

LCFF Budget Overview for Parents

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

CDS Code: 19 64469 0139535

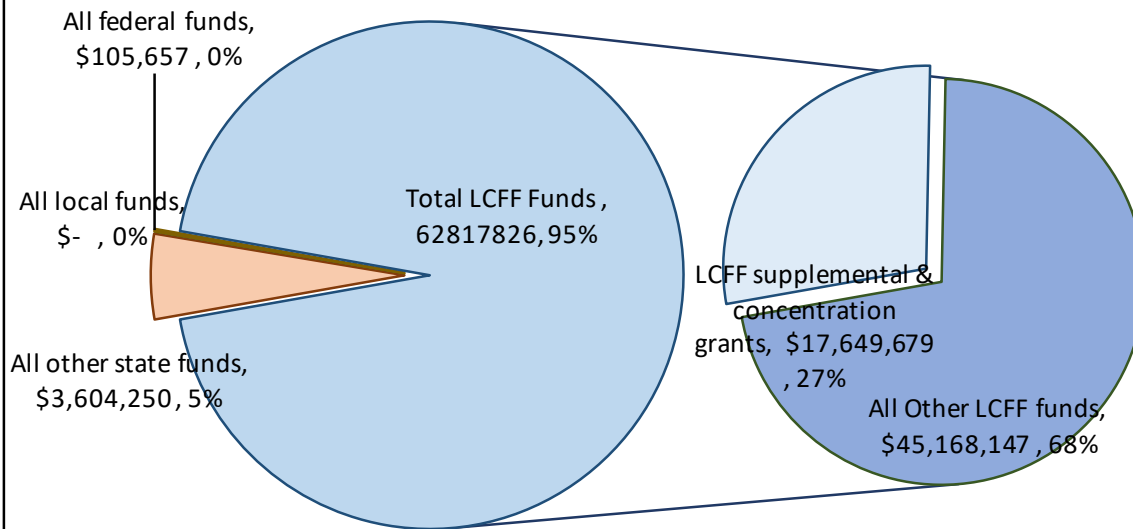
School Year: 2023-24

LEA contact information: Emily Ochoa, Principal, P: 818 321 1805, E: emilyochoa@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 2023-24 School Year

Projected Revenue by Fund Source

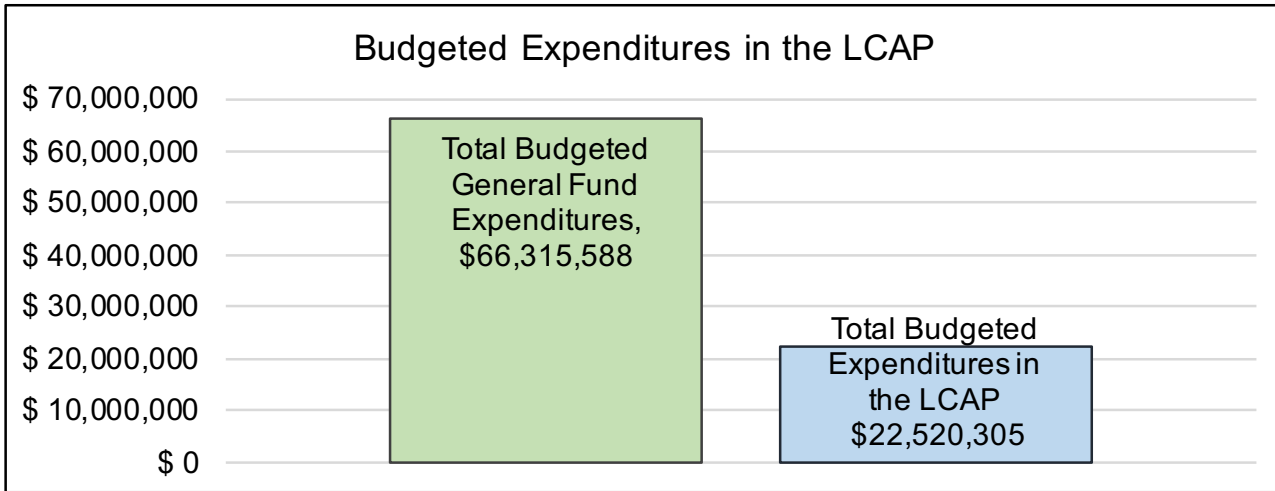


This chart shows the total general purpose revenue Options for Youth - Duarte expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth - Duarte is \$66,527,733.00, of which \$62,817,826.00 is Local Control Funding Formula (LCFF), \$3,604,250.00 is other state funds, \$0.00 is local funds, and \$105,657.00 is federal funds. Of the \$62,817,826.00 in LCFF Funds, \$17,649,679.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Options for Youth - Duarte plans to spend for 2023-24. 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 \$66,315,588.00 for the 2023-24 school year. Of that amount, \$22,520,305.00 is tied to actions/services in the LCAP and \$43,795,283.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

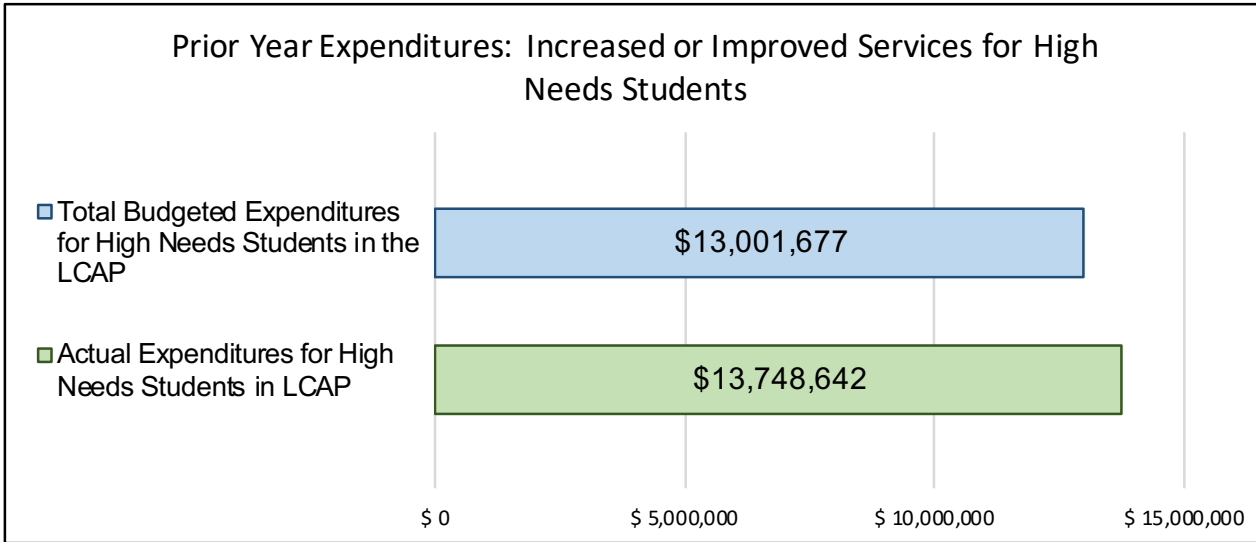
General Fund Budget Expenditures, for the 2023-24 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies), rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Options for Youth - Duarte is projecting it will receive \$17,649,679.00 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 \$18,111,086.00 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 2022-23



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 2022-23, Options for Youth - Duarte's LCAP budgeted \$13,001,677.00 for planned actions to increase or improve services for high needs students. Options for Youth - Duarte actually spent \$13,748,642.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

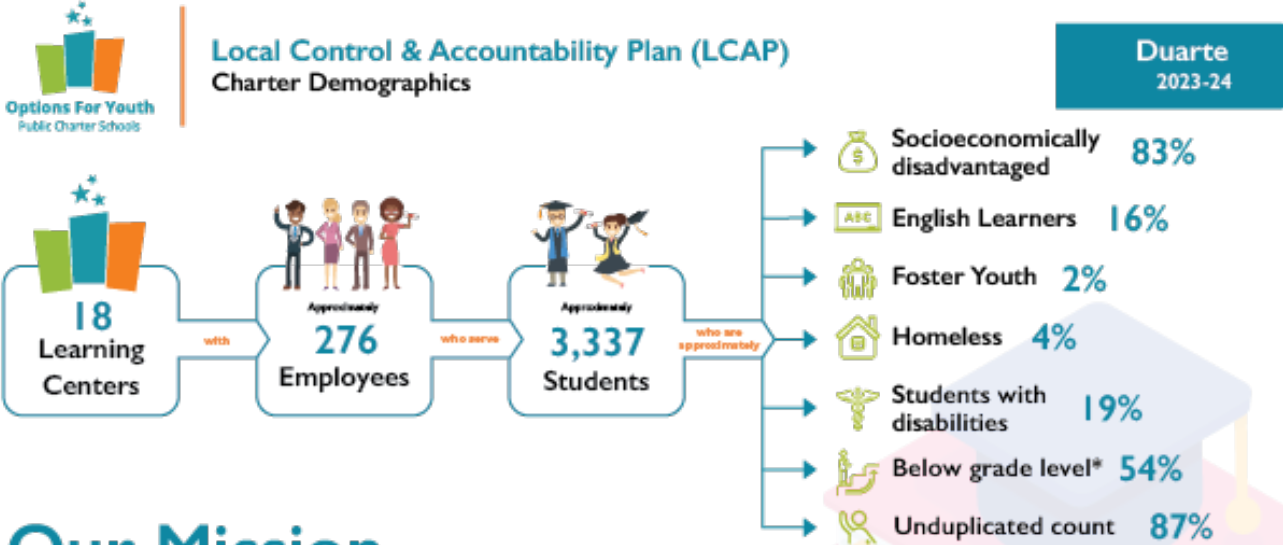
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth - Duarte, Inc.	Emily Ochoa, Principal	emilyochoa@ofy.org 818 321 1805

Plan Summary 2023-24

General Information

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



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.

*Based on DASS eligibility percentage

General Information:

OFY Duarte Charter is located about 21 miles north of Los Angeles proper. Our students enroll with us significantly credit deficient and in need of severe academic support in order to catch up and graduate on time. We have noted an increase in our socioeconomically disadvantaged population of students moving from 45% to 83% over the 2022-23 year. It should be noted that with the change from the State to identify CSI low grad rate schools from a one-year cohort for DASS schools to a 4-5-year grad rate cohort aligned to traditional school districts, our school has been identified for CSI Low Grad rate for the 2023-24 school year. While we are still incredibly proud of the increase to our one-year graduation rate, it is clear that the change in formula has impacted DASS schools to a much greater degree than traditional brick and mortar schools. Of the 82 schools in Los Angeles county identified for CSI low grad rates, 72 of them were DASS schools. We have embedded our comprehensive support and improvement (CSI) plan into our LCAP which is focused on the identification of students in need of additional support to graduate. Our LCAP has been developed and driven by a comprehensive need's assessment, resource inequity review and Educational Partner engagement and feedback.

Educational Philosophy:

Options for Youth Duarte offers a hybrid independent study/small group instruction format as an alternative to a classroom program. OFY-Duarte combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure that all students, regardless of their school experiences in the past, can graduate high school with a solid post-secondary plan. Additionally, OFY-Duarte is also a Workforce Innovation and Opportunity Act (WIOA) exclusive partner, offering students the opportunity to prepare college and career goals through internships, work experience, job placement, and family wrap-around services. Enrollment in OFY-Duarte is voluntary. Students are enrolled in courses leading toward a high school diploma or re-entry at grade level in a comprehensive or alternative school program. OFY-Duarte provides students with the opportunity to: (a) learn at home and in the learning center in small groups and one-on-one with qualified tutors and instructors, (b) complete courses in core and elective subjects, (c) receive career and academic counseling (d) work closely with WIOA partner organizations that strengthen student's soft skills and workforce development. OFY-Duarte is dedicated to providing quality educational services to students and their families. Our schools create an educational choice for all students. Our staff connects with students to empower and inspire them to achieve their goals.

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 stakeholders 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.

Within the last year, Options for Youth Duarte has experienced significant change and growth. During the 2021-2022 school year, our program served students in seven learning centers, while this number increased to 18 learning centers throughout southern California during the 2022-2023 school year. As such, the size and makeup of our student population has changed which will have a significant impact on the scope of our educational program. We will continue to use California dashboard data throughout our plan as appropriate to inform educational decisions for our students, but there will also be a focus on internal collected data as it speaks more to our current student population.

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

Options for Youth Duarte applied for Title I funds and will be implementing a Schoolwide Program (SWP) to increase overall student achievement throughout the charter with a particular emphasis on low-income students and students performing below grade level. The purpose of our SWP is to raise student achievement for all students, including students who are credit deficient and are performing below grade level based on assessment data. Options for Youth Duarte has integrated its SPSA into its LCAP, further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive need’s assessment. Options for Youth Duarte has integrated its School Plan for Student Achievement (SPSA) / CSI Plan into its LCAP further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment (CNA) 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.

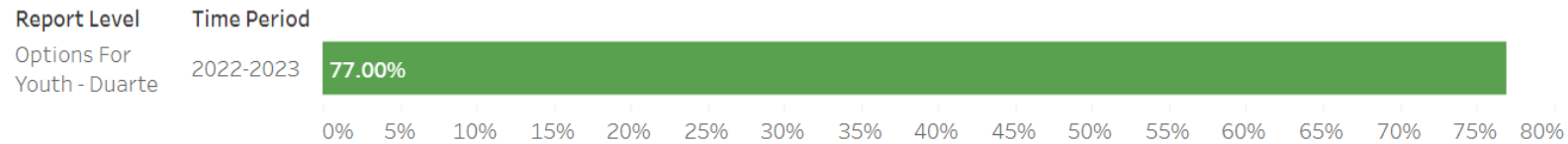
Based on review of state and local data, OFY-Duarte has highlighted some of the most notable successes of the charter:



Suspension Rate

0.48% Suspension rate found in our local data that can be attributed to training staff in de-escalation strategies, positive behavior intervention supports and restorative practices that have provided the tools necessary to support staff when students are displaying challenging behaviors. The charter placed a great focus on mental health support for students and utilized resources such as Daybreak Mental Health Support for youth and EmpowerU, a social-emotional learning solution designed to help students become more resilient and self-directed learners. This helped contribute to the low suspension rate in the charter.

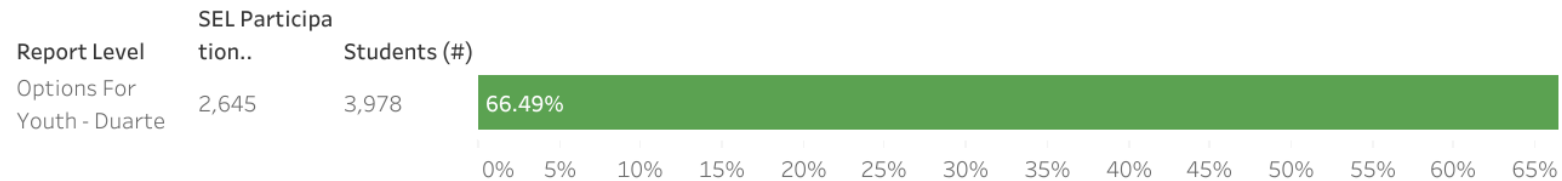
Student Progression Rate



Student Progression

Student Progression increased from 64% in the 21-22 school year to 77% in the 22-23 school year. This was attributed to offering a variety of learning modalities to help support different learners including Edmentum, an online learning platform, Student Activity Workbooks, and Small Group Instruction classes. A greater focus was spent on communicating with families through various mediums, including Talking Points, Remind, Google Voice, Smore, School Messenger. This helped bridge the gap between home and school to help ensure students make progress toward graduation. OFY-D also increased staffing to help support students facing academic challenges including tutors, intervention specialists, and English Language Development Teachers. Additional paraprofessionals were hired to help support Students with Disabilities.

Social-Emotional Participation



Social-Emotional Development Participation

As students continued to work through the impact of COVID, OFY-Duarte made it a focus to reengage students to promote school attendance and provide the support needed for students to graduate. As a result of this focus on re-engagement, 66.49% of students during the 22-23 school year participated in courses and activities that helped provide opportunities for students to develop their Social-Emotional skills, 59.68% in the 21-22 school year. Students were able to develop social-emotional skills through Pathways Travels experiential learning trips, field trips, Student Leadership, Student Groups based on student interest, community service opportunities, and on-site activities and courses that helped provide a safe, fun, and engaging environment for students to learn and grow.

English Language Reclassification

In the 23-24 school year, 20 eligible English learners reclassified as fluent English proficient for a 95.24% reclassification rate, far exceeding the state reclassification rate. The charter is proud of the hard work of its English learners to master fluency over their second or even third

language. This year the charter expanded iLit to include 11th and 12th graders to help aid in progress toward graduation and language proficiency. The charter is proud of the continuous 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 information is presented annually during the District English Language Advisory Committee (DELAC) meetings. The charter hopes by continuing to grow its Parent Advisory Committees, a stronger partnership will be formed between school and family to help support our English Language Learners and this may result in an increase in our English Learners making progress towards English language proficiency on the CA Dashboard.

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.

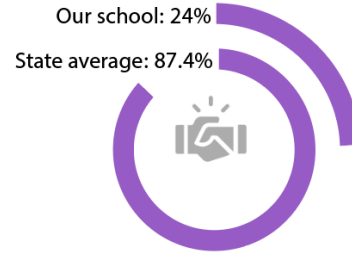
Through our continuous school improvement process the charter tracks and analyzes data on a regular basis. Data included in our analysis and tracking includes The CA School Dashboard, CAASPP assessment data and internal school data. The focus of our work is to close the achievement gap and provide every student an individualized educational program that best meets their needs and goals. As a DASS Community of Practice school, we serve at-promise students who transfer in and enroll credit insufficient with high needs and are not meeting the five-year cohort graduation rate and this is an area of immediate concern. Options for Youth Duarte's school demographics have significantly changed in the 2022-23 school year with the addition of 11 new learning centers and an enrollment increase from 915 to 3,337. The overwhelming majority of students who enroll are at-promise, low income (FRMP) and in urgent credit recovery. Some students who recover their credits return to their home school to graduate while others, despite intense interventions and support, can and do graduate outside the 5-year cohort rate.

The areas of focus listed below are a result of the analysis of our CNA findings, CA School Dashboard data and internal data. Options for Youth Duarte will work on positively improving these outcomes in the 2023-24 school year.

Areas of need:

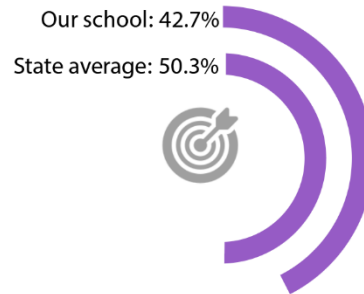
- Grad rate calculation change
- English Learner Progress
- Math Performance
- ELA Performance

5 Year Graduation Rate



Graduation Rate: Options for Youth - Duarte serves high needs at-risk student populations including: lower income (FRMP), English Learner and Foster Youth. Preparing all students to graduate from high school prepared for college and career is an area of urgent need. DASS schools had previously been measured by a one-year cohort rate on the CA Dashboard and a three-year average for CSI identification. A recent change to the graduation rate has resulted in OFY -Duarte being identified for CSI due to a reported 5-year Graduation Rate of 24%. The charter remains committed to improving the graduation rate during 2023-24 by providing necessary resources and opportunities for all students to explore career pathways and meet college entry requirements and finish high school with a complete, viable, individualized post-secondary plan with support from Counselors and Career Pathways Coordinators. (CPC) Students entering 4th year and 5th year cohorts will be tracked, monitored and offered individualized supports (not limited to additional appointments with credentialed staff, small group instruction, CTE classes, Dual enrollment) to ensure they are meeting their individualized goals. Additionally, Counselors will provide workshops for: college applications, FAFSA and parent information nights to ensure all students are prepared for post-secondary opportunities.

English Learner Progress



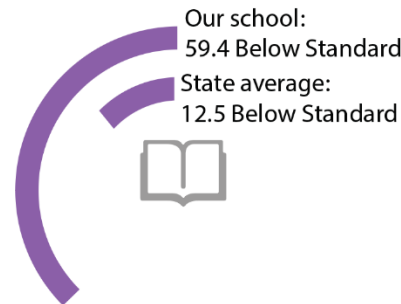
English Learner Progress: Based on the 2022 California Schools Dashboard English Learner progress is another area of identified need. While reclassification rates 95.24% are higher than state reclassification rates the charter's ELPAC assessment results determined that the charter had 42.6% of English Learners progressing at least one ELPI level/or maintaining an ELPI of 4 compared with the state average 50.3%. The charter believes in an asset-based approach for its multilingual students and is addressing the achievement disparity with the implementation of designated ELD curriculum, "iLit", recruitment, professional development and coaching support for English language development teachers, additional support appointments for English learner students and greater opportunities through DELAC for parent and educational partner feedback to strengthen and improve our program.

Math Performance Indicator



Math Performance: Options for Youth - Duarte believes one of the key components to addressing the needs of the at-promise students we serve is to provide developmentally appropriate, inclusive, academically rigorous and standards-aligned curriculum and instruction which will prepare all students for post-secondary success. The majority of students who enroll are math credit deficient and may have experienced academic learning gaps as a result of Covid pandemic distance learning; this is evidenced in a Very Low Math Performance Indicator of 176 points Below Standard. The charter is being proactive in addressing the Math achievement disparity through correctly identifying students in need of additional support through Ren Star diagnostic assessments and recommending evidence-based interventions such as: Edmentum Exact Path, Small Group Direct Instruction and dedicated Math tutors to address skills gaps. Additional Math curriculum offerings include: Integrated Math I-III and flexible math completion pathways on planning guides that blend student’s incoming Integrated Math credits with Algebra I, II and Geometry. Through Ren Star diagnostic assessment, specialized interventions, individualized Math pathways and specific dedicated SBAC prep courses the charter aims to positively impact the Very Low performance indicator throughout 2023-24.

ELA Performance Indicator



English Language Arts: Data from 2022 CAASPP reported on CA school Dashboard determined that OFY-D’s English Language Arts (ELA) Performance Indicator was 59.4 points Below Standard compared with State average of 12.5 points Below Standard. The Charter maintains the belief that a rigorous standards-aligned, inclusive curriculum and evidence based interventions are essential in order to address achievement gaps in ELA and provide the at-promise students we serve with the most appropriate curriculum that will ignite their

academic goals. Utilizing data from Ren Star diagnostic assessments, which occur three times a year, the charter aims to more closely identify and monitor students who score in “Urgent Intervention” and assigning them an appropriate individualized intervention such as: ERWC, Exact Path ELA, Achieve 3000, iLit or small group instruction class in order to close pre-existing achievement gaps for at-promise students and address learning loss accrued during distance learning. Additionally, the charter aims to positively impact ELA performance by providing SBAC specific prep courses for elective credit which will address both content and test taking strategies as teachers informally report students lack summative assessment test taking skills.

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.

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 23-24 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.

Evidence-Based Interventions

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. As noted in your 2021-22 and 2022-23 LCAP Options for Youth Duarte has emphasized an effort to provide targeted and specific intervention to students with unique needs, we will continue to use data from benchmark assessments as well as other criteria to

inform decision-making for increasing both student reading and math 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 math, and English Language Proficiency Assessments for California (ELPAC). After reviewing student achievement levels, we determine appropriate courses of instruction. We offer intervention for English growth through the evidenced based intervention ELA programs Achieve 3000, and will be adopting Exact Path in the upcoming school year to replace Accelerated Math as our evidence based intervention math 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 2023-24 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.

LCAP Highlights

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

💡 23-24 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
- 3.4** 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:

- 56% in Foster Youth Lexile Improvement
- 66% SEL Participation amongst all Students
- 95% English Learner Reclassification Rate

PLANNED ACTIONS TO MAINTAIN PROGRESS MADE:

- **1.5** EL Professional Development
- **3.1** Academic and Postsecondary Planning
- **4.2** Parent Involvement and Educational Partner Engagement
- **4.3** Social Emotional Learning

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:

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 2.5 Targeted Small Group Instruction • 2.6 Quality of Instruction & Academic Enhancement • 3.1 Academic and Postsecondary Planning • 3.2 Career Focused Opportunities |
|---|--|

Options for Youth Duarte prides itself in offering a hybrid independent study/small group instruction format as an alternative to a classroom program. OFY-Duarte combines individualized learning plans with self-esteem and leadership development, as well as a rigorous college-preparatory curriculum to ensure that all students, regardless of their school experiences in the past, can graduate high school with a solid post-secondary plan. Additionally, OFY-Duarte is also a Workforce Innovation and Opportunity Act (WIOA) exclusive partner, offering students the opportunity to prepare college and career goals through internships, work experience, job placement, and family wrap-around services

OFY-Duarte Charter School Demographics

During the 2022-2023 school year Options for Youth Duarte experienced significant change and growth. In the 2021-2022 school year, our program served students in 7 learning centers but that increased to 18 learning centers throughout southern California during the 2022-2023 school year. As such, the size and makeup of our student population changed as compared to the previous school year. The school population increased from 945 to 3,337 students. With the difference in student population Options for Youth Duarte also experienced a significant change in student group makeup that can be seen in the table below.

Options for Youth- Duarte Charter School Demographics				
Student Group	2021-2022 OFY Duarte		2022-2023 OFY Duarte	
	Student Count	Percent	Student Count	Percent
All	946		3337	
FRMP	426	45.00%	2770	83.00%
ELL	123	13.00%	534	16.00%
Foster Youth	28	3.00%	67	2.00%
Homeless	47	5.00%	133	4.00%
SWD	170	18.00%	634	19.00%

With the change in student demographics, Options for Youth Duarte set an annual update of 2023-2024 LCAP actions and allocation of funds to reflect and support the change in student population and ensure an overall success of all students with a targeted emphasis on its Foster, Homeless, EL, FRMP and SWD populations. The goals and actions that have been developed are geared at increasing: EL Reclassification Rates, ELA & Math Performance, College & Career Readiness, Graduation Rates and, reduce Chronic Absenteeism.

Comprehensive Support and Improvement

For the 22-23 school year Options for Youth Duarte was identified as a school eligible for comprehensive support and Improvement (CSI) as “DASS Community of Practice” school due to low graduation rate, as measured by the California School Dashboard. Following a comprehensive needs assessment (CNA, January 2023) and insight from the school climate survey for 8th and 10th grade (January 2023) the school developed a comprehensive support and improvement plan (CSI). The CSI plan was developed in collaboration with educational partners who were engaged in: School Site Council (SSC), District English Learner Advisory Committee (DELAC), parent engagement events and student Achievement Chats. In addition to addressing progress on graduation rate the charter aims to effectively address

outcomes identified in need of improvement based on the 2023 California Dashboard including: English Learner progress (ELPI), Chronic Absenteeism and raise achievement on ELA and Math SBAC.

23-24 TITLE 1 HIGHLIGHTS

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



Highlighted Actions:

- 2.7 Targeted Academic Intervention and Support

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



Highlighted Actions:

- 3.5 Targeted Student Re engagement

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



Highlighted Actions:

- 4.5 Student Initiatives
- 4.6 Parent & Family Engagement
- 4.7 Homeless & Foster Youth Programs
- 4.8 Safe and Secure Learning Environments

Title I SWP Implementation

OFY - Duarte is utilizing Title IA and IIA funds to improve our school-wide instructional program. The purpose of the school-wide plan (SWP) is to raise student achievement and increase graduation rates for all students, particularly for students who are credit deficient and are not meeting academic standards at their grade level. The plan will reflect on and evaluate current programs and practices and identify needed enhancements to ensure an increase in our overall student achievement. Title IA funds will be used to increase opportunities for the success of students who need additional assistance in academics and postsecondary planning. Title IIA funds will be used to increase the academic achievement of all students by strengthening the quality and effectiveness of teachers, principals, and other school leaders through

professional development and other activities. Options for Youth Duarte has integrated its School Plan for Student Achievement (SPSA) / CSI Pan into its LCAP further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment (CNA) and meet the needs of our students below grade level.

Learning Recovery Emergency Block Grant (LREBG) Funds:

In addition to LCFF funding, and other state and federal funds, OFY Duarte will be using Learning Recovery Emergency Block Grant (LREBG) funds to establish learning recovery initiatives that support academic learning recovery, and staff and pupil social and emotional well-being. The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, and provides one-time funds for learning recovery initiatives through the 2027-28 school year. Our strategic plan for spending these funds to improve student outcomes in the 2023-24 school year is outlined in this LCAP Plan.

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

Support for Identified Schools

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

The school was identified as a being on Comprehensive Support and Improvement (CSI) as “DASS Community of Practice” school due to low graduation rate, as measured by the California School Dashboard. Following a comprehensive needs assessment (CNA, January 2023) and insight from the school climate survey for 8th and 10th grade (January 2023) the school developed a comprehensive support and improvement plan (CSI) that was incorporated into our 2021-24 LCAP. The LCAP/SPSA/CSI plan was developed in collaboration with educational partners who were engaged in: School Site Council (SSC), District English Learner Advisory Committee (DELAC), parent engagement events and student Achievement Chats. In addition to addressing progress on graduation rate the charter aims to effectively address outcomes identified in need of improvement based on the 2023 California Dashboard including: English Learner progress (ELPI), Chronic Absenteeism and raise achievement on ELA and Math SBAC.

2021-24 LCAP goals that align to our SPSA/CSI focus areas are as follows: LCAP Goal 2 metrics and actions align to our SPSA/CSI focus areas in math/ELA and LCAP Goal 3 metrics and actions align to our grad rate and college/career CSI focus areas and our LCAP Goal 4 metrics and actions align to our grad rate and chronic absenteeism SPSA/CSI focus areas.

Comprehensive Needs Assessment (CNA) Process:

The charter consists of eighteen school sites that are broken into six regions: High Desert (Palmdale and Lancaster sites), Los Angeles Phoenix (Cudahy, Koreatown, and Vermont sites), Los Angeles Jaguars (Bellflower, Compton, and Watts sites), San Gabriel Valley (City of Industry and Pasadena sites), San Fernando Valley (Arleta, Encino, Northridge, and Simi Valley sites), and Long Beach (Bixby, Hawthorne, North Long Beach, and Signal Hill sites). Educational partners from all regions participated in the CNA, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from the Special Education, English Language, and Postsecondary Counseling Departments. 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 data analysis deep dives to identify data-driven 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.

After reviewing the data, the team provided the following feedback:

- Hold parent meetings at more convenient hours
- Improve engagement around SBAC testing
- PDs, kick off, parent nights, events to support testing season
- Increase cohorts for EL support/ increase support for newcomers
- Invest in more English interventions Programs and Staffing
- Invest in more Math interventions Programs and Staffing
- Increase Small Group Instruction class offerings
- Provide increased opportunities for homeless youth and foster youth to connect with community resources.
- Hire more ELD Teachers, Special Education Specialists, Math Intervention Specialists to increase intervention supports
- Review Ren Star testing procedure/best practices
- Research non-computer-based classes for interventions
- Increase home visits & wellness checks

In January 2023, 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 the areas of focus based on Educational Partner Feedback and internal data analysis: school attendance, graduation rates, dropout rates, and ELA and Math achievement.

Educational partners from all regions participated in the CNA, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from the Special Education, English Language, and Postsecondary Counseling Departments. The educational partners participated in a multi-phase process that included the following steps: 1) gathering and compiling internal and external data needed to conduct the CNA, 2) participating in data analysis deep dives to identify data-driven 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.

Data Utilized to conduct our Comprehensive Needs Assessment:

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data including: EL reclassification data, graduation rate, CAASPP assessment data together with local assessment data, (RenStar) and internal monthly student progression data. Qualitative data gathered for the CNA included Educational Partner surveys, Parent Engagement nights and staff feedback.

For the **comprehensive needs assessment (CNA)** educational partners engaged in a productive data dive protocol from which the following observations were noted:

English Language Arts (SBAC & RenStar):

EL and Foster Youth had a much lower percentage of students performing “at or above grade level” on RenStar ELA when compared with all students.

0% of EL students and Foster Youth met or exceeded the standard on ELA SBAC for 2022 compared with 31% of all students who met or exceeded the standard.

Math (SBAC & RenStar):

Students scored significantly better on the benchmark RenStar Math assessment than on the SBAC Math (20-34% of all high school students scored at/above level on RenStar compared to 2-7% meeting/exceeding standard on Math SBAC).

0% of homeless students met or exceeded the standard on Math SBAC.

Overall math scores (SBAC & RenStar) are significantly lower for the charter than overall ELA scores (SBAC & RenStar).

School Attendance & Progression:

Student attendance/progression has not yet returned to pre-Covid progression numbers (83% in 19-20 vs. 61% in 21-22).

Middle school, homeless students, and foster youth have the lowest progression (43%, 38%, 43% respectively) compared with 61% of all students.

FRMP attendance/progression numbers mirror all students due to the high percentage of low-income students enrolled in our school.

Core Course Completion:

Core course completion from 21/22 school year for English and Math (4.70 and 4.02 respectively) continues to lag behind core course completion for Science and Social Studies (6.21 and 5.97 respectively).

Graduation Rates & Dropout Rates:

All students (24%) and subgroups are very low on the CA Dashboard for graduation rates.

SPED students (44.74%) fall below all students (50.42%) in graduation rates according to internal one-year cohort graduation rate

Foster Youth and Homeless students (36.73% and 33.72% respectively) have a significantly higher dropout rate when compared with all students (22.72%).

Area of Focus: Graduation Rate:

Root Causes:

Options for Youth - Duarte's Fall 2022 DASS 1-Year Graduation Rate was 68.5%. The state made a change for DASS schools moving from a 1-year graduation rate to a 4 / 5-year cohort graduation rate and this has impacted how Options for Youth - Duarte's graduation rate is calculated. OFY- Duarte's Fall 2022 DASS 4/5 year cohort Graduation rate was 24%.

Students who enroll with the program are often severely credit deficient

Students are experiencing the effects of learning loss due to the Covid pandemic and lack foundational knowledge

Students socioemotional needs have increased and motivation decreased

Measurable Outcome: The charter strives to work towards achieving an average graduation rate of 68% or higher.

Area of Focus: English Learner Progress:

Root Causes:

49.02% of OFY-Duarte's student population's primary language is not English

Fall 2022 English Learner Progress: 42.7%. This percentage represents English Learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).

Measurable Outcome: The charter aims to positively impact the percentage of students progressing at least one ELPI level or maintaining an ELPI level 4 to 55% or higher.

Area of Focus: Chronic Absenteeism:

Root Causes:

Attendance has not returned to pre-Covid numbers

Many students are employed in addition to their independent studies schedules

Fall 2022 California Dashboard indicated 92.9% were chronically absent. 92.3% were socioeconomically disadvantaged

Measurable Outcome: The charter strives to maintain a high school dropout rate that will not exceed 8% and middle school dropout rates will not exceed 10%

Area of Focus: ELA and Mathematics Growth:

Root Cause:

For CBEDs Fall 2022 the charter's demographics and number of students served changed with the addition of 11 new learning centers. The student population increased from 826 to 2,091 and there were also increases in homeless, English Learner and Student with Disabilities (SWD) subgroups.

Students who enroll with OFY- Duarte are credit deficient and lack the foundational skills to meet SBAC standard.

California Dashboard Fall 2022 ELA reported as 59.4 points below standard.

California Dashboard Fall 2022 Math was reported as 176 points below standard.

Measurable Outcomes: The charter strives to ensure that 65% of all students who take at least two Ren Star Reading assessments will experience Lexile growth. Students who take at least two Ren Star Math assessments will demonstrate Student Growth Percentile (SGP) average of 45 or higher

Student Progression: (Foster, Homeless, FRMP and SWD)

Options for Youth - Duarte aims to increase student progression for All student groups to 80%. Internal school data indicates that 2022-23 student progression for All students was 69.94% while Foster Youth 54.04%, Homeless 58.49%, lower income 69.08% (FRMP) and Students with Disabilities 65.67% (SWD). Incremental increases from 2021-22 are evidence that the charter is moving in the right direction but more work needs to be done. As a data driven DASS COP school the charter has identified that core course completion rates are lower for English (4.65) and Math (4.59) than Science (6.28) and Social Studies (5.56).

Measurable Outcomes: The charter aims to increase and maintain student progression at an average of 80% for all student groups. Math Core course completion for FRMP will be 5 by the end of 23-24

Resource Inequities Review:

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

Actionable inequities that were identified by the Charter during their Resource Inequity Review and that are priorities for the Charter to address in their School Improvement Plans are as follows:

What actionable inequities were identified by the Charter during their Resource Inequity Review?

- Homeless and Foster Youth dropout rates
- English Language Arts achievement for EL students
- Student attendance and progression as measured by credit completion for Homeless and Foster Youth

Which inequities are priorities for the Charter to address in their School Improvement Plans?

- Graduation rates
- Math/ELA progression and achievement
- Chronic absenteeism/student progression

How does the Charter plan on addressing these inequities?

- Identification and implementation of tiered system of support for our at promise subgroups through Academic Intervention Specialists and Educational Partner Liaisons
- Professional Development to support collaboration among staff and families to support Homeless Youth, Foster Youth, and EL subgroups as identified in question 1 above
- Fully utilizing student schedules to ensure that subgroups are making adequate progress in ELA and math (as measured by the Core Course Completion Rates)
- Continuing to utilize PLCs to conduct data dives and to share resources and best practices
- Providing students and families resources for self-referral (such as Daybreak telehealth services)

Evidence Based Interventions (EBI's)

For 2023-24 the charter will continue to utilize evidence-based interventions (EBI) including: Expository Reading and Writing (ERWC) curriculum, iLit designated ELD curriculum, Achieve 3000, Edmentum's Exact Path ELA/Math for students who, based on internal assessment (RenSTAR), score below the benchmark. Early identification of students below grade level means that the charter is proactive in ensuring that students receive timely intervention and targeted support. Students are administered RenSTAR three times a year so that growth can be effectively monitored and support plans adjusted to meet student needs. Data from Ren STAR assessments, and teacher input will determine whether the evidence-based intervention is appropriate based on student's specific skill deficits. Based on these criteria, students will receive targeted and individualized support. By providing students access to these evidence-based interventions, OFY Duarte strives to see an increase in graduation rates, student performance outcomes and ultimately work toward closing the opportunity gap specifically amongst our unduplicated student groups and students below grade level. The need to increase the use of our evidence-based interventions was identified in our Comprehensive Needs Assessment (CNA).

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

[iLit](#), a tier 1 intervention, is designed to provide English learners and newcomers with digital high-intensity exposure to English language skills by making language learning visual, auditory, and interactive. iLit uses high-interest fiction and non-fiction texts to engage students and provides real-time student achievement feedback to learners and teachers so that instruction can be differentiated for each student's unique language needs. Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated instructional framework embedded with iLit and has been proven effective in addressing the academic and language needs of EL students. In research studies the average iLit student saw an increase of 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension and 5 percentiles more than the average student on overall comprehension making iLit a proven and effective intervention for EL students. In the 2022-23 year on average, OFY-D students enrolled in iLit increased their Lexile score in RenStar by 36.69%. OFY-D Students not enrolled in iLit increased their scores by 15.05% in the same time frame. OFY-D iLit students' Lexile scores increased by 52.03 compared to 46.17 for students not enrolled.

[Achieve 3000](#), a tier 1 intervention, is a supplemental online literacy program that uses nonfiction texts to provide differentiated instruction for grades pre-k through 12. The program was created for diverse student groups and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve 3000 was selected as evidence-based intervention for our charter as research indicates potentially positive effects on reading comprehension and general literacy for adolescent students. Achieve 3000 program addresses the needs of students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals providing a space for students to improve not only comprehension but also literacy, both of which in turn lead to reading success

across all core content areas. Nonfiction texts engage student and provide them with opportunities to be exposed to domain specific vocabulary which translates to robust vocabulary development and increased benchmark achievement.

[Edmentum Exact Path](#) ELA/Math a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform. Exact Path includes an initial diagnostic assessment, individualized instruction and skills practice, progress monitoring checks, and embedded resources such as translation and glossary. Exact Path provides students with immediate feedback and adjusts in real-time to student progress by incorporating a formative assessment approach to monitoring and adjusting student instruction. Research on the effectiveness of Exact Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using Exact Path, compared to

Educational Partner Engagement

Philosophy on Educational Partner Engagement: OFY-Duarte is committed to engaging educational partners in the development of its Local Control and Accountability Plan (LCAP) to ensure that all educational partners have a voice in shaping the school's priorities and goals. The school has established several structures and processes to facilitate this engagement. These include the SSC, DELAC, Board of Directors, parent/community engagement events, surveys, parent conferences, and other school activities that provide opportunities for educational partners to provide necessary input.

Before finalizing the 2021-24 LCAP OFY Duarte utilized various engagement strategies throughout the school year to consult and collaborate with its educational partners in the development of its school improvement plans along with feedback sessions specifically geared towards the annual update of LCAP 2023-24. In order to capture the needs of at-risk students we used education partner feedback to reflect on our current practices and adjust as needed to meet the needs of the entire school community with an emphasis on our EL, FRMP, and Foster Youth/Homeless students. OFY Duarte utilized direct feedback from all educational partners achievement chats, one on one check ins, surveys, back to school nights/open house, various charter level events as well as professional learning communities to gather feedback and incorporate the voice of educational partners in the LCAP.

OFY-Duarte continues to develop ways to increase opportunities for families to engage with families and educators using language that is accessible and understandable to all families. This includes providing school newsletters, emails, and information in family's first languages, and providing translators during engagement events meetings. OFY-Duarte's emphasis on Educational Partner engagement is reflected in its 21-24 LCAP through Goal 4 Action 1: Educational Partner Engagement, Goal 3, Action 1: Academic and Postsecondary Counseling, and Goal 4 Action 4: School Safety. These engagement events continue to be essential to ensure that our school continues to provide families and the community with opportunities to engage in our program, continue to provide two-way communication to build strong rapport with students and families and to provide a welcoming environment in both remote and in our physical locations.

The charter is proud of the development of its Bilingual Scholars Program and the program's emphasis on developing meaningful relationships with students and parents, and then partnering with families to address EL achievement and explain the process for reclassification. The Bilingual Scholars Program emphasizes that first languages are an asset to the student, family and school community

and this has increased the connectedness of students to the school and supported student's to reclassify. Continuing to expand and enhance the Bilingual Scholars Program is an area of focus for our charter.

School Site Council (SSC): OFY-Duarte has established its own School Site Council (SSC). The SSC meets 7 times during the academic year and is a decision-making body for the use of federally allocated Title Funds. The SSC is made up of staff, parents and students who are elected to run the SSC. SSC is frequently updated by school leadership in regard to the Local Control and Accountability Plan (LCAP) goals. The SSC also approves and provides feedback on the development of the annually updated Local Control and Accountability Plan (LCAP) and other instructional plans. Parents and educational partners who are not elected to the SSC are welcome at all meetings and can provide feedback on any item. An updated draft of the charter's goals, metrics, and actions was presented to the SSC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24.

District English Learner Advisory Committee (DELAC): OFY Duarte has established its District English Learner Advisory Committee (DELAC), which meets 7 times a school year. Members of this committee include staff, students and parents. Similar to the SSC, these members are elected to the DELAC, but meetings are always open to non-elected members. This committee meets to discuss the needs of the schools English Learner students and their families. Topics include: reclassification criteria and process, the schools English Language Development Master Plan, any legislation that could impact English Language Learners, and approval and feedback of development or annual update of Local Control and Accountability Plan (LCAP) During the meetings parents were provided with updates on progress toward LCAP and Title 1 goals. Parents were then given the opportunity to provide feedback. An updated draft of our goals, metrics, and actions was presented to the SSC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24

SELPA: OFY Duarte works alongside SELPA in engaging educational partners in its role as a collaborative forum for stakeholders, including parents, educators, and community members, to work together to ensure that students with disabilities receive the appropriate support and services they need to succeed academically and socially. SELPA provides a valuable perspective on the unique needs of students with disabilities and can help identify gaps in services and areas where additional resources are needed in order to facilitate high-quality academic programs. An updated draft of our goals, metrics, and actions was presented to the SELPA on May 17th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24.

Student Achievement Chats: Teachers regularly communicate with families on student behavior and academic progress and provide monthly updates on student progress but have formal meetings twice a year, December 2022 and May 2023, with parents and students in the form of Achievement chats where staff review the personalized learning plans with each student and parent. During these meetings staff will make any adjustments with the feedback from parents and students to ensure success.

LCAP Surveys: In the 2022-23 school year, the charter conducted two student, staff, and family surveys to help inform the review and modifications to the 2021-24 LCAP as well as one School Climate Survey. These surveys were conducted in Fall 2022 and Spring 2023. 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 2022-23 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 school safety.

Family Engagement Events: OFY-Duarte 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. OFY-Duarte hosted multiple Fall “LCAP Recap” Parent Night, on 9/15/22, 09/28/22, 10/11/22, 11/3/22, & 11/16/22 and provided an overview of the 2021-24 LCAP plan to parents, and sought feedback to be considered in the revision of the LCAP for 2023-24. In the Spring 2023, OFY Duarte conducted multiple family engagement nights on 03/30/23 4/13/23, 4/20/23 seeking feedback on the update of the LCAP for 2023-24.

Teacher/Staff Meetings/ PLCs: 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.

OFY-Duarte’s Board of Directors: Board of directors meet bi monthly. These meetings are always open to the public. Meeting agendas are posted beforehand on the school’s website and at the school’s entrance. Our educational partners are always welcome to provide comments during public comments. 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 2021-24 LCAP.

Monitoring and Evaluating Effectiveness

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

Options for Youth - Duarte will engage in a cycle of continuous improvement in order to monitor and evaluate the effectiveness of the 2021-24 LCAP/SPSA/CSI Plan by collecting and analyzing quantitative data from various sources, not limited to: LCAP priority outcomes from the California School Dashboard, internal data from RenSTAR Benchmark testing, CAASPP and formative assessments from SGI and independent studies courses to track and monitor metrics and actions identified within each goal for each academic month and at the end of each quarter. The charter will share data from the LCAP/SPSA/CSI Plan with educational partners for review and consultation during achievement chats and Parent Advisory Committee (PAC) meetings.

Student achievement data will be collected and analyzed each academic month by charter school leadership who in turn will coordinate with instructional coaches, teachers and staff to ensure that the LCAP/SPSA/CSI Plan is being implemented and the data from evidence -based interventions are collected and form the foundation of professional learning communities (PLC) work that instructional staff will use to monitor

and inform ongoing decision making. Ren Star assessments will continue to be conducted three times a year and the results will inform the formation of differentiated intervention plans for students who are below the benchmark.

The Charter aims to partner with Educational Partners by making student achievement data readily available including during PAC and DELAC meetings, parent engagement events and during achievement chats. Instructional staff will monitor students in evidence-based interventions and engage in informed data conversations with educational partners which will positively impact the evaluation of the effectiveness of the LCAP/SPSA/CSI Plan.

OFY Duarte is focused on building school and Educational Partner capacity for continuous improvement. OFY Duarte plans on providing Instructional staff with the following: professional development, coaching from instructional coaches, and access each month to real time data to build school capacity for continuous improvement. Resources provided to parents/guardians will include Educational Partner engagement events, which aim to increase parent/guardian participation and build their capacity to better support students at home and contribute to desired student achievement outcomes of the LCAP/SPSA/CSI Plan. Additionally, PAC and DELAC will meet regularly and review and monitor the progress of LCAP/SPSA/CSI plan goal achievement throughout the academic year. OFY Duarte will be conducting annual Comprehensive Needs Assessments to gauge student performance against state performance standards and will ultimately be working toward closing the opportunity gap for our subgroups of students, which will also include Educational Partner collaboration and feedback to identify areas of growth.

Engaging Educational Partners

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

Philosophy on Educational Partner Engagement: OFY-Duarte is committed to engaging educational partners in the development of its Local Control and Accountability Plan (LCAP) to ensure that all educational partners have a voice in shaping the school's priorities and goals. The school has established several structures and processes to facilitate this engagement. These include the SSC, DELAC, Board of Directors, parent/community engagement events, surveys, parent conferences, and other school activities that provide opportunities for educational partners to provide input.

Before finalizing the 2021-24 LCAP, OFY Duarte utilized various engagement strategies throughout the school year to consult and collaborate with its educational partners in the development of its school improvement plans along with feedback sessions specifically geared towards the annual update of LCAP 2023-24. In order to capture the needs of our at-risk students we used education partner feedback to reflect on our current practices and adjust as needed to meet the needs of the entire school community with an emphasis on our EL, FRMP, Foster Youth/Homeless students and students with disabilities. OFY Duarte utilized direct feedback from all educational partners, achievement chats with students and parents, one on one check ins, surveys, back to school nights/open house, various charter level events as well as professional learning communities to gather feedback and incorporate the voice of educational partners in the LCAP.

School Site Council (SSC): OFY Duarte has established its own School Site Council (SSC). The SSC meets 7 times a school year and is a decision-making body for Title Funds. The SSC is made up of staff, parents and students who are elected to various positions. The SSC are frequently updated by school leadership in regards to the Local Control and Accountability Plan (LCAP) goals. The SSC also approves and provides feedback on the development or annually updated Local Control and Accountability Plan (LCAP) and other instructional plans. Parents or other educational partners who are not elected to the SSC, can be present at all meetings and provide feedback on any item the SSC discusses. An updated draft of our goals, metrics, actions, and allocations was presented to the SSC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24.

District English Learner Advisory Committee (DELAC): OFY Duarte has established its District English Learner Advisory Committee (DELAC), which meets 7 times a school year. Members of this committee include staff, students and parents. Similar to the SSC, these members are elected to the DELAC, but meetings are always open to non-elected members. This committee meets to discuss the needs of the schools English Learner students and their families. Topics include: reclassification criteria and process, the schools English Language Development Master Plan, any legislation that could impact English Language Learners, and approval and feedback of development or annual update of Local Control and Accountability Plan (LCAP) During the meetings parents were provided with updates on progress toward LCAP and Title 1 goals. Parents were then given the opportunity to provide feedback. An updated draft of our goals, metrics, actions, and allocations was presented to DELAC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24

SELPA: OFY Duarte works alongside SELPA in engaging educational partners in its role as a collaborative forum for stakeholders, including parents, educators, and community members, to work together to ensure that students with disabilities receive the appropriate support and

services they need to succeed academically and socially. SELPA provides a valuable perspective on the unique needs of students with disabilities and can help identify gaps in services and areas where additional resources are needed in order to facilitate high-quality academic programs. An updated draft of our goals, metrics, actions, and allocations was presented to the SELPA on May 17th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24. The feedback from SELPA was positive and efforts were recognized in the LCAP where emphasis was placed on our Students with Disabilities. SELPA ensured that actions in place for Students with Disabilities also aligned with all student populations.

Student Achievement Chats: Teachers regularly communicate with families on student behavior and academic progress and provide monthly updates on student progress but have formal meetings twice a year, in December 2022 and May 2023, with parents and students in the form of Achievement chats where staff review the personalized learning plans with each student and parent. During these meetings staff will make any adjustments with the feedback from parents and students to ensure success.

LCAP Surveys: In the 2022-23 school year, the charter conducted two student, staff, and family surveys to help inform the review and modifications to the 2021-24 LCAP as well as one School Climate Survey. These surveys were conducted in Fall 2022 and Spring 2023. 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 2022-23 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 school safety. Participation Rates were as follow:

Family Surveys:

Fall: 315 participants

School Climate: 128 participants

Spring: participants: 80 participants

Student Surveys:

Fall: 1100 participants

School Climate: 319 Participants

Spring: 591 participants

Staff Surveys:

Fall: 209 participants

School Climate: 227 participants

Spring: participants: 149 participants

Family Engagement Events: OFY-Duarte 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. OFY-Duarte hosted multiple Fall "LCAP Recap" Parent Night, on 9/15/22, 09/28/22, 10/11/22, 11/3/22, & 11/16/22 and provided an overview of the 2021-24 LCAP plan to parents, and sought feedback to be considered in the revision of the LCAP for 2023-24. In the Spring 2023, OFY Duarte conducted multiple family engagement nights on 03/30/23 4/13/23, 4/20/23 seeking feedback on the update of the LCAP for 2023-24.

Teacher/Staff Meetings/ PLCs: 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 January 2023, the charter conducted a Comprehensive Needs Assessment (CNA) in order to determine areas of focus based on education partner feedback and data collected for the last two school years from the following areas: 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 the areas of focus based on Educational Partner Feedback and internal data analysis: school attendance, graduation rates, dropout rates, and ELA and Math achievement.

OFY-Duarte's Board of Directors: Board of directors meet bi monthly. These meetings are always open to the public. Meeting agendas are posted beforehand on the school's website and at the school's entrance. Our educational partners are always welcome to provide comments during public comments. 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 2021-24 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)- Notice was posted on or before June 18, 2023 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP on the Agenda for review and public comment. The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1)- Board Meeting was held on June 21, 2023. The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52060(b)(2) or 52068(b)(2)- Board Meeting was held on June 21, 2023 and the Board voted to Adopt the 2021-2024 LCAP.

A summary of the feedback provided by specific educational partners.

Engaging educational partners is essential for the charter school as it provides valuable feedback that prompts reflection and adjustments in current practices. Based on educational partner feedback, the following trends were observed:

An increase in academic support to help students progress to graduation.

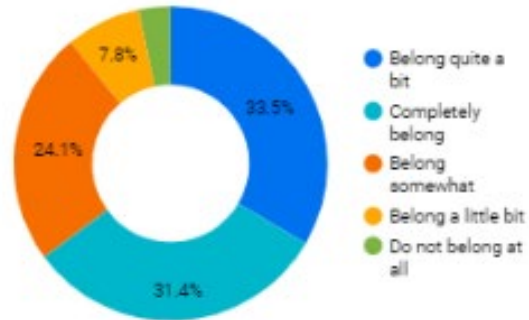
Based on CNA analysis of graduation rates and ELA and Math achievement.

An increase in academic support to help students grow in reading and math performance.

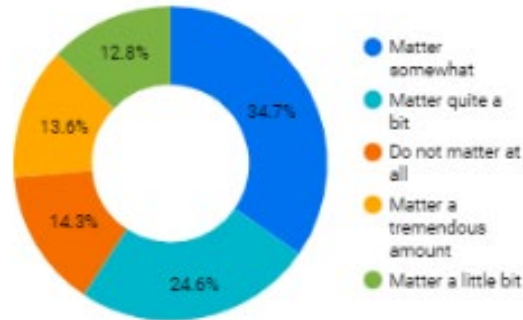
Based on CNA analysis ELA and Math achievement as well as educational partners feedback from School Site Council and DELAC

Additional engagement opportunities to help students and families have a sense of belonging and connectedness with the charter.

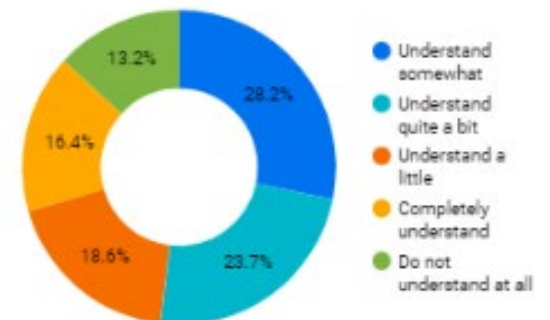
How much do you feel like you belong at your school?



How much do you matter to others at this school?

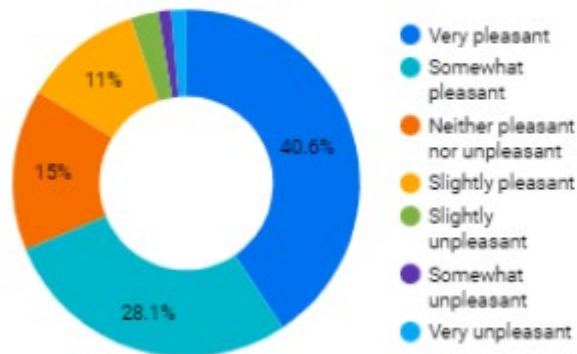


How well do people at your school understand you as a person?

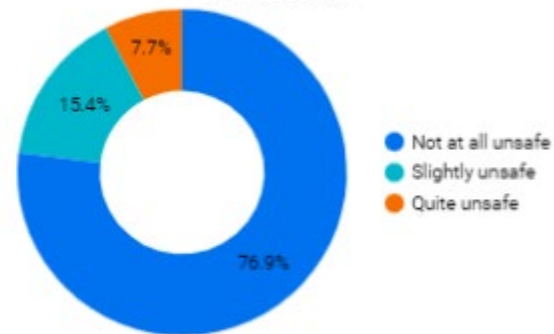


Students and families feel the school is safe.

How pleasant or unpleasant is the physical space at your school?



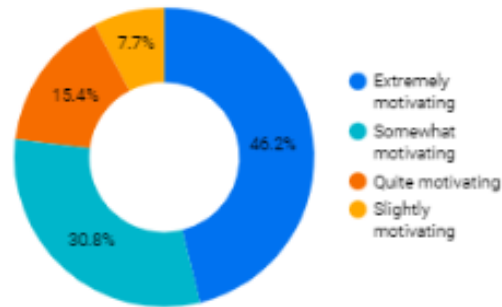
How unsafe does your child feel at school?



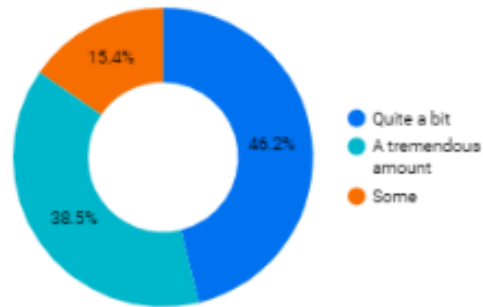
Progress has been made in providing resources to support Students with Disabilities, English Learners, Foster and Homeless Youth, and low-income students, but these efforts should continue to be expanded.

Progress has been made in providing resources to support Students with Disabilities, English Learners, Foster and Homeless Youth, and low-income students, but these efforts should continue to be expanded.

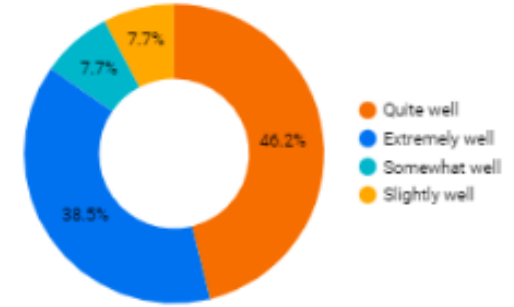
How motivating are the classroom lessons at your child's school?



How much does the school value the diversity of children's backgrounds?



How well do the teaching styles of your child's teachers match your child's learning style?



SELPA: The feedback from SELPA was positive and efforts were recognized in the LCAP where emphasis was placed on our Students with Disabilities. SELPA ensured that actions in place for Students with Disabilities also aligned with all student populations.

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 continue to 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

School Site Council Consultation: An updated draft of our goals, metrics, actions, and allocations was presented to the SSC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24. The School Site Council was given both an opportunity to speak and complete a survey to provide various opportunities for feedback. The feedback from the SSC recommended for:

- An increase in post secondary events and career planning opportunities
- An increase in reading intervention services
- An increase in SEL opportunities

Goals and Actions

Goal 1

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. Priorities: 2, 4, 7

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 our current CNA continues to show 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 83% 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	95.24% reclassification rate	Not Applicable	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.	71.01% of all SWD who took at least two Ren Star Reading assessments had improved Lexile measures.	Not Applicable	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.	55% of Foster youth and 52.11% of Homeless students who took at least two Ren Star Reading assessments had improved Lexile measures.	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.	FRMP Students completed on average 4.68 Math credits.	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 - Data unavailable at this time	42.7% making progress towards English language proficiency based on the Fall 2022 CA Dashboard	Not Applicable	The number of English Learners making progress toward English Language proficiency will be maintained at 50% or higher.
The charter aims to maintain or increase reclassification percentages for eligible EL students.	2019-20 baseline: 19%	100% reclassification rate	95.24% reclassification rate	Not Applicable	The Charter aims to maintain its reclassification rates at or above 20%.

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.	\$1,520,000.00	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.	\$2,148,000.00	Y
Action #3	EL Instruction, Support, and Language Acquisition Programs	The Charter will assign Achieve3000, iLit, and other evidence-based intervention programs to English Learners to help develop and strengthen the English language acquisition skills necessary to access core curriculum.	\$974,836.00	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.	\$1,515,656.00	Y
Action #5	EL Professional Development	Dedicated Professional Development will be provided to English Language Specialists/Coaches to keep them abreast on current policies and practices.	\$160,000.00	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.	\$255,150.00	N

Goal Analysis for 2022-23

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.

All of the planned actions and services outlined in Goal 1 were fully implemented as intended and identified within the LCAP.

Success: The charter saw language proficiency growth with the use of iLit for 9th and 10th graders and worked to expand the intervention program to include 11th and 12th graders. This expansion along with the continued use of Achieve3000 helped English Learners progress toward graduation. (Action 3)

Through the staffing of Career Pathways Coordinators and an emphasis on building community partnerships, the charter was able to offer postsecondary and workforce support to students with disabilities through a partnership with the Department of Rehabilitation which helps provide job skills training and job placement. Special Education Specialists also focused on providing students with disabilities transition services to help support in preparing students for life after high school. One resource that was utilized was the Thrively strengths-based learning platform where students explore colleges and careers and learn how their strengths and interests connect to their future goals. With a focus on providing intervention for students testing at an urgent intervention or intervention level on the Renaissance Star Benchmark assessment, the charter saw an increase in reading Lexile levels for foster youth. This was accomplished through the use of intervention programs such as Exact Path and Achieve3000 and also through frequent progress monitoring of foster youth. Counselors and Career Pathways Coordinators were also able to connect students to local community resources to help supply them with the necessary materials to be successful at school.

Challenges: The charter faces the same staffing challenges as many schools nationwide. Especially in the specialized areas of students with disabilities and English language learners, it has been a struggle to recruit and retain highly qualified teachers. The school has reached out to other vendors to help provide the staffing necessary to ensure the charter remains compliant and is able to provide the specialized academic support needed to make sure diverse learners are making progress toward graduation. Though the charter has focused on providing all students who are measured as “Urgent Intervention” or “Intervention” on the Renaissance Star Benchmark assessment, with the necessary support to increase reading Lexile levels, homeless youth continue to struggle to make gains in their reading levels. More support is needed in connecting this population with community resources to help provide the wraparound care necessary to support the unique needs of homeless youth. Additional professional development would benefit staff in ensuring that staff are better equipped to support homeless youth in meeting their academic and post-secondary goals.

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

OFY Duarte was able to fully implement the planned actions and services and budgeted expenditures for Goal 1 despite not hitting all of our initial allocation assumptions as of May 2023, OFY Duarte believes it will meet these budget figures, by the end of the school year except for Goal 1 Action 4 allocation assumption. This is due largely to a delay in hiring of staff due to labor shortage. The staff did not spend all of the amounts that were originally planned for as hires were made later in the year and as a result OFY Duarte underspent initial budgeted amounts Our high needs students and our general population of students were not impacted by this.

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. Implementation of individualized support for students with disabilities helped to increase Lexile scores past the target of 60% to 71.01% of students with disabilities improving Lexile scores. With 83% of foster and homeless youth meeting semesterly with Post-Secondary Counselors to review their academic performance and post-secondary goals, the students were able to be provided community resources and academic intervention to help improve Lexile scores. EL reclassification efforts, supported by our educational provider Skyrocket, continue to move the Goal 1 forward but due to OFY Duarte not having a statistically significant number no data is available on the California Dashboard at this time, however, local indicators are demonstrating growth for this subgroup (See infographic below for specific information).



SKYROCKET
ENGLISH LANGUAGE DEVELOPMENT

Services Directly Impact:

English Learners (EL)



Demonstrates Effectiveness by:

Increasing EL reclassification from a baseline of 19% to 95.24% as of May 2023

Supports our LCAP in:

Goal 1: Action 3



Contributes to Charter Academic Success by:



Providing guidance and support for building a school-wide comprehensive ELD program. This includes outlining ELD program requirements established by the state and ESSA such as staffing, program entry and exit criteria, performance monitoring, instruction, intervention, and parent engagement. Their services also include research, recommendations, planning, and training staff to implement ELD curriculum for all language levels, including newcomer students, the IS desk, SGI classroom, and online. Staff receive support in using second language acquisition strategies effectively and in reviewing performance reports to trace student/class progress along with areas of growth.

They also assist with documentation and aligning the school's policies to address all state and Department of Education elements, including enrollment, academic accessibility, program options, assessment, translated materials, and parent communication. Due to the wide range of needs involved in engaging English learners and their families, they offer ongoing professional development including SIOP Training, Diverse Learners and Family Engagement workshops, ELD Roadmap planning and review, and Reclassification training.

It takes time to develop the infrastructure and capacity to support English language learners. The English Language Development team helps leaders define and shift priorities as the needs of students change.



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.

OFY-Duarte modified Action 3 of Goal 1 to include “and other evidence-based intervention programs” to provide additional interventions to use for English Learners. Action 5 of Goal 1 was modified to include “dedicated” instead of “annual” professional development as charter staff are regularly attending professional development throughout the school year. OFY-Duarte also modified Metric 5 of Goal 1 to set the

metric for the number of EL students making progress toward English proficiency to be “maintained at or above 50%”. The reason for the change was due to the growth of the charter from 123 EL students to 534 EL students currently enrolled. With the increase in students, the charter aims to maintain its baseline or increase in English proficiency as we work more closely on collaborating as a larger charter to build a stronger English Learner program.

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 2

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

SPSA/CSI/LCAP alignment and implementation:

The metrics and actions of LCAP Goal 2 specifically target the improvement of Math and ELA (English Language Arts) skills, making it a central area of focus for our SPSA/CSI. To address the issue of learning loss among students, we have employed academic intervention specialists. These specialists are dedicated to providing targeted interventions to students, aiming to mitigate the effects of learning loss and create a positive impact on student progression.

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	4.97 English credits completed	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	4.86 Math credits completed	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.	63.51% of students who took at least two Ren Star Reading assessments experienced Lexile growth.	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	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) demonstrated an average SGP of 43.70	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.	\$1,755,699.00	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.	\$194,600.00	Y
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.	\$441,201.00	N

Action #	Title	Description	Total Funds	Contributing
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.	\$593,966.00	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 ELL students, as well as labs and added time to target attendance issues for FY and Homeless and Low Income students.	\$1,917,459.00	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.	\$3,612,917.00	Y
Action # 7	Targeted Intervention and Support - Academic Intervention Specialist - Title I	Along with their full-time duties, additional duties and stipends will also be provided to extend and enhance the services provided by the Academic Intervention Specialist who work directly with students who are credit deficient. This will ensure they will receive high quality, data-driven intervention and instruction in core subjects to assist them with credit recovery and making adequate progress toward graduation.	\$185,628.00	N
Action # 8	Administrative Credential Tuition Reimbursement - Title II	Tuition reimbursement will be provided for staff who are pursuing administrative credentials to increase the overall quality and effectiveness of teachers and school leaders.	\$30,000.00	N
Action # 9	Targeted Student Support and Learning Recovery - LREBG	Students who are credit deficient or below grade level as defined by RenStar assessments will be provided with targeted opportunities and resources to engage in learning recovery by qualified school personnel.	\$594,000.00	N

Goal Analysis for 2022-23

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.

All of the planned actions and services outlined in Goal 2 were fully implemented as intended and identified within the LCAP.

Successes: OFY-Duarte prioritized providing professional development opportunities to staff to help improve instructional practices and improve on building relationships with students and families to provide a sense of connectedness and belonging. Professional development opportunities were provided through webinars, conferences, and in-person workshops. Skyrocket Educational Services provided virtual workshops and access to self-paced modules through the Learning Management System on topics ranging from assessment, new curriculum resources, re-engagement, and social-emotional learning.

Students were exposed to a variety of educational technology resources to help promote 21st Century skills to help prepare students for their post-secondary goals. Students were provided with Kami accounts, were able to access learning virtually through the Edmentum platform, and were able to complete intervention courses through Achieve3000 and iLit. These classes and resources helped provide students the opportunity to develop technological fluency. (Action 4)

The charter continued to increase core course completion through utilization of increased support staff such as paraprofessionals, tutors, and intervention specialists as well as through providing students access to a broad course of study. Students were able to access curriculum through the online platform Edmentum, through Student Activity Workbooks, or through small group instruction classes. In this way, students could select the learning modality that best suited their learning needs. This resulted in higher math and English core course completion rates and increased scores on the Renaissance Start benchmark assessments.

Challenges: One major challenge the charter encountered during the 22-23 school year was struggling to recruit and retain high quality staff. Due to teacher shortages and delays in hiring, implementation of Targeted Small Group Instruction was inconsistent. With teachers being hired later in the school year, the goal is to continue expanding access to small group instruction to help students make progress toward graduation and increase core course completion.

Though core course completion for the 22-23 school year continued to increase in the areas of English (4.97) and Mathematics (4.86) from the 20-21 baseline of English (4.2) and Mathematics (3.2), the core course completion rates continue to be lower than the goal of 6 units for English and Mathematics.

The actions outlined within Goal 2 were implemented as identified within the 2022-23 SPSA

Successes: With the use of Title I Funds, OFY- Duarte was able to recruit **Academic Intervention Specialists** to ensure that students who are exhibiting learning loss or significant gaps; make academic progress, and reach their academic goals. This position is primarily responsible for delivering data-driven, evidence-based intervention to students to positively impact credit recovery and student progress toward graduation.

Title funds used towards **Administrative credential training for Assistant Principal(s)**: The California Department of Education outlines an allowable use of Title funds for Administrative credentialing so that Principals or other school leaders have the necessary skills to provide

effective instructional leadership with the goal of helping students meet challenging State academic standards. In addition, these funds have had a positive impact on school culture and engagement to provide more cohesive services and supports for at-risk student sub-groups. **Challenges:** Full implementation for Academic Intervention Specialists (AIS) services were impacted by challenges in adequately recruiting qualified staff for the AIS positions for the entire academic year (September 2022- June 2023).

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.

OFY Duarte was able to fully implement the planned actions and services and budgeted expenditures for Goal 2 despite not hitting all of the initial allocation assumptions as of May 2023. OFY Duarte believes it will meet these budget figures by the end of the school year except for Goal 2 Action 1 allocation assumption. This is due largely to a delay in hiring of staff due to labor shortage. The staff did not spend all of the amounts that were originally planned for as hires were made later in the year and as a result OFY Duarte underspent initial budgeted amounts. Our high needs students and our general population of students were not impacted by this.

Title II Funds

While OFY Duarte allocated \$40,000 in Title II funds for tuition reimbursement for administrative credentials, we did not have a large interest in staff pursuing administrative credentials this year. Therefore, we underspent on this allocation.

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 OFY Duarte's current data and monitoring of progress. A focus on professional development and recruitment and retention of high-quality staff as well as providing students access to a broad course of study helped support Lexile growth for all students on benchmark assessments. 63.51% of students who took two benchmark assessments experienced Lexile growth, which was an increase from the previous year of 59.42%.



Services directly impact:

- English Learners (EL)
- Foster Youth
- Low-Income Students (FRMP)
- Students with Disabilities (SWD)
- Homeless Youth



Demonstrates Effectiveness by:

Increasing the average completion of English course credits to 4.97 and Math course credits to 3.96 in 2022-23

Contributes to charter academic success by:



Facilitating access to online curriculum (Edmentum) and creating Student Activity Workbooks, providing curriculum trainings and professional development, providing online resource support, and supporting with intervention courseware such as Achieve3000, ExactPath, and iLit. These intervention courses have helped demonstrate many facets of student growth.

Standards-aligned core and elective coursework is designed to help students make progress toward graduation. The curriculum often includes assignments, activities, and assessments that have differentiated scaffolding designed to make learning accessible for all students. The professional development and resources support the growth of teacher best practices and instructional growth.

Supports our LCAP plan in:



Goal 1: Metric 4

Goal 2: Action 3 - Metrics 2 & 3

Title I Fund Actions

While supporting students who are performing below grade level through intervention programs, our Academic Intervention Specialists are having a positive overall impact on students' internal assessment scores and progression toward graduation. Internal data for OFY Duarte indicates that our Academic Intervention Specialists had an 86.36% effectiveness rate in students completing an evidence-based intervention course. We would like to continue to implement and expand the AIS position in our charter in order to see an increased impact on more at-promise 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.

OFY Duarte made the decision to combine our LCAP and our SPSA for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added 2 new actions to our LCAP under Goal 2 (Actions 7-8) to speak to how our Title Funds will be spent. Our SSC has agreed to continue with Actions 7-8 in the 2023-2024 school year as we have found them to be an effective use of funds that supplement our regular program. While we had allocated \$148,909 of Title I funds for Paper Tutoring, we have found that this was not a good fit for our students and we will not be continuing with this action into the 2023-2024 school year.

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

Goal 3

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

An explanation of why the LEA has developed this goal.

Based on the Comprehensive Needs Assessment, student attendance has decreased significantly from the 21-22 to 22-23 school year. Subgroups have had greater deficiency in attendance than the overall population. Additionally, survey data from Educational Partners indicates that parents and students are greatly interested in college and career opportunities. Lastly, the ESSA graduation rate of 68% was not met by the charter in its first two years of operation. The metrics and actions outlined in goal 3 are designed to promote academic achievement and engagement for students and to promote college and career readiness for all students and for Foster Youth, SWD, EL, and FRMP students, in particular.

SPSA/CSI/LCAP alignment and implementation:

The LCAP Goal 3 metrics and actions primarily target improving graduation rates and preparing students for college and career opportunities, making it a key area of focus for our SPSA/CSI. To address challenges faced by students who struggle with school engagement and attendance, we have employed education partner liaisons. These liaisons are responsible for implementing interventions aimed at re-engaging students, reducing dropout rates, and facilitating increased progression towards graduation.

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	77% student progression	Not Applicable	Student progression (as measured by credit completion) will be maintained or above 80%.
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%	2021-22 Graduation rate: DASS 1-year: 66.67% ESSA 4-year: 13.5% ESSA 5-year: 10.5% Combined 4 /5 year: 24% 2022-23 Graduation Rate as of May 2023: DASS 1-year: 48.19%	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	7.49% high school dropout rate	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	4.08% middle school dropout rate.	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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	College/Career Data was not reported on the Fall 2022 CA Dashboard. As of May 2023, 7.87% of students have completed A-G requirements per internal tracking.	Not Applicable	5% of students will graduate high school on the A-G track.
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	40.72% of students had a post-secondary transition plan upon graduation	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.	\$1,035,755.00	Y

Action #	Title	Description	Total Funds	Contributing
Action # 2	Workforce Exploration and Career Focused Opportunities	FRMP, EL, Foster and Homeless Youth will be provided opportunities for exposure to career pathways and their respective industries through qualified school personnel, student events, and CTE programs.	\$527,200.00	Y
Action # 3	Post-Secondary Events and Workshops 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.	\$468,360.00	Y
Action # 4	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.	\$1,027,628.00	Y
Action # 5	Education Partner Liaison - Title I	Along with their full-time duties, additional duties and stipends will also be provided to the Educational Partner Liaison in order to effectively re-engage students who have not attended school for multiple days. Our Education Partner Liaisons will work closely with teachers through the following actions: conducting home visits, dropping off resources at student's homes, picking up coursework for students who cannot attend school, delivering technology, making phone calls home, and providing community resources to students, especially foster youth and students experiencing homelessness.	\$113,703.00	N

Goal Analysis for 2022-23

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.

All of the planned actions and services outlined in Goal 3 were fully implemented as intended and identified within the LCAP.

Successes: OFY-Duarte recognized the importance of hiring Career Pathway Coordinators (CPCs) to enhance the career exploration and guidance opportunities for students. The CPCs worked collaboratively with Nepris, Guided Compass, and iCEV platforms to provide students with real-world connections, career exploration tools, and industry-relevant curriculum resources in the field of Career Technical Education (CTE). Through Lunch and Learns and career fairs organized as part of Action 2 and Action 3, students had the chance to interact with professionals, explore different career options, and gain insights into various industries.

To ensure a higher percentage of students completed A-G requirements and to decrease high school dropout rates (Action 4), OFY-Duarte focused on providing students with a comprehensive support system. The charter utilized increased support staff, including paraprofessionals, tutors, and intervention specialists, to assist students in A-G core courses. Access to a broad range of courses was also provided through the online platform Edmentum, Student Activity Workbooks, and small group instruction classes, allowing students to choose the learning modality that best suited their needs in completing A-G classes.

Challenges: The charter was able to expand college and career programming through the use of educational technology resources, however despite providing more opportunities, implementation was not always consistent. One reason was due to a lack of staffing in the college and career department as more Career Pathways Coordinators and Post-Secondary counselors were hired later in the school year. Due to the lack of staffing, the charter was unable to utilize all funding for post-secondary transition plan development. As more staffing was hired to support college and career initiatives to help promote graduation rates, internal data demonstrated that more focus needs to be placed on monitoring and intervening for students from subgroups to help increase graduation rates for English Learners, Homeless Youth, and Foster Youth. Utilizing newly hired staff to help connect these students to community resources as well as providing more academic support will lead to increased graduation rates for these groups of students. Local data also demonstrated that helping middle school students graduate into high school continued to be a challenge for the charter. More focus should be placed on helping monitor this group and creating opportunities for middle schoolers to re-engage and build community to help provide them the necessary support needed to succeed academically and socially.

The actions outlined within Goal 3 were implemented as identified within the 2022-23 SPSA

Successes: Our Education Partner Liaisons in OFY Duarte have been effective in re-engaging students who have been habitually truant through home visits and connecting students with community resources. This is having an impact on truancy-reduction and dropout prevention for our charter, particularly for our at-risk subgroups.

Challenges: Full implementation of planned Goal 3 actions for Education Partner Liaison (EPL) services were impacted by challenges in adequately recruiting qualified staff for the EPL positions for the entire academic year (September 2022- June 2023).

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.

OFY Duarte was able to fully implement the planned actions and services and budgeted expenditures for Goal 3 despite not hitting all of the initial allocation assumptions as of May 2023. OFY Duarte believes it will meet these budget figures by the end of the school year except for the Goal 3 Action 4 allocation assumption. This is due largely to an overestimate when developing our LCAP spend plan. Even with an overhaul of the post-secondary transition plan and the hiring of Career Pathways Coordinators, the charter did not spend all of the amounts

that were originally planned for as and as a result OFY Duarte underspent initial budgeted amounts. Our high needs students and our general population of students were not impacted by this.

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 OFY Duarte’s current data and monitoring of progress. The charter offered career pathways opportunities and post-secondary transition planning that helped increase the numbers of students completing the A-G track to 7.87% which is higher than the target of 5%. As students received support in planning their post-secondary goals, they became re-engaged with school and this led to a decrease in the high school dropout rate (7.49%) which is lower than the target of 8%.



Services Directly Impact:

- English Learners (EL)
- Foster Youth
- Low-Income Students (FRMP)
- Students with Disabilities (SWD)
- Homeless Youth



Contributes to Our Charter’s Academic Success by:



Targeting and supporting students overcoming barriers to entry into the workforce.

The listed sub-groups are targeted for special supports, including but not limited to: WIOA caseload participant, internships, job placement, dual enrollment, and CTE. This impacts the College and Career indicator, student retention, and WIOA compliance.

Supports our LCAP plan in:

**Goal 3: Action 2
Metrics 2 & 5**



Demonstrates Effectiveness by:

Only 10.24% of students are undecided on their post-high school career plans

Title I Fund Actions

The Education Partner Liaisons, in conjunction with the teaching staff, conducted a significant number of home visits in order to re-engage students who were truant and on the verge of dropping out. For many of these students, the home visits were effective in providing necessary resources, increasing the communication between home and school, and re-engaging these students in school. We would like to expand the EPL position throughout our charter in order to see increased results from this position.

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.

OFY-Duarte modified Action 2 of Goal 3 by making the language more concise to ensure the charter is focused on providing all students with exposure to multiple career pathways and post-secondary options. OFY-Duarte removed Action 4 of Goal 3 “Postsecondary Transition Development” due to progress made in expanding the Career and College Department of the charter. As Career Pathways Coordinators and Post-Secondary Counselors were hired, the charter decided to focus on expansion of college and career readiness programming for all students and not just specifically on rebuilding the Senior Portfolio. Continuing to improve the Senior Portfolio for all graduates will continue to be a focus, but College and Career Readiness support will also be expanded to provide all students with the support needed to attain their post-secondary goals.

OFY Duarte made the decision to combine our LCAP and our SPSA for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added 1 new action to our LCAP under Goal 3 (Action 5) to speak to how our Title Funds will be spent. Our SSC/PAC has agreed to continue with Action 5 in the 2023-2024 school year as we have found them to be an effective use of funds that supplement our regular program.

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 4

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

An explanation of why the LEA has developed this goal.

Based on the 21-22 & 22-23 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.

SPSA/CSI/LCAP alignment and implementation:

All LCAP Goal 4 metrics and actions focus on increasing graduation rate and chronic absenteeism as an area focus for our SPSA/CSI . Parent involvement and engagement technology such as Talking Points, Google Voice, and Remind as well as hosting in person activities and events that will support student’s academic needs and goals.

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	0.48% suspension rate	Not Applicable	The charter aims to maintain or decline its suspension rates at or below 1.5%.
The charter aims to increase middle school academic progression.	2020-21 baseline - 55%	59% middle school progression	72.86% middle school progression	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.	66.67% of students enrolled 30 days or more completed a school sponsored extracurricular activity or course designed to develop their social-emotional skills	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The school will maintain a positive school culture and sense of connectedness as reported via Educational Partner surveys.	<p>baseline will be established in 2020-21 school year</p> <p>Student baseline: 94%</p> <p>Parent baseline: 95.3%</p> <p>Staff baseline: 98.4%</p>	<p>% of students, parents, and staff who reported a sense of connectedness via Spring LCAP educational partner survey:</p> <p>Students: 89%</p> <p>Parents: 80%</p> <p>Staff: 88%</p>	<p>% of students, parents, and staff who reported a sense of connectedness via Spring LCAP educational partner survey:</p> <p>Students: 77%</p> <p>Parents: 85%</p> <p>Staff: 77%</p>	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 Educational Partner Surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher missassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	<p>Fall 2021 Local Indicator submission: Misassignments of teachers of ELs: 0</p> <p>Total teacher misassignments: 0</p> <p>Vacant teacher positions: 0</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	<p>Fall 2022 Local Indicator Submission: LEAs will not report the teacher missassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022.</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	<p>Fall 2023 Local Indicator Submission: Missassignments of teachers: Beginning with the 2023 Dashboard, LEAs will no longer input locally collected data on the teacher element of Priority 1. This information will be pre-populated for all LEA’s.</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>	Not Applicable	<p>Missassignments of teachers of ELs: 0</p> <p>Total teacher misassignments: 0</p> <p>Vacant teacher positions: 0</p> <p>Textbook Insufficiencies: 0% across all subjects</p> <p>Number of Uniform Complaints: 0</p> <p>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 1	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.	\$260,010.00	Y
Action # 2	Healthy Meals Program	The Charter will offer snack options to supplement school breakfast and lunches.	\$393,330.00	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.	\$1,919,000.00	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 and established safety protocols.	\$861,600.00	N
Action # 5	Student Initiatives - Title I	The charter will set aside funds to support student initiatives which will support the promotion of successful student learning outcomes by positively impacting student well-being and increasing a sense of connectedness to school.	\$1,258.69	N

Action #	Title	Description	Total Funds	Contributing
Action # 6	Parent and Family Engagement-Title I	To increase family communication and connectedness, the LEA will host a series of activities and events that will inform parents about relevant topics, issues, or concerns, as well as provide tools to aid them in supporting their students' academic needs and goals.	\$2,250.00	N
Action # 7	Homeless and Foster Youth Program/Supplies Title I	In order to effectively support and serve our homeless and foster youth students, our goal is to close the achievement gap by providing independent living essentials such as meals, clothing, and transportation. In addition, we will be working to extend our partnerships with the community to provide more services and programs for our homeless and foster youth.	\$2,250.00	N
Action # 8	Threat Assessment Training - Title II	The LEA seeks to provide a safe and secure learning environment for all education partners. As such, staff will be trained in assessing and managing behavior and developing a plan that will mitigate risks to the schools.	\$8,848.29	N

Goal Analysis for 2022-23

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.

All of the planned actions and services outlined in Goal 4 were fully implemented as intended and identified within the LCAP.

Successes: The charter was successful in expanding the healthy meals program to include breakfast in addition to lunch. This resource helped ensure students were receiving the nutrition necessary to keep learning. While continuing to recover from the effects of COVID, the charter prioritized social-emotional learning by providing an increased number of opportunities for students to participate in sports, experiential learning, and student groups. The charter also introduced Daybreak mental health support for youth and EmpowerU, a course for credit that helps students develop resilience and a positive growth mindset. By providing these resources the goal was for the charter to increase progress toward graduation.

Challenges: While there was an increase in students participating in social-emotional opportunities, the charter would like to see more engagement opportunities for students with disabilities, foster youth, and homeless youth, who had lower rates of participation than the overall charter percentage. This year, the charter was also able to bring back many in-person events to try to re-engage families. Family engagement events continue to be a goal for the charter to improve on each year. With family involvement and more social-emotional

opportunities for students belonging to subgroups, the charter aims to create a supportive network for students to help them excel academically.

The actions outlined within Goal 4 were implemented as identified within the 2022-23 SPSA

Successes:

Parent & Family Engagement: Title Funds were used to expand engagement for Educational partners through a variety of community engagement events including Fall and Spring Family Engagement Nights. Research from the National PTA have indicated that parental involvement is a key success factor and that students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. The extent to which schools nurture positive relationships with families — and vice versa — makes all the difference.

Homeless and Foster Youth Program/Supplies: We are expanding learning centers that have used Title I funds to establish “Care Corners” in order to provide essential supplies to our homeless and foster youth. In addition, we are providing transportation and meals as well as connecting our homeless and foster youth with community partners and agencies in order to provide access to wraparound services which will positively impact student attendance and progression.

Threat Assessment Training: We have identified that OFY Duarte needs to allocate Title II Funds for Threat Assessment Training. We anticipate that training of staff in crisis prevention and de-escalation strategies will have a positive impact on overall school climate and safety in all our learning centers. We also anticipate a change in the number of student suspensions as a result of this training. Staff will learn decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security of all students and staff. This includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate.

Challenges: The residual effects of the Covid-19 pandemic have continued to have an impact on student well-being and mental health and this in turn has continued to affect student achievement and engagement. The charter aims to address and expand initiatives for students and to do so will use Title I funds in Goal 4 Action 5 Student Initiatives in order to support social emotional learning, connectedness, student well-being and successful learning outcomes.

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

OFY Duarte has no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report as all actions were implemented as intended.

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

The actions outlined within Goal 4 were proven to be effective based on the LEA’s current data and monitoring of progress. The charter focused on re-engaging students by providing a variety of social-emotional learning opportunities to all students. This led to an increase of

over 7%, from the previous year, of students participating in social-emotional learning. Social-emotional learning opportunities combined with the expansion of the healthy meals program to include breakfast, and a focus on creating a safe and welcome environment, helped contribute to an increase in middle school progression as middle school student attendance increased.



Services Directly Impact:

- English Learners (EL)
- Foster Youth
- Low-Income Students (FRMP)
- Students with Disabilities (SWD)
- Homeless Youth



Supports Our LCAP in:

Goal 4: Action 4

Metrics 1, 4, & 5



Contributes to Our Charter's Academic Success by:



Providing us with guidance on daily site operations to assist with the cultivation of a safe and healthy learning environment for all. Propel further assists with program support in the areas of communication, publication, communicable disease reporting and contact tracing.

They also devote themselves to studying evolving legislation to provide informed recommendations to leadership when rolling out programs and policies.

Title I Funds actions

OFY Duarte continues to prioritize parent and family engagement in our school. We see the need to partner with parents as we seek to provide a quality educational program that meets the needs of our students. We saw increased engagement from parents through higher participation rates in our various surveys throughout the year, and we dedicated funds to provide unique opportunities for parents to engage with school staff at activities such as family nights, Open House, various awards nights, and parent committee meetings. We intend to expand on these opportunities in the coming year in order to increase the partnership between the school and parents. We were also able to provide a number of practical resources to our homeless and foster youth through the implementation of care closets at some of our learning centers. We would like to increase accessibility to these resources for all our homeless and foster students throughout OFY Duarte.

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.

OFY-Duarte modified Actions 3 and 4 of Goal 4 to remove COVID-related language in reference to health and safety as the federal and state health mandates in schools have expired.

OFY Duarte made the decision to combine our LCAP and our SPSA for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added 4 new Actions to our LCAP under Goal 4 (Actions 5-8) to speak to how our Title Funds will be spent. Our SSC has agreed to continue with Actions 6-8 in the 2023-2024 school year as we have found them to be an effective use of funds that supplement our regular program. We added Action 5 to include Student Initiatives under Title Funds as well.

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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 17,649,679.00	\$ 2,237,856.00

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
39.08%	0.00%	\$0.00	39.08%

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 identified in the Engaging Educational Partners and Metrics sections the percentage of our English Learners reading at grade level is 31.5%, which is 9% lower than all students. The percentage of our Foster Youth students reading at grade level is 20%, which is 19% lower than all students. Additionally, only 35% 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 identified in the reflections areas of need and Metrics sections the graduation rate for our Low-Income students is 46% and for

our English Learners it is 39% compared with 48% for all students. Additionally, our chronic absenteeism rate for Low Income students is 72%. Foster Youth is 71% compared to 48% for the all student group. Lastly, our dropout rate for English Learner students is 11%, Foster Youth is 16%, and Homeless Youth is 11% compared to 8% for all students. The combined graduation, attendance, and dropout data indicates that chronic absenteeism continues to be an area of concern for our unduplicated subgroups including, English Language Learners, Foster Youth, Homeless Youth, and Low-Income Learners.

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 4). 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 all students. We also expect that the dropout rate for Low Income students will decrease and the attendance rate for Foster Youth will increase as graduation monitoring and interventions are proven to be effective. 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)

OFY Duarte has implemented actions that are available to all students in our charter school, but they are primarily focused on addressing the specific needs of our Low-Income, English Learner, and Foster Youth student populations. Our low-income, English Learner and Foster Youth population often experience unique challenges that affect their academic success and creates barriers to graduation. These students benefit from having additional support provided to provide community resources and academic support to ensure their needs are being met and they can focus on their post-secondary goals. As identified in the reflection areas of need and Educational partner feedback sections it indicates the desire for increased Career Technical Education opportunities and college-focused options. As a WIOA (Workforce Innovation and Opportunity Act) school, our main responsibility is to prepare at-promise youth for postsecondary education and job readiness, equipping them with the skills necessary for successful entry into the workforce and long-term financial stability as adults. To address these needs comprehensively, OFY Duarte has hired Career Pathway Coordinators (CPCs) who are responsible for providing students with workforce exploration and career-focused opportunities. These opportunities include conducting resume-building workshops, organizing career-focused field trips, providing job search training and support, and facilitating access to industry professionals for interviews, mentorship opportunities, and internships with our exclusive partners (LCAP Goal 3, Action 2).

In addition, we will offer college-focused opportunities, which involve providing support with college and FAFSA (Free Application for Federal Student Aid) applications, organizing college-focused field trips, conducting college admittance workshops, and establishing partnerships with local community colleges to increase dual enrollment for English Learners, Foster Youth, and Low-Income students (LCAP Goal 3, Action 3). Furthermore, a thorough review of our postsecondary transition development curriculum was conducted to align it with our career pathways and workforce programs. This alignment enhances our ability to serve our unduplicated students as they transition from high school to either college or the workforce upon graduation. These actions have been proven effective in increasing and improving services for our Low-Income, Foster Youth, and English Learner students, as they provide students with greater transferable skills upon graduation. As a result of these initiatives, we anticipate an increase in the graduation rate for Foster Youth, English Learners, and Low-Income students, as well as a higher percentage of these subgroups fulfilling A-G requirements, participating in dual enrollment programs, and engaging in Career Technical Education pathways. It is important to note that while the actions primarily target these specific student groups, we expect that all students will benefit from these charter-wide efforts.

Actions: Parent Involvement and Educational Partner Engagement (Goal 4, Action 1) and Social Emotional Learning (SEL) (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. As identified in the Engaging Educational Partners and Metrics sections although 85% of parents and 77% 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 demonstrating that all three subgroups have shown a decline in the attendance rate. Additionally, participation in social emotional learning opportunities is only 42% for Low Income students compared to 51% for all students, indicating that further efforts need to be made to re-engage students. Strong parent partnerships and participation in social emotional learning would lead to increased 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 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 engagement 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 social-emotional participation rates and attendance rates for our Low Income, English Learner, and Foster Youth students will increase significantly more than the social-emotional participation rates and attendance rates of all other students. However, because we expect that all students with low social-emotional 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, 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 such as Achieve 3000 and iLit for EL students. Additionally, the charter will provide professional development for ELD teachers in utilizing the curriculum, and resources for EL students to achieve academically and make progress toward graduation (Goal 1; Actions 3 and 5). As stated in our comprehensive support and improvement section in the 2022-23 year on average, OFY-D students enrolled in iLit increased their Lexile score in RenStar by 36.69%. OFY-D Students not enrolled in iLit increased their scores by 15.05% in the same time frame. OFY-D iLit students' Lexile scores increased by 52.03 compared to 46.17 for students not enrolled.

We anticipate our EL students' ELPAC scores, core course completion, and graduation rates will increase. 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, 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. The graduation rate of the charter's Foster Youth is 21%, 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. 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 intervention and English intervention 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.

OFY Duarte intends to utilize the additional concentration grant add-on funding, which is awarded due to having an unduplicated student group count above 55%. The primary purpose of this funding is to retain staff members and extend instructional time specifically for English Learners, low-income students, and foster youth. The funds will be allocated in various ways to ensure that our program retains highly qualified staff who play a direct role in the academic success of our unduplicated student groups. This includes covering the salaries of English Language Specialists, Math Interventionists, Tutors, and other staff members who possess the qualifications necessary to meet the unique needs of these student populations, ultimately minimizing pupil and teacher turnover. OFY Duarte aims to provide comprehensive support to English Learners, Foster and Homeless Youth, and students eligible for the Free or Reduced-Price Meal Program (FRMP) by recruiting and retaining staff members who can facilitate their progress in core courses. Professional development opportunities will be offered to staff members directly working with these subgroups, enabling them to enhance their skills and effectively provide the necessary tools for the advancement of EL, Foster and Homeless Youth, and FRMP students in core subjects.

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 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 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.

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 21,582,367	\$ 594,000	\$ -	\$ 343,938	22,520,305	\$ 15,500,195	\$ 7,020,110

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	SWD Individualized Support, Instruction, and Interventions	Students with Disabilities	\$ 1,520,000	\$ -	\$ -	\$ -	\$ 1,520,000
1	2	FRMP, FY, and HY Individualized Support, Instruction, and Interventions	Low-Income, Foster Youth and Homeless	\$ 2,148,000	\$ -	\$ -	\$ -	\$ 2,148,000
1	3	EL Instruction, Support, and Language Acquisition Programs	English Learners	\$ 974,836	\$ -	\$ -	\$ -	\$ 974,836
1	4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Homeless and Foster Youth	\$ 1,515,656	\$ -	\$ -	\$ -	\$ 1,515,656
1	5	EL Professional Development	English Learners	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000
1	6	Special Education Compliance	Students with Disabilities	\$ 255,150	\$ -	\$ -	\$ -	\$ 255,150
2	1	Benchmark Assessments and Interventions	All Students	\$ 1,755,699	\$ -	\$ -	\$ -	\$ 1,755,699
2	2	Professional Development	Low-Income, Foster Youth and Students with Disabilities	\$ 194,600	\$ -	\$ -	\$ -	\$ 194,600
2	3	Broad Course of Study	All Students	\$ 441,201	\$ -	\$ -	\$ -	\$ 441,201
2	4	21st Century Skills and Education Technology	All Students	\$ 593,966	\$ -	\$ -	\$ -	\$ 593,966
2	5	Targeted Small Group Instruction	All Students	\$ 1,917,459	\$ -	\$ -	\$ -	\$ 1,917,459
2	6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Low-Income, Foster Youth, Students with Disabilities and English Learners	\$ 3,612,917	\$ -	\$ -	\$ -	\$ 3,612,917
2	7	Targeted Intervention and Support - Academic Intervention Specialist - Title I	All Students	\$ -	\$ -	\$ -	\$ 185,628	\$ 185,628
2	8	Administrative Credential Tuition Reimbursement - Title II	All Students	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000
2	9	Targeted Student Support and Learning Recovery - LREBG	All Students	\$ -	\$ 594,000	\$ -	\$ -	\$ 594,000
3	1	Academic and Postsecondary Planning	Low Income, English Learners & Foster Youth	\$ 1,035,755	\$ -	\$ -	\$ -	\$ 1,035,755

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 45,168,147	\$ 17,649,679	39.08%	0.00%	39.08%	\$ 18,111,086	0.00%	40.10%	Total:	\$ 18,111,086
								LEA-wide Total:	\$ 13,312,594
								Limited Total:	\$ 4,798,492
								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	FRMP, FY, and HY Individualized Support, Instruction, and Interventions	Yes	Limited	Foster Youth and Low-Income	All Schools	\$ 2,148,000	0.00%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	Limited	English Learners	All Schools	\$ 974,836	0.00%
1	4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Yes	Limited	Foster Youth	All Schools	\$ 1,515,656	0.00%
1	5	EL Professional Development	Yes	Limited	English Learners	All Schools	\$ 160,000	0.00%
2	1	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	\$ 1,755,699	0.00%
2	2	Professional Development	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 194,600	0.00%
2	4	21st Century Skills and Education Technology	Yes	LEA-wide	All	All Schools	\$ 593,966	0.00%
2	5	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	\$ 1,917,459	0.00%
2	6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Yes	LEA-wide	All	All Schools	\$ 3,812,917	0.00%
3	1	Academic and Postsecondary Planning	Yes	LEA-wide	All	All Schools	\$ 1,035,755	0.00%
3	2	Workforce Exploration and Career Focused Opportunities	Yes	LEA-wide	All	All Schools	\$ 527,200	0.00%
3	3	Post-Secondary Events and Workshops and College Focused Opportunities	Yes	LEA-wide	All	All Schools	\$ 468,360	0.00%
3	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	LEA-wide	All	All Schools	\$ 1,027,628	0.00%
4	1	Parental Involvement & Educational Partner Engagement	Yes	LEA-wide	English Learners and Low-Income	All Schools	\$ 260,010	0.00%
4	3	Social Emotional Learning	Yes	LEA-wide	Low-Income	All Schools	\$ 1,919,000	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 14,302,660.00	\$ 16,997,687.93

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	Students with Disabilities Individualized Support, Instruction, and Interventions	No	\$ 500,482	\$ 960,413
1	2	Low-Income, Foster Youth and Homeless Individualized Support, Instruction, and Interventions	Yes	\$ 1,604,112	\$ 1,632,564
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	\$ 1,124,991	\$ 1,104,332
1	4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Yes	\$ 953,358	\$ 794,040
1	5	EL Professional Development	Yes	\$ 391,137	\$ 326,908
1	6	Special Education Compliance	No	\$ 108,000	\$ 240,906
2	1	Benchmark Assessments and Interventions	Yes	\$ 1,826,136	\$ 1,645,346
2	2	Professional Development	Yes	\$ 231,927	\$ 338,912
2	3	Broad Course of Study	No	\$ 340,869	\$ 466,313
2	4	21st Century Skills and Education Technology	Yes	\$ 135,000	\$ 208,257
2	5	Targeted Small Group Instruction	Yes	\$ 1,740,980	\$ 1,749,435
2	6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Yes	\$ 1,599,624	\$ 1,549,496
3	1	Academic and Postsecondary Planning	Yes	\$ 812,403	\$ 725,617
3	2	Workforce Exploration and Career Focused Opportunities	Yes	\$ 400,000	\$ 573,908
3	3	Postsecondary and College Focused Opportunities	Yes	\$ 125,000	\$ 490,536
3	4	Post-Secondary Transition Development	Yes	\$ 700,648	\$ 449,202
3	5	Targeted Subgroup Graduation Monitoring and Interventions	Yes	\$ 812,405	\$ 838,472
4	1	Parental Involvement & Educational Partner Engagement	Yes	\$ 201,956	\$ 344,579
4	2	Healthy Meals Program	No	\$ -	\$ 203,862
4	3	Social Emotional Learning	Yes	\$ 342,000	\$ 977,046
4	4	School Safety	No	\$ 351,632	\$ 1,377,545

2022-2023 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 Actual Percentage of Services Improved (%)	Difference Between Planned and Estimated Actual Services Percentage of Improved (Subtract 5 from 8)
\$ 12,938,383	\$ 13,001,677	\$ 13,748,642	\$ (746,965)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Low-Income, Foster Youth and Homeless Individualized Support, Instruction, and Interventions	Yes	\$ 1,604,112	\$ 1,632,563.00	0.00%	0.00%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	\$ 1,124,991	\$ 1,104,332.00	0.00%	0.00%
1	4	Foster Youth and Homeless Youth Instructional and Postsecondary Planning	Yes	\$ 953,358	\$ 794,040.00	0.00%	0.00%
1	5	EL Professional Development	Yes	\$ 391,137	\$ 326,907.00	0.00%	0.00%
2	1	Benchmark Assessments and Interventions	Yes	\$ 1,826,136	\$ 1,645,346.00	0.00%	0.00%
2	2	Professional Development	Yes	\$ 231,927	\$ 338,911.00	0.00%	0.00%
2	4	21st Century Skills and Education Technology	Yes	\$ 135,000	\$ 208,257.00	0.00%	0.00%
2	5	Targeted Small Group Instruction	Yes	\$ 1,740,980	\$ 1,749,435.00	0.00%	0.00%
2	6	Quality of Instruction and Academic Enhancement (Recruitment and PD to retain teachers)	Yes	\$ 1,599,624	\$ 1,549,496.00	0.00%	0.00%
3	1	Academic and Postsecondary Planning	Yes	\$ 812,403	\$ 725,616.00	0.00%	0.00%
3	2	Workforce Exploration and Career Focused Opportunities	Yes	\$ 400,000	\$ 573,908.00	0.00%	0.00%
3	3	Postsecondary and College Focused Opportunities	Yes	\$ 125,000	\$ 490,535.00	0.00%	0.00%
3	4	Post-Secondary Transition Development	Yes	\$ 700,648	\$ 449,202.00	0.00%	0.00%
3	5	Targeted Subgroup Graduation Monitoring and Interventions	Yes	\$ 812,405	\$ 838,471.00	0.00%	0.00%
4	1	Parental Involvement & Educational Partner Engagement	Yes	\$ 201,956	\$ 344,578.00	0.00%	0.00%
4	3	Social Emotional Learning	Yes	\$ 342,000	\$ 977,045.00	0.00%	0.00%

2022-2023 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)
\$ 33,277,735	\$ 12,938,383	0.00%	38.88%	\$ 13,748,642	0.00%	41.31%	\$0.00 - No Carryover	0.00% - No Carryover

Summary / Addendum Document

Comprehensive Needs Assessment

PURPOSE

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

EDUCATIONAL PARTNERS

**Who were the educational partners that were involved in the Comprehensive Needs Assessment?
How were educational partners involved in the Comprehensive Needs Assessment?**

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

The charter consists of eighteen school sites that are broken into six regions: High Desert (Palmdale and Lancaster sites), Los Angeles Phoenix (Cudahy, Koreatown, and Vermont sites), Los Angeles Jaguars (Bellflower, Compton, and Watts sites), San Gabriel Valley (City of Industry and Pasadena sites), San Fernando Valley (Arleta, Encino, Northridge, and Simi Valley sites), and Long Beach (Bixby, Hawthorne, North Long Beach, and Signal Hill sites). Educational partners from all regions participated in the CNA, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from the Special Education, English Language, and Postsecondary Counseling Departments. 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 data analysis deep dives to identify data-driven 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.

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)

As part of our Comprehensive Needs Assessment, OFY Duarte considered the following data:

- CAASPP Data: English Language Arts (ELA) Smarter Balanced Assessment, Mathematics Smarter Balanced Assessment, California Science Test (CAST)
- Internal Benchmark Assessments: RenStar Reading and RenStar Math
- EL reclassification rates, English Learner Progress Indicator (ELPI), graduation rates, A-G completion rates, dropout rates, graduation rates, chronic absenteeism, dual enrollment, student progression, core course completion, intervention, and social-emotional development (pulled from both the California Dashboard as well as Tableau Software)
- Panorama survey data
 - Student - rigorous expectations, school climate, school safety, sense of belonging, teacher-student relationships
 - Parent/Family - barriers to engagement, school climate, school fit, school safety
 - Staff - feedback and coaching, professional learning, school climate, school leadership, staff-leadership relationships
- WIOA implementation & partner referrals

RESULTS / Phase 2 (Data Dive Summary Table)

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

English Language Arts (SBAC & RenStar):

- EL and Foster Youth had a much lower percentage of students performing “at or above grade level” on RenStar ELA when compared with all students.
- 0% of EL students and Foster Youth met or exceeded the standard on ELA SBAC for 2022 compared with 31% of all students who met or exceeded the standard.

Math (SBAC & RenStar):

- Our students scored significantly better on the benchmark RenStar Math assessment than on the SBAC Math (20-34% of all high school students scored at/above level on RenStar compared to 2-7% meeting/exceeding standard on Math SBAC).
- 0% of homeless students met or exceeded the standard on Math SBAC.
- Overall math scores (SBAC & RenStar) are significantly lower for the charter than overall ELA scores (SBAC & RenStar).

School Attendance & Progression:

- Student attendance/progression has not yet returned to pre-Covid progression numbers (83% in 19-20 vs. 61% in 21-22).
- Middle school, homeless students, and foster youth have the lowest progression (43%, 38%, 43% respectively) compared with 61% of all students.
- FRMP attendance/progression numbers mirror all students due to the high percentage of low-income students enrolled in our school.

Core Course Completion:

- Core course completion from 21/22 school year for English and Math (4.70 and 4.02 respectively) continues to lag behind core course completion for Science and Social Studies (6.21 and 5.97 respectively).

Graduation Rates & Dropout Rates:

- All students (24%) and subgroups are very low on the CA Dashboard for graduation rates.
- SPED students (44.74%) fall below all students (50.42%) in graduation rates according to our one-year cohort graduation rate on Tableau.
- Foster Youth and Homeless students (36.73% and 33.72% respectively) have a significantly higher dropout rate when compared with all students (22.72%).

PRIORITIZED NEED

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

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

After reviewing the data, the team determined the following needs as the most critical to address to positively affect student outcomes:

- **Increase ELA and Mathematics performance:** The data indicates that increasing ELA and mathematics performance as measured by internal and external assessments for all students, particularly our EL, Foster, and Homeless Youth, is an area of need.
- **Increase Graduation Rates:** The data indicates that increasing graduation rates for all students is an area of need.
- **Provide more interventions and support for Homeless and Foster Youth to mitigate dropout rate:** Although the dropout rate is high for all students, Homeless and Foster Youth dropout rates continue to remain significantly higher than the general student

population. This indicates a need to focus on reducing Homeless and Foster Youth dropout rates through targeted intervention and additional support.

- **Increase School Attendance and Progression Rates:** The data indicates that core course completion, particularly in ELA and Mathematics, and overall student progression remains low, indicating an area of need. In particular, our Homeless and Foster Youth continue to lag behind all students in school attendance and progression.

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.

Prioritized Need #1: Increase ELA and Mathematics performance

Root Causes:

- Students scoring in need of intervention lack the grade level skills to effectively meet or exceed SBAC standards
- Lack of students completing intervention courses
- Math and ELA core course completion is lower than other core courses 4.45 (Math), 4.56 (English) compared with 6.06 Science and 5.51 Social Studies

Measurable Outcomes:

- 50% of students who score at Intervention or Urgent Intervention on the benchmark assessment for math will be provided additional tutoring and support through evidence-based intervention programs such as My Math Path.

Prioritized Need #2: Increase Graduation Rates

Root Causes:

- Adult students often enroll at OFY credit deficient and have additional socioeconomic and familial responsibilities and obligations, which compete with and impede their ability to focus on graduation goals.

Measurable Outcomes:

- The charter will meet or exceed the ESSA four-year graduation requirement of 68% or higher.
- All seniors will meet with their Independent Studies teacher and/or Special Education Specialist or Post-Secondary Counselor for strategic college and career planning and goal-setting based on their chosen college/career pathway.

Prioritized Need #3: Provide more interventions and support for Homeless and Foster Youth to mitigate dropout rate

Root Causes:

- Lack of awareness of resources available for homeless and foster youth - connecting students to WIOA and community partners
- Barriers to student success: transportation, wifi connectivity

Measurable Outcomes:

- 100% foster and homeless students will have priority access to hotspots and chromebooks and Metro Go passes.
- 100% of eligible foster and homeless students will be provided with wraparound services in conjunction with WIOA and other community partners.

Prioritized Need #4: Increase School Attendance and Progression Rates**Root Causes:**

- 90.3% FRMP; students experiencing income challenges and need to find paid work to help support their family leaving less time for school and completing work independently
- Independent studies curriculum a challenge for skill-deficient students

Measurable Outcomes:

- Student progression (as measured by credit completion) will be maintained or above 80%.
- The charter's core credit completion rate for English will be 6 or greater by the end of the 23-24 school year.
- The charter's core credit completion rate for Math will be 6 or greater by the end of the 23-24 school year.

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?**

One major trend that emerged in our data was the need for increased professional development, training, and support for teachers. One of the components of professional development that could have a significant impact on student achievement is around the topic of increasing collaboration among staff and families to more effectively meet the needs of our students.

Another trend that emerged was that our homeless students, foster youth, and English learners tend to consistently fall below the general population on many of our metrics. While some of these subgroups may be small in number, the need for wraparound services in order to provide the proper support is essential to the success of these learners.

Lastly, a major trend observed is that the majority of the students served at OFY Duarte are At-Promise students. Many students enroll in the program credit deficient and with academic gaps in both reading and math that require intervention and support to progress toward graduation. In this sense, it is essential that we continue to refine and enhance our interventions programs to best serve our students in making progress on their road toward graduation.

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Options for Youth Duarte	January 20, 2023
<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> ● Homeless and Foster Youth dropout rates ● English Language Arts achievement for EL students ● Student attendance and progression as measured by credit completion for Homeless and Foster Youth
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ul style="list-style-type: none"> ● Graduation rates ● Math/ELA progression and achievement ● Chronic absenteeism/student progression
<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> ● Identification and implementation of tiered system of support for our most vulnerable subgroups through Academic Intervention Specialists and Education Partner Liaisons ● Professional Development to support collaboration among staff and families to support Homeless Youth, Foster Youth, and EL subgroups as identified in question 1 above ● Fully utilizing student schedules to ensure that subgroups are making adequate progress in ELA and math (as measured by the Core Course Completion Rates) ● Continuing to utilize PLCs to conduct data dives and to share resources and best practices ● Providing students and families resources for self referral (such as Daybreak telehealth services)
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	NA

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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