$ 4,401,467	0.00%	37.55%	$0.00 - No Carryover	0.00% - No Carryover

Options for Youth Duarte - 2021-2022 LCFF Carryover Table

Comprehensive Needs Assessment
Summary / Addendum Document
Options for Youth Duarte
2021-22

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

Education Partners
Educational Partners involved in the Comprehensive Needs Assessment?
The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]
The educational partners involved in the 21-22 Comprehensive Needs Assessment included Administrators, General Education Teachers, Special Education Specialists, English Language Specialists, Postsecondary Counselors, Career Pathways Counselors, Instructional Coaches, Support Staff, Parents, and Students. The educational partners participated in a multi-phase process that included the following steps: 1) gathering and compiling data needed to conduct the CNA, 2) participating in whole group and small group data analysis deep dives to identify areas of focus, 3) participating in a Root Cause Analysis of the identified areas of focus, 4) developing measurable outcomes to address the Root Causes, and 5) Conducting the Resource Inequity Review of the charter. Parents and students participated through survey data analysis, interviews and parent conferences, and feedback provided during Family Engagement Events. The results of the Comprehensive Needs Assessment were presented to the School Site Council on 5/19/2022 and to the DELAC on 5/10/2022.

DATA SOURCES / Phase 1 (Data Collected and Analyzed)
What data sources did Educational Partners review (qualitative and quantitative)?
The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

In order to determine school needs, resource inequalities, and actionable items, OFY-Duarte conducted review and analysis on the following qualitative and quantitative data points:
 	
● **Pupil Engagement Data**
  ○ Monthly Student Progression
  ○ Chronic Absenteeism

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

RESULTS / Phase 2 (Data Dive Summary Table)
What were the Area(s) of Focus (finding) of the data (just the facts, not opinions)?

Graduation Rate
Although the charter met the ESSA graduation requirements for 20-21, English Learners (EL), Students with Disabilities (SWD), and Low Income (LI) subgroups all graduated below the ESSA requirement. All three subgroups graduated in a range of 9-16% lower than the overall population in 20-21.

School Attendance Rate
In both the 20-21 and 21-22 school year, Foster Youth (FY) and SWD had the most significant declines in attendance as measured by monthly credit completion when compared to EL, Low Income, and the overall population. The MSP for both subgroups fell below 60%.

ELA Performance

12.77% of EL, 28.57% of SWD, and 11.76% of FY subgroups read at grade level, compared to 42.63% for the overall population. FY only completes 2.2 English credits per school year, compared to 4.9+ for all other subgroups. ELA intervention participation rates are below 10% for all three subgroups.

Math Performance
Math credit completion for SWD and FY is 3.3 and 2.3, respectively, compared to 4.6 for the overall population. Math intervention participation rates are below 15% for both subgroups.

Dropout Rate
The 20-21 school year, dropout rates for English Learners, Low Income, and Foster and Homeless Youth continue to be an area of focus.

College and Career Readiness
Although the charter has made growth in the percentage of students graduating on the A-G Planning Guide in the 20-21 school year, less than 5% of SWD and 0% of FY graduated on the A-G planning guide in the 20-21 school year. In the current school year, less than 1% of students are graduating on the A-G Planning Guide (majority are graduating on AB 104 planning guide).

Parent Engagement
The charter continues to have positive parent-teacher relationships and has seen an increase in parent engagement upon returning from distance learning. Parent engagement continues to be an area of focus and there has been an increase in survey and event participation upon returning from distance learning in this Spring Semester.

School Climate
Based on 21-22 Fall and Spring LCAP survey results, the 20-21 School Climate Survey, and parent, staff, and student feedback, school climate continues to be an area of strength for the charter, with all educational partners reporting that the learning sites are well-maintained, safe, and positive learning environments.

Course Access and Broad Course of Study
Students continue to have access to a broad course of study, including A-G courses, AP courses, and dual enrollment. Courses are CCSS and NGSS aligned, and the charter offers both paper-based and digital curriculum. Although enrollment in AP courses is low, the charter has prioritized dual enrollment over AP course enrollment.

PRIORITIZED NEED

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

- Increasing Graduation Rates for Students with Disabilities (SWD), English Learners (EL), and Low Income (LI) Students.

- Increasing Student Attendance Rates as measured by Monthly Student Progression for all students, especially Students with Disabilities and Foster Youth (FY).

- Increasing ELA performance and credit completion for Foster Youth, English Learners, and Students with Disabilities.

- Decreasing dropout rate for Low Income students and English Learners.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3
What are the potential root causes of the needs or concerns the team has prioritized?
Please list the Measurable Outcomes identified for each Root Cause.
A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Grad Rates for EL, SWD, and Low Income:
Root Cause #1: The charter needs more instructional resources to academically support subgroups SWD, EL and Low Income.
Root Cause #2: The charter needs to better allocate resources to help students who are working and attending high school.
Root Cause #3: The charter needs to review accountability systems to identify and track eligible seniors.

Measurable Outcomes:
-Graduation rate for SWD, EL and Low Income subgroups will increase by 5% in 21-22.
-75% of seniors will graduate in the 21-22 school year (maintain or increase graduation rate from 20-21 school year).
-90% of seniors will have a meeting with their teacher or counselor once per semester to track graduation progress in 22-23.

Student Engagement and Attendance for SWD and FY:
Root Cause #1: Placement instability for Foster Youth (difficulty in reaching/communicating with caregivers).
Root Cause #2: The charter needs to better allocate resources for Foster Youth academic and intervention programs, including additional support staff dedicated to expanding services specifically designated for Foster Youth.
Root Cause #3: The charter needs to review accountability systems and protocols for tiered interventions for re-engaging Foster Youth and SWD.

Measurable Outcomes:

-Monthly Student Progression for the overall population will increase 10% in 22-23.
-Monthly Student Progression for FY will increase by 10% in 22-23.
-Monthly Student Progression for SWD will increase 10% in 22-23.

ELA Achievement for EL, SWD, and FY
Root Cause #1: The charter has not prioritized enrollment in remedial/intervention classes because students don't get core ELA credit for the course.
Root Cause #2: The charter has not prioritized English Language Arts or reading development skills (math and science courses prioritized over ELA).

Measurable Outcomes:
-40% of SWD and FY & Homeless students will increase their Lexile scores by the end of the year in the 22-23 school year.
-55% of EL students will be making progress toward English proficiency as measured by the ELPI.
-50% of EL, 25% of SWD, and 25% of FY students scoring Urgent Intervention on benchmark assessments will participate in ELA interventions in the 22-23 school year.

Dropout Rate
Root Cause #1: The school needs to improve in connecting students to available instructional, social-emotional, and workforce resources for students.
Root Cause #1: The school needs to review accountability systems to follow up with students prior to withdrawal and after withdrawal.

Measurable Outcomes:
-In the 22-23 year, the dropout rate shall not exceed 10%.
-In the 22-23 school year, the FRMP dropout rate shall decrease 2%.
-In the 22-23 school year, the EL dropout rate shall%.

Trends / Themes - (Data Dive Summary Table)
What concerns or challenges were identified?
What trends were noticed over time in schoolwide, sub-group or grade level data?

The major trend identified in the Comprehensive Needs Assessment is the effects of distance learning on student achievement for subgroups. The data indicates that different student subgroups have different areas of strength and different areas of focus. For example, English Learners and Low-Income subgroups have maintained higher MSP and Core Course Completion rates than Students with Disabilities and Foster Youth, but both of the latter subgroups have higher dropout rates. The major trends identified are a need to continue to focus on student engagement and attendance, progress toward graduation, and connection to social-emotional and workforce resources for unduplicated adult students.

RESOURCE INEQUITIES REVIEW ADDENDUM

2021-22 Academic School Year

Charter
Options for Youth Duarte

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

1. **What actionable inequities were identified by the Charter during their Resource Inequity Review?**	• Although all students have access to EL Specialists, Postsecondary Counselors, Math Intervention Specialists, Career Pathways Counselors, and Special Education Specialists, data indicates that low-needs students are accessing these program specialists at a greater rate than higher-needs students • Fully utilizing class schedules to ensure that subgroups, particularly Students with Disabilities and Foster Youth, are making adequate progress in ELA and math • Ensuring students with greatest needs, particularly Foster Youth and Homeless Youth, are accessing academic resources and interventions including additional appointments, tutoring, Direct Instruction courses, and enrollment in ELA and math evidence-based intervention courses • Ensuring access to mental health and social emotional resources for Students with Disabilities, Foster Youth, and Low-Income students • Ensuring Foster Youth access to dedicated Foster Youth Liaisons and connecting them to resources to assist in independent living and postsecondary opportunities
2. **Which inequities are priorities for the Charter to address in their School Improvement Plans?**	• Fulling utilizing class schedules of unduplicated subgroups to ensure that that they are making progress in ELA and math, as measured by Lexile Growth and Core Course Completion • Ensuring students with greatest needs, particularly Foster Youth and homeless Youth, are accessing academic resources and interventions • Ensuring access to mental health and social emotional resources for Students with Disabilities, Foster Youth, and Low-Income students

3. **How does the Charter plan on addressing these inequities?**	● Reviewing budget allocations to provide additional staffing and instructional support for Foster Youth and Homeless Youth ● Fully implement evidence-based intervention program for math in the independent study platform to provide math intervention for FRMP students ● Fully implement evidence-based intervention program for ELA in the independent study platform to provide ELA intervention for SWD, FY, and EL students ● Provide additional counseling services to students who need tier three interventions
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.**	● Ensuring that staff have enough training and PD to roll out AP courses from beginning to end and promoting AP courses across the network. The charter is choosing to pursue concurrent enrollment partnerships with local community colleges instead of focusing on AP courses.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o 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)

o 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

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o 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

    o 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)

    o 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 (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o 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)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o   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)

    o   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)

    o   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)

    o   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).

California Department of Education
January 2022