

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options For Youth Duarte

CDS Code: 19 64469 0139535

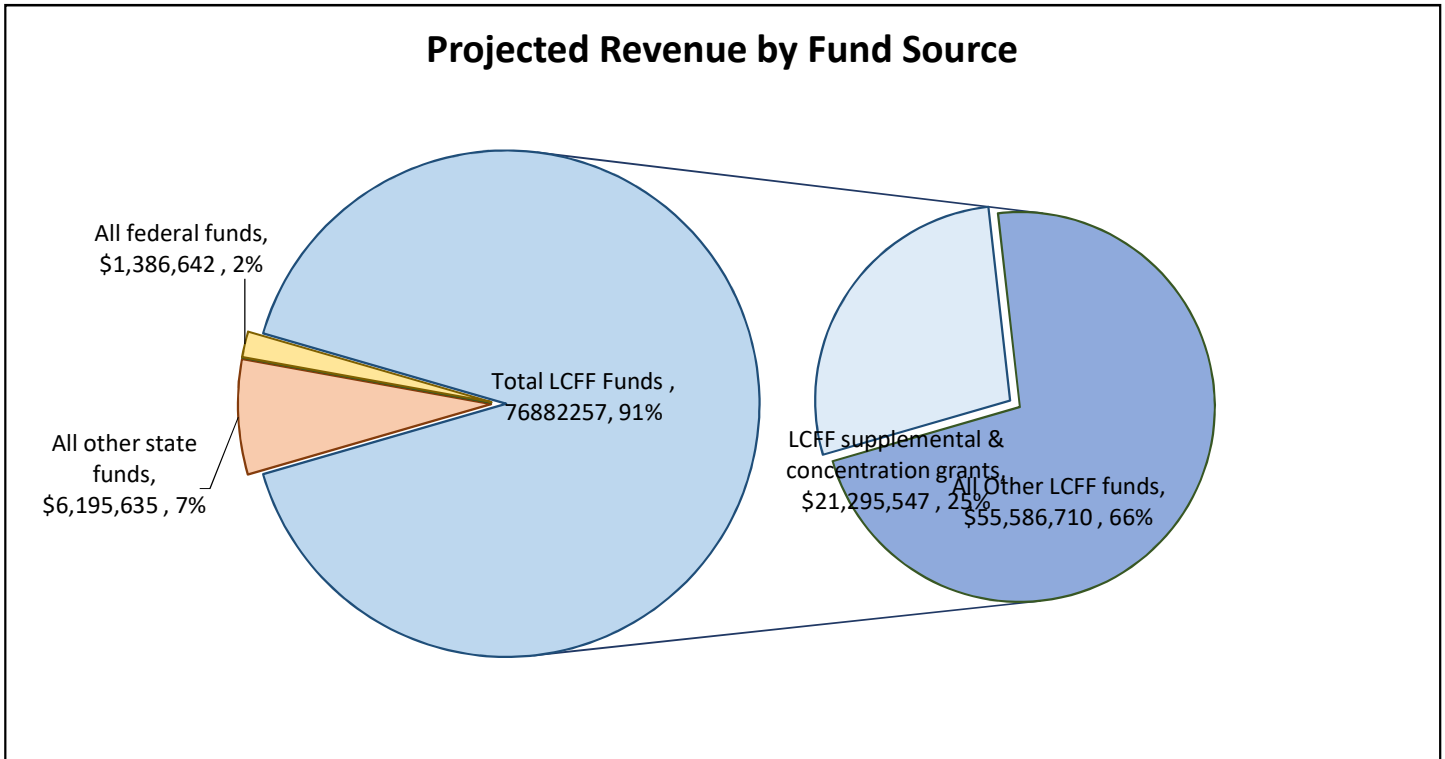
School Year: 2026-27

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

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

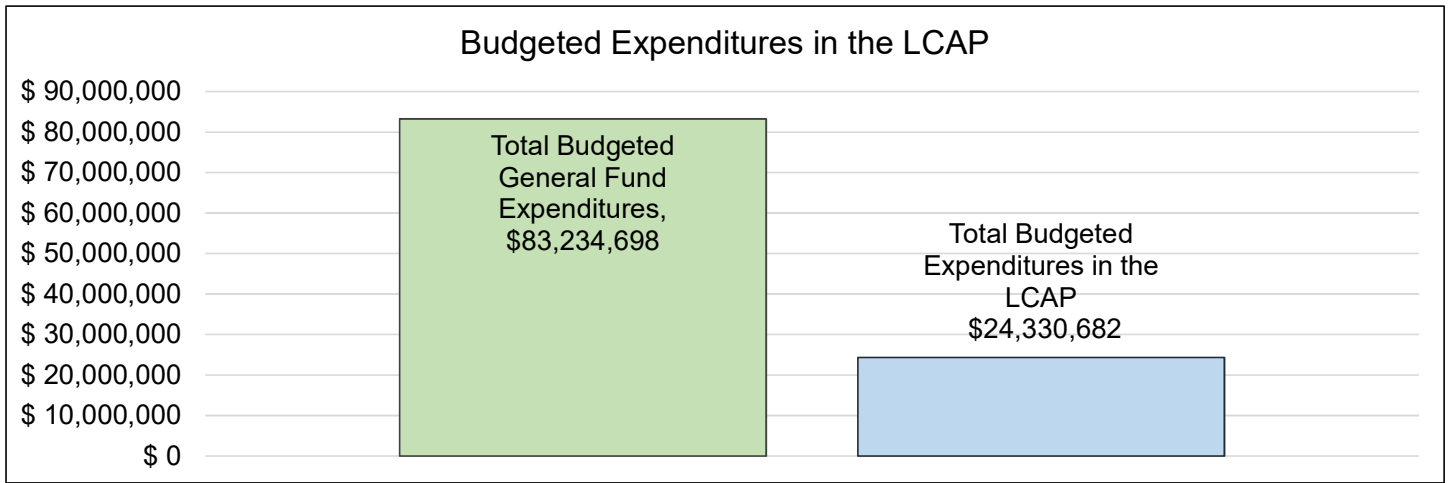


This chart shows the total general purpose revenue Options For Youth Duarte expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth Duarte is \$84,464,534.00, of which \$76,882,257.00 is Local Control Funding Formula (LCFF), \$6,195,635.00 is other state funds, \$0.00 is local funds, and \$1,386,642.00 is federal funds. Of the \$76,882,257.00 in LCFF Funds, \$21,295,547.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options For Youth Duarte plans to spend \$83,234,698.00 for the 2026-27 school year. Of that amount, \$24,330,682.00 is tied to actions/services in the LCAP and \$58,904,016.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

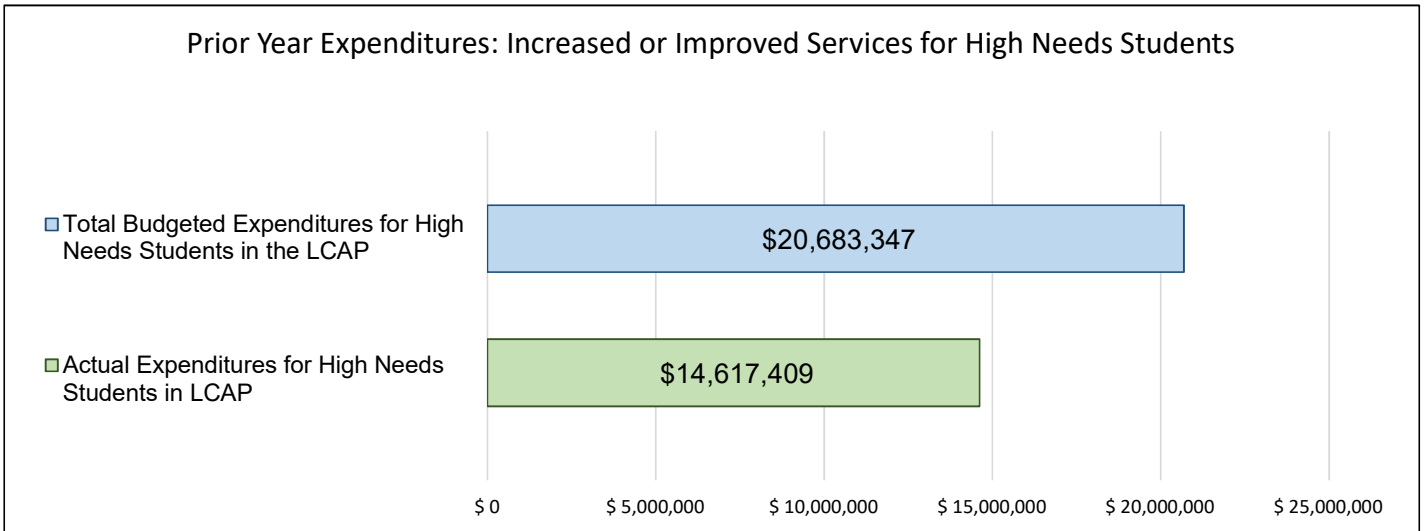
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology licenses and compliance-related fees, general administrative expenses, and allocated shared service costs from the charter network or authorizing entity.

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

In 2026-27, Options For Youth Duarte is projecting it will receive \$21,295,547.00 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 \$21,295,547.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Options For Youth Duarte's LCAP budgeted \$20,683,347.00 for planned actions to increase or improve services for high needs students. Options For Youth Duarte actually spent \$14,617,408.86 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$6,065,938.14 had the following impact on Options For Youth Duarte's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted \$20,683,347 for high needs students in our LCAP. As of March 2026, we have spent \$14,617,408.86. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

Local Control and Accountability Plan

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

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

Plan Summary 2026-27

General Information

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



Options for Youth – Duarte (OFY-Duarte) is a public charter school serving students in grades 7–12 across Los Angeles County. Our charter’s mission is to provide an empowering educational choice through personalized learning pathways, research-based instructional supports, and integrated college and career exploration embedded within a rigorous, Common Core (CCSS), Next Generation Science Standards (NGSS) –aligned high school program.

OFY-Duarte consists of 18 School Resource Centers and an Online Program, organized into seven geographic regions: Los Angeles Jaguars, Los Angeles Phoenix, Long Beach, San Gabriel Valley, San Fernando Valley, High Desert, and Online Program. Our centers are strategically located in communities where students benefit from equitable access to dynamic, supportive, and student-centered learning environments.

Our Students and School Community

OFY-Duarte serves students who choose an alternative to traditional school settings. Many of our students:

- Enroll credit deficient and work to recover and achieve an on-time graduation
- Require flexible scheduling due to family or employment responsibilities
- Aspire to engage in accelerated pathways toward graduation
- Thrive in smaller classrooms with access to individualized academic and social-emotional supports

Options for Youth - Duarte serves a high number of first-generation high school graduates and first-generation college-bound students. Our graduation ceremonies celebrate the perseverance and commitment of all our students and honor the trust our families and educational partners have placed in the charter. OFY-D students have been accepted into CSU and UC campuses, four-year universities across the United States, community colleges, technical colleges and industry certification programs. These accomplishments reflect our ongoing commitment to expanding each student’s personal postsecondary opportunities.

Our student population reflects significant need:

- 14.8% English Learners, including 10.7% Long-Term English Learners
- 19.9% Students with Disabilities, (above California state average)

Educational Model

OFY-Duarte’s instructional design is a hybrid independent study and small-group model with personalized learning at its core. Students actively collaborate with their instructional staff to determine which instructional modalities best support their success, these may include:

- Small group direct instruction
- Independent study workbooks
- Online curriculum
- Cohort-based instruction
- Experiential learning opportunities including WIOA fieldtrips and College Tours
- Career Technical Education (CTE) hands on learning

An exclusive Workforce Innovation and Opportunity Act (WIOA) partner, OFY-Duarte integrates career readiness, work-based learning, and structured postsecondary planning into each student’s academic journey. Students engage in workforce readiness curriculum, career exploration activities, and individualized postsecondary counseling, Career Technical Education (CTE), dual enrollment opportunities.

Whole-child development is prioritized through social-emotional learning supports, student leadership opportunities, CREW community-building programs, extracurricular activities, service learning, and numerous student engagement events.

Current Context and Strategic Focus

OFY-Duarte has been identified for Comprehensive Support and Improvement (CSI) due to graduation rate performance under the state’s revised 4- and 5-year cohort methodology. In 2024, California transitioned away from the one-year DASS cohort accountability status to a traditional 4/5-year graduation cohort model. This change has required recalibration of the charter’s internal accountability systems, which sync with CALPADS, and intensified our continued focus on real-time cohort tracking, credit accrual monitoring, and early identification and assignment of evidence-based interventions (EBI).

In response, the charter is strengthening:

- Achievement in ELA and Mathematics through timely data collection and analysis in Professional Learning Communities (PLCs)
- Monitoring credit recovery and graduation acceleration strategies
- Strengthening postsecondary planning with an emphasis on workforce pathway alignment and exposure to work related activities
- Equity-focused supports for Socioeconomically Disadvantaged students, English Learners, Long Term English Learners, Foster Youth, Homeless students, and Students with Disabilities

As a Title I Schoolwide Program (SWP), our School Plan for Student Achievement (SPSA), CSI Plan, and LCAP are fully aligned to ensure coherence in strategy, budgeting, and accountability.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG):

OFY-Duarte is leveraging Learning Recovery Emergency Block Grant (LREBG) funds through the 2027–28 school year to address the academic and social-emotional impacts of the COVID-19 pandemic. LREBG funds support:

- Extended instructional time through Homework Cafés, Saturday School
- Targeted senior interventions and opportunities which support 4- and 5-year on track cohort graduation
- Expanded services for student groups most impacted by pandemic-related disruptions, including: Students with Disabilities, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless students, and other disproportionately impacted groups

The strategic investment of LREBG funds supplement ongoing state and federal funding and directly aligns with LCAP goals focused on graduation, academic achievement, and equitable access to opportunity.

Reflections: Annual Performance

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

OFY- Duarte conducted a comprehensive review of the 2025 California School Dashboard and current 2025-26 local performance data to evaluate schoolwide successes and challenges as part of its LCAP development process.

Specific student groups and performance indicators requiring urgent attention were identified during the review, including those that received the lowest performance level on one or more state indicators on the 2025 Dashboard. Review findings remain consistent across the three-year LCAP cycle and seek to inform the charter's ongoing efforts to close achievement gaps, improve graduation rates, and elevate academic outcomes for all students.

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

Following the outcomes revealed by the Fall 2023 California Dashboard, OFY-Duarte attained a red or very low rating in the performance indicators of Graduation Rates and College/Career (CCI), as illustrated in the accompanying infographic. 2022-23 DASS schools 1 year graduation rate was 66% which is below ESSA requirements of 68% and the 4 /5 year cohort graduation rate was 27.5%. Since 2023 the CDE has moved away from the DASS 1 year graduation metric and now requires all DASS schools to be measured by the 4 /5 year cohort which was historically used only for traditional high schools. Options for Youth- Duarte is committed to elevating our 4 /5 year cohort outcomes through targeted sub group monitoring and assigning timely specific evidence-based interventions and expanding support for students. Similarly, the charter will dedicate working on CCI as the 2023 dashboard data reported a red or very low indicator for College and Career (CCI) with 4.4% of students deemed "prepared" and 6.4% "approaching prepared."

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

Goal 2, Action 1: Workforce Exploration and Career-Focused Opportunities

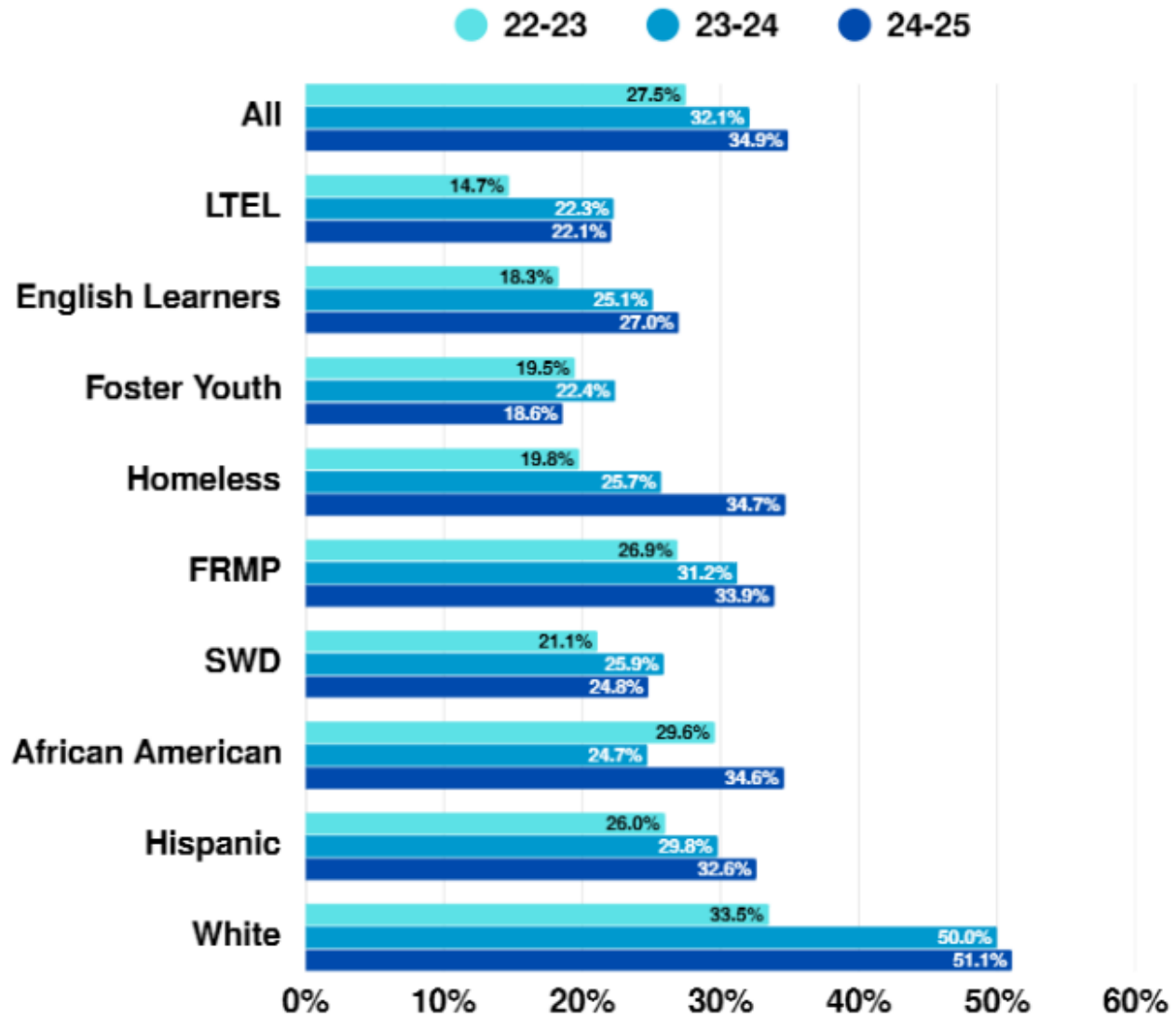
Goal 2, Action 2: Academic and Postsecondary Planning

Goal 2 Action 3: Improving Access to Dual Enrollment and Career Technical Education Programs

Goal 2, Action 4: Targeted Subgroup Graduation Monitoring and Interventions

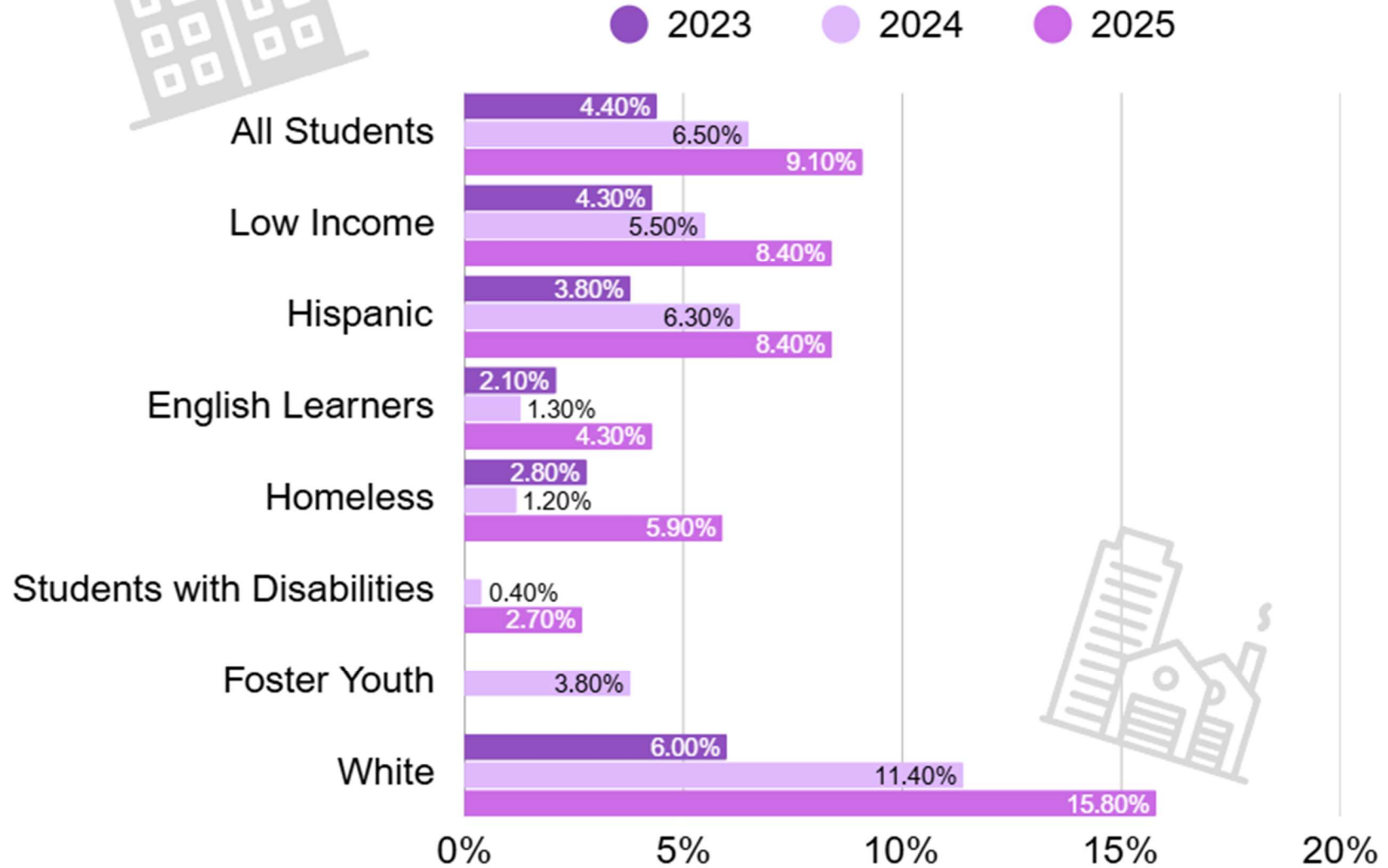
Goal 2, Action 5: Targeted Small Group Instruction

OFY Duarte 4-5 Year Graduation Rate





College and Career Indicator



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

Intervention Specialists and extended instructional time to elevate student achievement in math and encourage more students to persevere with math courses such as Algebra 2, Precalculus, and Calculus as year 3 math classes are a prerequisite for 4-year college acceptance. Goal 1 Action 1 will develop the capacity of qualified instructional staff to tailor targeted interventions and strategies for LI, SWD.

Goal 1, Action 1: Professional Learning

Goal 1, Action 2: Benchmark Assessments and Interventions

Goal 1, Action 4: Broad Course of Study

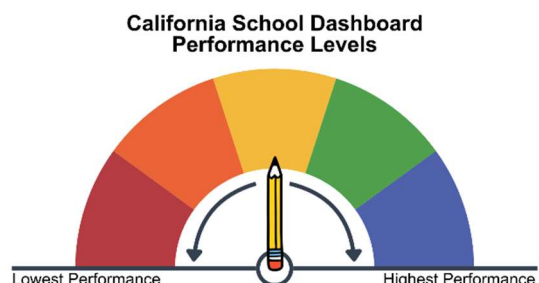
Goal 1, Action 8: CSI Funding (Carnegie Algebra I Math Intervention)

Goal 5, Action 1: Targeted Intervention and Support - Academic Intervention Specialist - Title I

Goal 5, Action 3: Targeted Student Support and Learning Recovery - LREBG

Goal 5, Action 4: Education Partner Liaison - Title I (LI, FY, HY)

Goal 5, Action 5: Student Initiatives - Title I (LI)



Following a review of the 2025 California School Dashboard and local data, OFY Duarte identified the following areas of strength and need:



Green

English Learner Progress Indicator – Green Performance Level

Status: increased 2 performance levels

ELPI improved by 8.4% with 52.9% of EL and LTEL students making progress. Subgroup performance highlights include:

English Learner: 52.9% making progress (↑ 8.4%)

Long Term English Learner: 55.9% making progress (↑ 10.2%) Blue Performance Level



Yellow

Science - Yellow Performance Level

Status: Informational - increased 2.8 science point

English Learner: 34 points, increased 3.8 points

Socioeconomically Disadvantaged: 44.1 points, increased 3.5 points

White: 52.6 points, increased 12.5 points



Orange

English Language Arts (ELA)

Status: maintained performance level

ELA performance increased slightly by 0.1 points, resulting in an overall status of 35.2 points below standard. Notable improvements were observed among the following student groups:

Hispanic: 25.9 points below standard (↑ 8.1 points)

White: 33.4 points below standard (↑ 2.9 points)



Mathematics

Status: maintained performance level

Mathematics performance improved by 12.3 points; however, overall performance remains 136.2 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:

English Learner: 174 points below standard (↑ 13.4 points)

Socioeconomically Disadvantaged: 142.5 points below standard (↑ 14.2 points)

Hispanic: 139.6 points below standard (↑ 17 points)

Long Term English Learner: 197.8 points below standard (↑ 11.8 points)

Students with Disabilities: 189.5 points below standard (↑ 9.7 points)

White: 92.1 points below standard (↑ 24.7 points)



College/Career – Orange Performance Level

Status: maintained performance level

The College/Career indicator increased by 2.4 percentage points, with 9.1% of students demonstrating college or career readiness. Gains were evident among student subgroups:

African American/Black: 5% prepared (↑ 3.9%)

English Learner: 4.3% prepared (↑ 3%)

Hispanic: 8.4% prepared (↑ 1.7%)

Homeless: 5.9% prepared (↑ 4.7%)

Long Term English Learner: 2.7% prepared (↑ 1.1%)

Socioeconomically Disadvantaged: 8.4% prepared (↑ 2.8%)

Students with Disabilities: 2.7% prepared (↑ 2.3%)

White: 15.8% prepared (↑ 3.7%)



Chronic Absenteeism – Red Performance Level

Status: maintained performance level

Chronic absenteeism increased by 6.3 percentage points, with 76.3% of our 7th and 8th grade students being identified as chronically absent, Chronic Absenteeism is noted to disproportionately affect:

Hispanic Students: 72.3% chronically absent (↑ 6.7%)

Socioeconomically Disadvantaged Students: 77.8% chronically absent (↑ 7.4%)



Graduation Rate – Red Performance Level

Status: maintained performance level

The graduation rate increased by 2.8 percentage points, with 34.9% of students graduating in their 4 /5 th year cohort.

While this reflects encouraging progress, improving graduation outcomes remains a charter priority. Increases were observed across several student groups:

African American/Black: 34.6% graduated (↑ 9.9%)

English Learner: 27% graduated (↑ 1.9%)
Hispanic: 32.6% graduated (↑ 2.8%)
Homeless: 34.7% graduated (↑ 9%)
Socioeconomically Disadvantaged: 33.9% graduated (↑ 2.7%)
White: 51.1% graduated (↑ 1.1%)

Learning Recovery Emergency Block Grant (LREBG) Fund:

Based on a review of the 2025 California School Dashboard and local data, Options for Youth – Duarte has demonstrated progress across multiple indicators, including an 8.4% increase in the English Learner Proficiency Indicator (ELPI), resulting in a Green performance status; a 2.8% improvement in the 4- and 5-year cohort graduation rate, though remaining at a Red performance status; a DASS 1-year graduation rate of 79% with improvement across all student groups; a 4.53% increase in students meeting or exceeding standards in Math on the CAASPP; and continued growth in College and Career Indicator (CCI) outcomes, as reflected by internal data showing increases in students earning the State Seal of Biliteracy.

However, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge.

To address these areas of need, LREBG funds are strategically allocated to support targeted academic interventions, expanded learning opportunities through night cafes and Saturday sessions, small group intervention and expanded socio-emotional support . Actions funded in whole or in part with LREBG funds are outlined in Goal 5, Actions 3, with detailed rationales provided in the action descriptions.

These investments are intended to accelerate learning recovery, increase student support and engagement, and improve academic and graduation outcomes, particularly for student groups demonstrating the greatest need.

Reflections: Technical Assistance

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

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

In 2023, in response to qualifying for Differentiated Assistance the charter formed a dedicated Differentiated Assistance (DA) team. For the 24-25 academic year the DA team was expanded to include: Assistant Principals and coaches to ensure that each region had representation and human capital to work directly with school leadership to affect meaningful change. To ensure all members of the D.A. team is well grounded in Improvement and Implementation Science with members attending LACOE’s 21st Century California School Leadership Academy (21CSLA) either Summer 2024 or Summer 2025 . This 3-day professional learning workshop series, “Summer Institute Using Improvement Science to Address Equity-Centered Problems of Practice” was aimed at building capacity in Improvement Science, introducing systems thinking tools and concepts and advancing equity in schools, through creating a school culture that invites courageous conversations while acknowledging that equity problems of practice are complex and often systemic.

In addition to the summer institute the D.A. team also participated in a LACOE Charter School Differentiated Assistance Symposium: “Convening for Equitable Student Support”, on February 18th, 2025. This symposium offered an opportunity for Differentiated Assistance identified LACOE charter schools to reflect, through the lens of equity driven data, on their problem of practice and explore inclusive practices which drive successful student learning outcomes.

Actions in Goal 2 that specifically address DA eligibility include:

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

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

Led a school-wide effort focused on reducing the number of missing 9th grade entry dates. Outcome: decreased missing 9th grade dates by over 80%, 23-24: 321, 2024-25: 51

Increased staff capacity and awareness of how College/Career indicators are reported and how they measure “preparedness”

Increased awareness and number of students qualifying in 24-25 for the State Seal of Biliteracy. Outcome: 28 students received SSoB

Increased the percentage of students enrolled in College Credit (Dual Enrollment) Outcome: 23-24: 1.6%, 24-25: 1.8%

Developed intentional Graduation and CCI tracking for all 4/5/6 year cohort students. Outcome: expected increases in 24-25 Grad rate

Following the Fall 2025 California Schools Dashboard release Options for Youth was identified as qualifying for Direct Technical Assistance in the following LCFF Priority Areas:

State Priority Area	Performance Level and Color	Student Group
4. Pupil Achievement	RED - Academic - English Language Arts (ELA)	African American, English Learners, Students With Disabilities
	RED - Academic - Mathematics	African American
	ORANGE - Academic - Mathematics	English Learners, Students With Disabilities
5. Pupil Engagement	RED - Graduation Rate	African American, English Learners, Foster Youth, Hispanic, Long Term English Learners (LTEL), Students with Disabilities
	RED - Chronic Absenteeism	Hispanic
8. Outcomes in a Broad Course of Study	RED - College and Career Indicators	Foster Youth, Hispanic, Long Term English Learners (LTEL)

In response to qualifying for Direct Technical Assistance (DTA) the charter has partnered with LACOE's Center for District Capacity Building (CDCB) to address the needs of students. CDCB supports charter schools in building capacity to sustain improvement while effectively addressing disparities in opportunities and outcomes through professional development, training, resources and evidence-based support.

The charter meets with CDCB 1:1 bi-monthly and through attending CDCB professional learning opportunities including:

- October 2025 Leading Systems Change: Improvement Science and Implementation Science 2-day training
- October 2025 Webinar: Charter School Differentiated Assistance Overview
- December 2025 Learning Collaborative: Strengthening Systems for Differentiated Assistance
- December 2025 Learning Collaborative: Foster Youth/Students Experiencing Homelessness Session
- December 2025 Learning Collaborative: Support Centered on Data, Systems, and Practices. Charter School Focus
- January 2026 Foundations of CA Multi-Tiered System of Support (MTSS) 3-Day Training
- January 2026 Differentiated Assistance Convening
- February 2026 Charter School Symposium: Pathway of Support
- April 2026 DA Team and Principals meeting with LACOE advisor

Additionally, for 2025-26 the DA team reviewed the data obtained from the 2024-25 improvement plan and worked to ensure that charter initiatives were yielding continued evidence of growth and that implementation of these initiatives was not adversely affecting other systems in the charter. The DA team Additionally, the DA Team participated in an in-depth book study on “Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning while also monitoring data from initiatives and ensuring charter-wide fidelity in implementation:

- Continued monitoring and updating missing 9th-grade entry dates to ensure accurate CALPADS reporting of graduates
- Development and refined charter-wide tracking of 4 /5 -year cohort students and providing timely interventions and supports that promote on-time graduation

- Investing resources and human capital to ensure that all students are aware of the opportunity to earn the State Seal of Biliteracy
- Developing Dual Enrollment opportunities and supporting Dual Enrollment students from college application through course completion

Comprehensive Support and Improvement

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

Schools Identified

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

Options For Youth Duarte

Support for Identified Schools

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

OFY-D was identified for Comprehensive Support and Improvement (CSI) due to a low graduation rate, as indicated by California School Dashboard metrics. This identification informed the development of the CSI plan, which was grounded in findings from the February 2025 Comprehensive Needs Assessment (CNA) and stakeholder feedback collected through the March 2025 school climate survey. The resulting CSI plan was incorporated into the 2024–27 LCAP and developed in consultation with educational partners, including the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), parent engagement events such as LCAP Nights, and student Achievement Chats.

The plan continues to be refined based on ongoing data review and will be further updated as needed in response to the 2026 CNA. In addition to addressing graduation rate improvement, the charter's CSI efforts also target key areas identified in the Fall 2024 California Dashboard, including ELA and Math achievement on local and state assessments, College and Career Indicator outcomes, English Learner and Long-Term English Learner progress (ELPI), and Chronic Absenteeism.

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

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

and progress monitoring tools. Educational partners will collaborate to refine LCAP Goal 1 Action 8 actions and integrate research-backed interventions to improve student outcomes.

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

For 2025-26 charter leadership implemented, with CSI funding, Carnegie Clear Math, an evidence-based Algebra I course, with student engagement features and personalized skill development through online tutoring. Students often enroll lacking the skills needed for Algebra I mastery and remediation courses take valuable time and yield elective not core math credit meaning students fall farther behind their peers.

An Assistant Principal of Instructional Programs within the charter worked with Carnegie to curate a "playlist" from the abundant online resource catalog. The resources were aligned with California Common Core math standards. Additionally, the scope and sequence of the "playlist" received A-G course status in March 2026.

Academic Intervention Specialists, math tutors and Math teachers were given comprehensive training on the Carnegie Math resources, rostering and grading. Complete rollout of the Carnegie Math program is planned for full implementation beginning July 2026 with Carnegie providing ongoing implementation support for the charter.

While Carnegie Clear Math addresses an urgent need for math intervention which demonstratively supports students in developing core math skills and stamina and provides core credit, the charter also acknowledged the urgent need for ELA intervention. For 2025-26 Zinc Learning Labs was chosen as an evidence-based ELA intervention program. Zinc is grounded in ESSA approved "Science of Reading" research and unlike the other ELA intervention programs the charter reviewed, Zinc is designed with adolescent readers in mind with age and grade appropriate activities.

Zinc Learning Labs utilizes proven student engagement strategies that target adolescent learners: students choose what they want to read which motivates students to complete the intervention and develop well-rounded ELA skills. Students are assigned Zinc as an elective intervention course following placement in the "Urgent Intervention" RenStar category. Academic Intervention Specialists, Special Education Specialists and Area Teacher I facilitate the Zinc intervention program with students receiving 1:1 or small group instruction.

2025-26 Zinc Learning Labs Data:

Quantitative:

49% of students who completed "Ignition" gained at least one Zinc Reading Level/Grade Level

37% of students who completed "Ignition" gained two Zinc Reading Levels/Grade Level

For 2025-26 Daybreak Health was chosen for implementation with CSI funding because students self-reported mental health needs which were unaddressed in other charter student programs. While the Daybreak Health implementation was successful, the charter has not experienced enough students completing the many steps in Daybreak Health to determine positive program efficacy. District reports for April 2026 for the Daybreak program reveal that parents and students are not completing the many steps required before qualified mental health supports are administered. After consultation with referring staff and a review of district data Daybreak was determined to be ineffective in meeting the needs of students and a decision was made to discontinue this program. While the urgent need for qualified mental health resources for students remains, the charter has chosen a new vendor, Care Solace, to provide mental health access and resources.

Comprehensive Needs Assessment (CNA) Process:

Educational partners from all six regions in the OFY-D charter, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from every department including, Special Education, English Language Development, Postsecondary Counseling, Career Pathways, student support services and non-instructional staff participated in a Comprehensive Needs Assessment (CNA) on February 6th, 2026 and Root Cause Analysis fishbone activity on February 20th, 2026.

Quantitative and qualitative data from internal and external sources including: the California Dashboard, CAASPP score reports (CAST, ELPAC and SBAC), Renaissance Star (RenStar) ELA and Math assessments, Tableau school data, student, parent and teacher surveys and educational partners input from Parent Advisory Committee (PAC), and District English Learners Advisory Committee (DELAC) and charter wide Fall 2025 Empathy Interviews were collated and presented to CNA participants. All CNA data was analyzed through an equity-based data protocol which guided participants to identify areas of focus, discover Root Causes and explore any potential resource inequities.

Data Utilized to conduct our Comprehensive Needs Assessment:

Quantitative data gathered and analyzed for the CNA:

- 2025 California Dashboard data including: Chronic Absenteeism, Suspension Rate, Graduation Rates (DASS and 4 /5 year cohort), College and Career Indicators, English Learner Progress Indicator (ELPI),
- External assessment data: CAASPP assessment data including scaled scores: 2024-25: ELA, Math, and Science (CAST Assessment) and 2025-26: RenStar ELA/Math
- Internal student achievement data: Student Progression, Student Attendance, Core Course Completion, Credit Attainment, A-G Participation & Completion Rates, Evidence Based Intervention Participation, Dropout Rate.

Qualitative data gathered and analyzed for the CNA:

- Fall 2025 Empathy interviews: charter-wide project: each teacher was tasked with actively listening to one parent, one student and a colleague from another region. Qualitative data was collected and analyzed during the charter Comprehensive Needs Assessment.
- Additional Educational partner input was gathered from engagement events: LCAP nights, Student Achievement chats, IEP meetings, PLCs and DELAC/PAC meetings.

Comprehensive Needs Assessment Findings:

Ren Star English Language Arts

NOTE: Students with Disabilities (SWD) and English Learners receive additional time on ELA and Math assessments

All Student Growth: Met or exceeded SGP of 40 points: 22-23: 32.2%, 23-24: 42.5%, 24-25: 38% a decrease of 4.5%

Subgroups Growth:

Low Income (LI): 22-23: 32.1%, 23-24: 41.8%, 24-25: 37.3% a decrease of 4.5%
 Students with Disabilities (SWD): 22-23: 32.2%, 23-24: 42.5%, 24-25: 37.2% a decrease of 5.3%
 English Learner: 22-23: 27.7%, 23-24: 39.1%, 24-25: 34.6% a decrease of 4.5%
 Homeless: 22-23: 15.7%, 23-24: 27.5%, 24-25: 37.8% an increase of 10.3%
 Foster Youth: 22-23: 20.5, 23-24: 26.8%, 24-25: 29.4% an increase of 2.6%
 Middle School: 22-23: 7.8%, 23-24: 9.9%, 24-25: 16.9% an increase of 7%

Ren Star Math





All Student Growth: Met or exceeded SGP of 40 points: 22-23: 31, 23-24: 39, 24-25: 35.9% a decrease of 3.1%

Subgroups Growth:

Low Income (LI): 22-23: 30.3%, 23-24:39%, 24-25: 35.3 a decrease of 3.7%
 Students with Disabilities (SWD): 22-23:28.8%, 23-24:39.3%, 24-25:34.7% a decrease of 4.6%
 English Learner: 22-23: 26.4%, 23-24: 38.3, 24-25: 34.5% a decrease of 3.8%
 Homeless: 22-23: 15.2%, 23-24: 28.7%, 24-25: 32.8% an increase of 4.1%
 Foster Youth: 22-23: 20%, 23-24: 26.5%, 24-25: 25.3% a decrease of 1.2%
 Middle School: 22-23: 9.8%, 23-24: 16.3%, 24-25:14.1% a decrease of 2.2%

With decreases in ALL students for ELA (4.5%) and Math (3.1%) and sub group data decreases the CNA participants pointed to the months-long RenStar windows and testing weariness as a possible rationale for decreases and a lack of consistent growth among all sub groups may was posited as a lack of engagement.





CAASPP ELA and Math

24-25 CAASPP ELA 11th Grade Reporting Categories	ALL students	EL	LTEL	SWD	HY	Low Income
 Standard Exceeded (Level 4)	11.33%	1.03%	-	3.52%	10.00%	11.03%
 Standard Met (Level 3)	28.16%	6.19%	4.35%	15.49%	23.33%	26.71%
 Standard Nearly Met (Level 2)	29.54%	26.80%	36.96%	27.46%	26.67%	30.04%
 Standard Not Met (Level 1)	30.54%	65.98%	58.70%	53.52%	40.00%	32.22%

Subgroup data ELA Standard Exceeded/Standard Met

Students with Disabilities (SWD): 22-23: 20.59%, 23-24:17.86%, 24-25: 19.01%, ↑ + 1.15%
 Homeless: 22-23: 21.43%, 23-24: 26.09%, 24-25: 33.33%, ↑ 7.24%

Low Income (LI): 22-23: 33.17%, 23-24: 38.39%, 24-25: 37.74%, maintained
 English Learners (EL): 22-23: 3.8%, 23-24: 4.76%, 24-25: 7.22%, ↑ + 2.46%
 Long Term English Learners: 24-25: 4.35%
 *Foster Students: no comparison data due to privac

24-25 CAASPP Math 11th Grade Reporting Categories	ALL students	EL	LTEL	SWD	HY	Low Income
 Standard Exceeded (Level 4)	6.38%	3.03%	-	2.14%	3.33%	5.68%
 Standard Met (Level 3)	8.39%	7.07%	-	4.29%	3.33%	7.71%
 Standard Nearly Met (Level 2)	14.64%	7.07%	8.70%	11.43%	6.67%	13.39%
 Standard Not Met (Level 1)	70.59%	82.83%	90.30%	82.14%	86.67%	73.22%

Subgroup data MATH Standard Exceeded/Standard Met

Students with Disabilities (SWD): 22-23: 1.47%, 23-24: 2.63%, 24-25: 6.43%, ↑ 3.8%
 Homeless: 22-23: 0.0%, 23-24: 0.0%, 24-25: 6.66%, ↑ 6.66%
 Low Income (LI): 22-23: 3%, 23-24: 7.90%, 24-25: 13.39%, ↑ 5.49%
 English Learners (EL): 22-23: 0%, 23-24: 4.70%, 24-25: 10.1%, ↑ 5.4%
 *Foster Students: no comparison data due to privacy

School Attendance & Progression:

Chronic Absenteeism for middle school students remains a persistent concern with an increase of 6.3% in 24-25:76.3%, a Red indicator on the Fall 2025 Schools Dashboard
 High School attendance increased 1% from 23-24: 94.4% to 24-25: 95.4%. All student groups for 24-25 exceeded 95% attendance.
 Student progression increased 1.8% from 23-24: 78.3% to 24-25: 80.1%
 2024-25 progression for Homeless and Foster Youth experienced encouraging increases: Homeless: increased 5.5% from 23-24: 67.3% to 24-25: 72.8% Foster Youth increased 0.9% in 23-24: 69.8% to 24-25: 70.7%

Graduation Rates:

Fall 2025 California Schools Dashboard 4 /5 year cohort graduation rate was 34.9% for ALL students an increase of 2.8%
 The following student groups were reported with a red indicator:
 African American: 34.6%, + 9.9% increase
 English Learner: 27%, + 1.9% increase
 Foster Youth: 18.6, - 3.8% decrease
 Hispanic: 32.6%, +2.8% increase

Homeless: 34.7%, +9% increase
Socioeconomically Disadvantaged: 33.9%, +2.7% increase
Students with Disabilities: 24.8%, -1% decrease
White: 51.1%, + 1.1% increase

Student subgroups data analysis: Homeless and African American experienced the highest gains at 9% and 9.9% respectively. Foster Youth and Students with Disabilities both experienced modest decreases.

2025 DASS 1 Year graduation rate: 83.1%, +7.7% increase

Student groups reported graduation rate:

African American: 83.5%, +7% increase
English Learners: 81.7%, +7% increase
Foster Youth: 69.2%, +9.2% increase
Hispanic: 82.9%, +9.2% increase
Homeless: 83%, +19.7% increase
Socioeconomically Disadvantaged: 82.1%, + 8.2% increase
Students with Disabilities: 77.1%, +5% increase
White: 85.4%, +0.5% increase
Two or More Races: 64.7%, - 17.7% decrease

Student subgroups data analysis: Since 2022-23 OFY-D has increased DASS graduation by 17.1% for ALL students. All student groups, except Two or More Races, experienced an increase with the average increase 8.03%

College and Career Indicators (CCI)

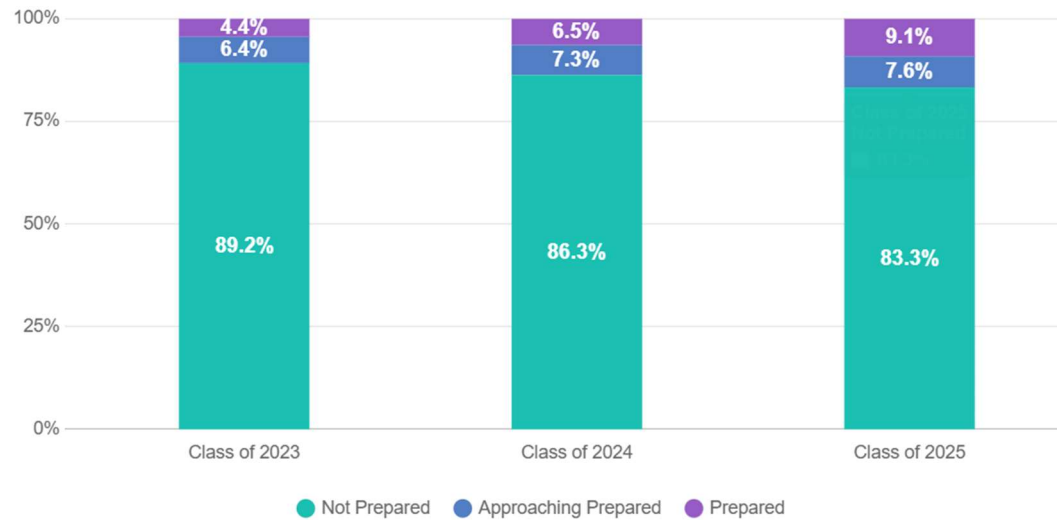
All students increased from 2023-24 6.5% prepared to 2024-25 9.1% prepared

Subgroup data:

African American: 5%, +3.9% increase, Orange Performance Level
English Learners: 4.3%, +3% increase, Orange Performance Level
Long Term English Learners: 2.7%, maintained, Red Performance Level
Foster Youth: 0.0%, maintained, Red Performance Level
Hispanic: 8.4%, maintained Red Performance Level
Homeless: 5.9%, +4.7% increase, Orange Performance Level
Socioeconomically Disadvantaged: 8.4%, + 2.8% increase, Orange Performance Level
Students with Disabilities: 2.7%, +2.3% increase, Orange Performance Level
White: 15.8%, +3.7% increase, Yellow Performance Level

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Area of Focus: Graduation Rate

Root Causes:

Options for Youth - Duarte's Fall 2022 DASS 1-Year Graduation Rate was 68.5%. In Fall 2023 the state made a change for DASS schools moving from a 1-year graduation rate to a 4 / 5-year cohort graduation rate and this has impacted how Options for Youth - Duarte's graduation rate is calculated. 2025 4 / 5 year cohort outcomes for ALL students: 34.9%, an increase of +2.8% from 2024.

CBEDS data indicates that students who enroll with OFY-Duarte are often significantly credit deficient and at risk of not graduating with their 4/5 year cohort peers.

Students who enroll who are below grade level in ELA and Math often lack foundational skills and need intensive instructional support to develop these skills and as intervention credits are often elective credit this equates to more time needed to remediate and progress in core credit and make progress toward graduation

Students who enroll have more urgent socioemotional needs than students who enrolled prior to the Covid-19 pandemic. The lack of social interaction and increased screen and social media use have heightened the anxiety students self-report they are experiencing.

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

Area of Focus: College and Career Indicators (CCI)

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

Root Causes:

OFY- Duarte's Fall 2025 Dashboard CCI received an Orange/Low designation: All students increased 2.4% to: 9.1% prepared, approaching prepared increased 0.3% to 7.6%. Root causes for low CCI included:

Misalignment of school data and CBEDS data collection criteria for Dashboard: missing 9th grade entry dates meant that students were not reported in their correct 4/5 cohort. 2024-25 School-wide effort focused on reducing number of missing 9th grade entry dates decreased by over 91%, 23-24: 321, 2024-25: 27, 2025-26 < 10

Low 11th grade CAASPP assessment scores, ELA: 35.2 points below standard, Math: 148.6 points below standard. Students need a passing CAASPP score (Standard Met/3 or Standard Exceeded/4) to be deemed "Prepared"

CCI metrics and technical reporting guides were reviewed by the DA with the SIS data team to ensure accurate reporting to CDE and CALPADS. Adjustments were made to Graduation checks and alignment of CTE course codes/CTE teacher credentialing

There remains a need to build school capacity and awareness for CCI and how the indicators are reported for students achieving Prepared status, including: A-G completion, State Seal of Biliteracy, CAASPP scores for ELA and Math

Measurable Outcome: By 2027, our goal is to elevate each indicator and student group from a red to orange color designation on the CA dashboard.

Area of Focus: Chronic Absenteeism

Chronic Absenteeism is defined by the CDE as students, "kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled."

Root Causes:

Fall 2025 Dashboard chronic absenteeism was 76.3% which marked a 6.3% increase from 2024-25. As of April 2026 the charter's middle school enrollment was 48 students which accounts for less than 1% of the total school enrollment.

Middle school students were in elementary school at the onset of the Covid 19 pandemic and learning loss and social isolation from their peers has deeply affected these students who often need intense academic and emotional support

Reviewing the trends for middle school students who enroll in OFY-D we found that many who are credit deficient, remediating 7th or 8th grade credits, are significantly behind their grade level peers due to gaps in their learning. Additional socio-emotional support and instructional time is needed to develop skills and learn strategies to be successful in the charter's educational program

Automatic social promotion at 14 years is no longer available.

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

Area of Focus: CAASPP - ELA and Math

Root Causes:

24-25 data indicated growth in Math, which increased 12.3 points, however All students were 136.2 points below standard

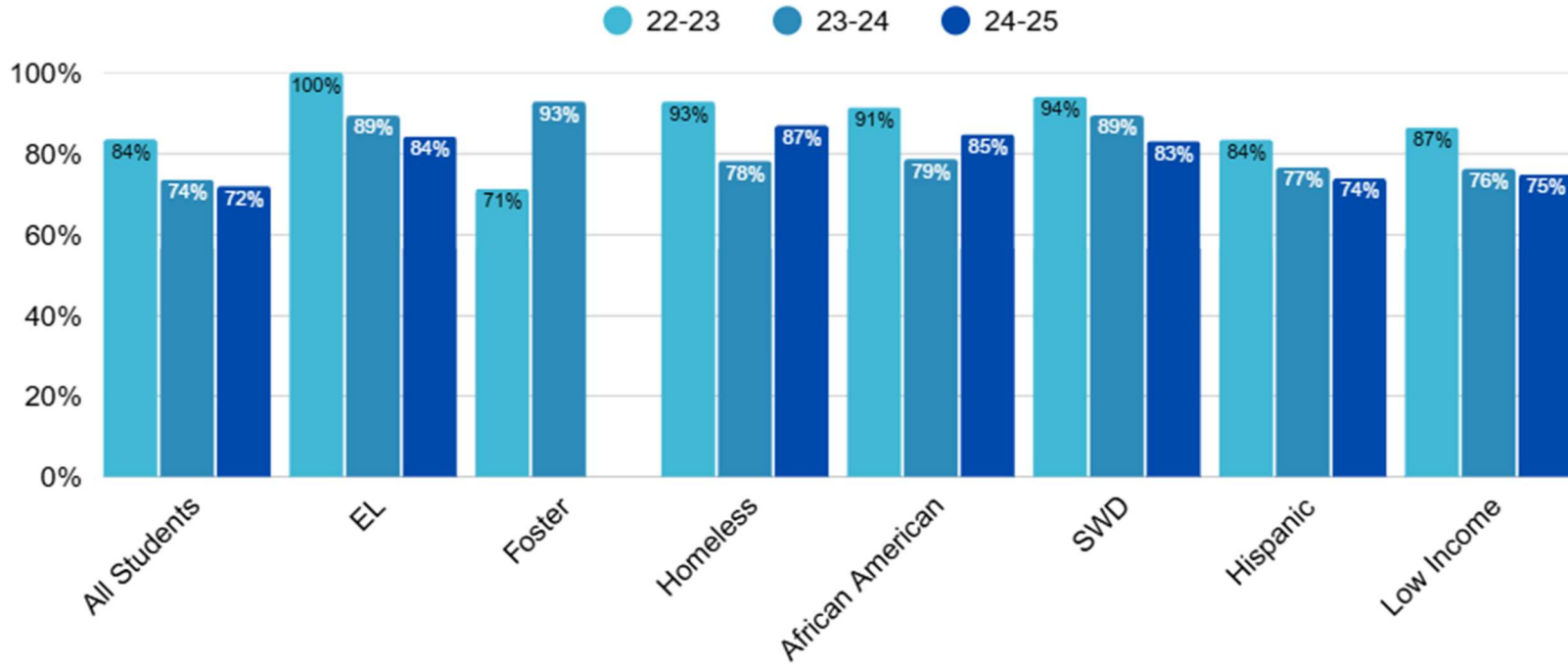
For 24-25 ELA results remained 35.2 below standard which resulted in maintaining Orange Performance status on the Dashboard

These data points indicate the charter needs to focus on intervention in order to raise achievement on state required standardized assessments

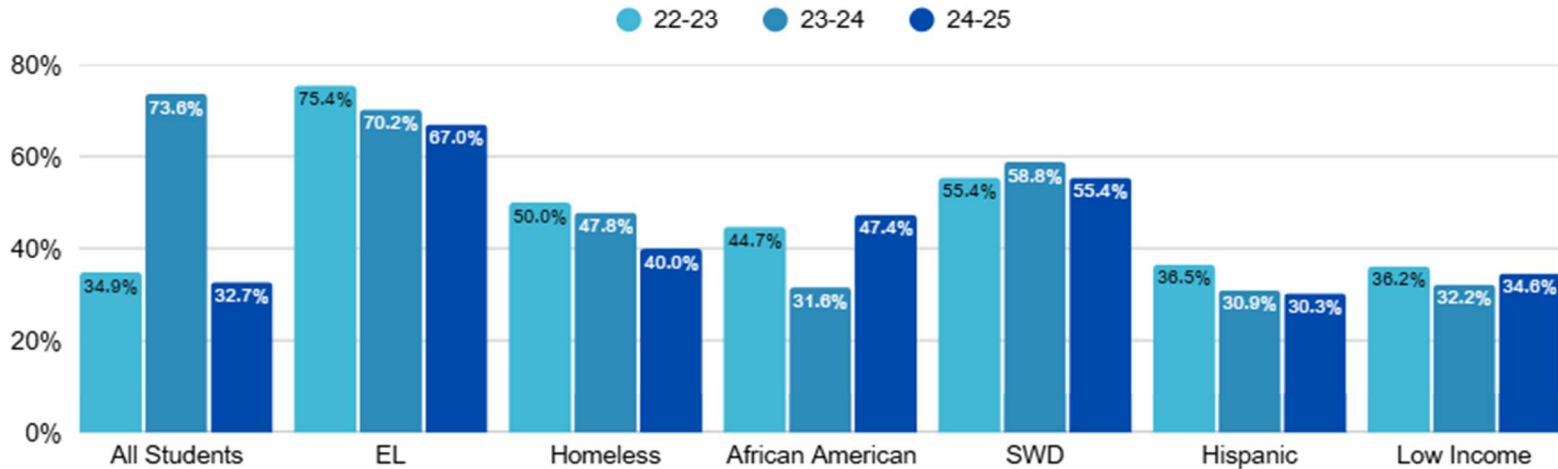
Success on state standardized assessments directly affects students post secondary college and career outlook.

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

CAASPP MATH Standard Not Met



CAASPP ELA Standard Not Met



Student Progression: (All Students, Low Income (LI))

The charter aims to increase student progression for all student groups to an average of 83% for 2024-27 LCAP cycle.

All students: 23-24: 78.3%, 24-25: 80.1%, 25-26: 84.5% + 4.4% increase, Low Income: 23-24:77.1%, 24-25:78.7%, 25-26: 85.6% +6.9% increase

Core Course Completion (CCC)

The charter aims for an average of 6 for all core courses.

23-24: Math 4.8, English: 5.7, Science: 6.1, Foreign Languages: 5.6, Social Studies: 5.8, 24-25: Math 5.2, English: 6.1, Science: 6.0, Foreign Languages: 5.7, Social Studies: 6.2, 25-26: Math: 6.5, English:7.4, Science: 6.4, Foreign Languages:7.4, Social Studies: 5.6

Math is lagging 0.8 behind CCC compared to other core courses. Additional focus will be placed on Math support through Academic Intervention Specialists (AIS) and intervention course offerings such as Carnegie Algebra I.

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

CNA Trends / Themes

Through the CNA process the charter uncovered some recurring trends:

- CNA participants expressed the desire to invest more resources in examining sub-group student data to uncover equity gaps that may be key to unlocking subgroup achievement.
- CNA participants highlighted a need for clearer, more consistent parent communication, including a schoolwide system progress/planning updates. Qualitative data from students and families echoed the need for messaging with more structure and clarity (pacing, expectations, school resources)
- CNA participants examined interventions and available mental health supports to examine whether barriers to access were an indication of low participation. Discussions revealed that the charter needed more persistent communication, to parents, students and staff, regarding available supports and steps on how to access. Data connected motivation and persistence to mental health/wellness needs, as factors that disproportionately affect at-promise student groups.
- CNA data revealed modest improvements for at-promise student groups: SWD, Hispanic, Low Income, EL, Black/African American, Homeless, Foster Youth however, more investment of time and resources is needed to experience growth which will close the achievement gap between specific student groups and ALL students. These finding were confirmed and aligned with the student groups which determined charter Direct Technical Assistance eligibility.
- The review of Chronic Absenteeism data for Middle School students suggested that additional middle school support, including intervention and grade level skills tutoring were needed to engage and elevate the experience of students.

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. Options for Youth - Duarte is committed to providing equitable student outcomes for all students.

Following the CNA the charter met on February 20th, 2026 to review Root Causes and any actionable inequities that were identified through the review process. Priorities for the Charter to address in their School Improvement Plans are as follows:

Graduation rate: 2024-25 4/ 5-year cohort ALL students 34.9% an increase of 2.8%

English Learners, Foster Youth, Hispanic, African American, Long Term English Learners (LTEL), Students with Disabilities, Homeless, Socioeconomically Disadvantaged (LI), White - Red Performance Indicator on the California Schools Dashboard. Additionally, the charter was identified for Direct Technical Assistance for the following groups: African American, English Learners, Foster Youth, Hispanic, Long Term English Learners (LTEL), Students with Disabilities. CNA data analysis identified significant disparities in graduation outcomes, highlighting the need for intensified academic, social-emotional, and systemic supports to improve equitable student achievement. Although the school provides interventions and support services, identified student subgroups require more targeted assistance, increased access to support staff, and stronger progress-monitoring systems to remain on track for graduation.

Data indicates that Postsecondary Counselor supports are most effective when students are already on track to meet 4/5-year cohort graduation requirements. However, many students within the identified subgroups are currently off track and require extensive intervention and remediation in foundational Math and ELA skills.

Resource inequities continue to affect student groups performing in the Red level on the California Dashboard, particularly in access to timely interventions and individualized graduation planning. Disparities also remain in student awareness and utilization of Postsecondary Counselor supports. Addressing these inequities remains a key focus for the charter.

College and Career Indicators: 2024-25 CCI: 9.1% Prepared, 7.6% approaching prepared, an increase of 2.4% and 0.3% respectively Foster Youth, Hispanic, Long Term English Learners (LTEL) all received a Red Performance Level on the California Dashboard and the charter qualified for Direct Technical Assistance for these student groups.

Disparities among student groups in the Red performance level may indicate that inequities exist in accessing challenging A-G curriculum as the need to remediate credits to ensure on-time graduation may take precedence. Additionally, LTEL students who transferred into the charter after attending traditional block schedule high schools were required to attend Designated ELD rather than pursuing more challenging English courses. These inequities are interwoven with disparities in student awareness of effective individualized graduation planning that is provided by the charter's Post Secondary counselors.

CAASPP - ELA and Math Achievement

ELA : ALL students were 35.3 points below standard with Orange Performance level on the Fall 2025 CA Schools Dashboard. Red Performance Level student sub groups all experienced declines; African American declined ↓31.2 points to 87.9 points, EL ↓11.6 to 115.7 points, LTEL ↓ 21.7 points to 127.1 points while SWD maintained 101.4 points below standard. The LEA qualified for Direct Technical Assistance for the following student groups: African American, English Learners, Students With Disabilities.

Disparities in ELA achievement among student subgroups may reflect inequitable access to targeted reading and writing interventions, as well as insufficient development of academic language, vocabulary acquisition, and decoding skills for EL and LTEL students. Systematically ELA intervention focus for the LEA has been on developing comprehension skills to address challenging grade level texts rather than developing writing skills through the writing process. This finding is supported by analysis of the CAASPP composite area, "Writing and Research", which revealed 59.26 % 8th Grade students and 39.05% 11th Grade students were Below Standard.

MATH: ALL students were 136.2 points below standard with Orange Performance Level. African American students declined ↓12.5 points to 185.1 points below standard and Red Performance Level. The LEA qualified for Direct Technical Assistance for: African American, English Learners and SWD.

Persistent and noted resource inequities exist for students who are struggling to develop grade level Math skills. Instructional time taken to remediate and acquire Math skills through intervention courses reduces the time available for students to pursue 3rd year A-G Math courses and still graduate in their 4 /5-year graduation cohort. Additionally, disparities in Math achievement significantly impact the student groups identified as RED on the Dashboard in their post secondary goals as access to 4-year colleges and some trade schools require 3rd year A-G math courses. Intervention courses are Elective courses and students must still master core course Math content to make progress toward graduation. Student groups may also need support in developing test taking skills to ensure that they can successfully access CAASPP assessment materials.

Chronic Absenteeism: 2024-25: 76.3%, an increase of 6.3%. The charter earned a Red performance level on the Fall 2025 Dashboard Chronic Absenteeism adversely affects Hispanic: 72.3%, and Socioeconomically Disadvantaged: 77.8% student groups. The LEA qualified for Direct Technical Assistance for Hispanic students.

Middle school students need support in developing the independent study skills and growth mindset needed to succeed in the LEA's program and disparities exist in connecting Middle school students to socioemotional supports and academic interventions. Within the LEA Math and ELA interventions are systematically geared toward high school students. Furthermore, Middle school students have demonstrated challenges with time management and self advocacy; skills which take time and maturity to develop. Middle School students may also struggle with engagement due to their developmental level and mixing with students who are older than their peers. In response to the rising Chronic Absenteeism rate the LEA, in December 2025, identified one Middle School focused teacher in each resource center with dedicated time blocks for Middle Schools students and implemented changes to the Middle School program to ensure that students are supported both academically and socially.

Evidence Based Interventions (EBI's):

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

Options for Youth - Duarte, as a Title I school, selects EBIs due to their proven efficacy in raising student achievement outcomes. Due to the proven efficacy OFY-Duarte will continue to use Evidence-Based Interventions (EBI) in the 2024-27 LCAP cycle with the belief that early identification and timely intervention for students who are below grade level or lacking in foundational skills is essential to ensure that equity gaps are addressed. All students participate in Ren Star ELA and Math assessments during Fall, Winter and Spring assessment windows.

Data from Ren Star assessments and input from instructional staff are used to determine whether and which EBI is appropriate based on the student's individualized program. OFY-Duarte will be utilizing the following EBIs for the 2024-27 LCAP:

Carnegie Learning a Tier I ESSA Math intervention, with Strong evidence for ESSA is a core math solution built for a diverse range of learners and encompasses both individual support through online coaching software Mathia and small group learning experiences which focus on learning through collaborative, teacher-facilitated experiences utilizing MATHbook software. Based on research that demonstrates the vital importance of “productive struggle.” Through Carnegie’s adaptive AI (Artificial Intelligence) platform students are assigned problem sets that foster learning, enable students to engage in collaborative activities and math discourse which supports students to learn from mistakes, persevere with complex math and recognize the development of their Math skills and competencies. Carnegie Algebra I EBI supports Goal 1 Action 8

Care Solace is a comprehensive resource for assessing a wide range of behavioral and emotional concerns and mental health challenges which may impact a student’s ability to be successful both socially and academically. While Care Solace is not itself evidenced-based, the therapeutic and clinical interventions it facilitates such as group counseling, individual therapy, motivational interviewing, or mental health first aid training—are evidence-based when delivered by qualified providers. Care Solace EBI supports Goal 4 Action 1.

Edmentum Exact Path ELA/Math, a tier 2 intervention, with a Moderate evidence for ESSA rating. Exact Path is an online educational tool designed to support individualized student instruction through the Edmentum online platform. Exact Path involves an in- depth initial diagnostic assessment which drives an individualized instruction plan that focuses on skills practice. Exact Path has embedded progress monitoring checks and accessibility resources: translation and glossary. Exact Path provides students with immediate feedback and adjusts in real-time to student progress by incorporating a formative assessment approach to monitoring and adjusting student instruction. Research on the effectiveness of Exact Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using Exact Path, compared to students who did not primarily because Exact Path scaffolds the skills that students need to develop and master in order to improve mathematics achievement. This EBI supports Goal 1 Action 2 and Goal 2 Action 4.

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 translates into increased growth for EL students in English language proficiency and benchmark assessment scores. ERWC EBI supports Goal 1 Action 3, and Goal 1 Action 4.

Goal Book - an ESSA Tier 2 intervention which integrates education research into a holistic solution that blends technology, professional development, services, and support to improve the effectiveness of educators. Goal Book helps educators identify present levels, write standards-aligned IEP goals, and use effective UDL strategies. Evidence has shown significant positive correlation between Goalbook usage and improved student academic performance and teacher retention. Goal Book EBI supports Goal 1 Action 6 and Action 7.

iLit, a tier 2 intervention, was designed to provide English learners and newcomer students with digital high-intensity exposure to English language skills by making language learning visual, auditory, and interactive. iLit uses high-interest fiction and non-fiction texts to engage students and provides real-time student achievement feedback to learners and teachers so that instruction can be differentiated for each

student's unique language needs. Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated instructional framework embedded within iLit and has been proven effective in addressing the academic and language needs of Diverse Learners, including EL students. In research studies the average iLit student saw an increase of 20 percentiles in vocabulary in comparison with students who were not assigned iLit. Additionally, students who were assigned iLit gained 23 percentiles in sentence comprehension and 5 percentiles more in overall comprehension which statistically indicates that iLit is a proven and effective intervention for EL students. iLit EBI supports Goal 1 Action 3 and Goal 3 Action 1.

Zinc Learning Labs - an innovative online platform with a focus on evidence-based practices and science of reading principles. Zinc offers differentiated resources and embedded reading strategies in programs specifically designed to improve adolescent literacy. The program emphasizes the importance of data and tracking student progress and provides tools for teachers to assess and monitor student growth. The Zinc approach involves explicit instruction in advanced contextual analysis necessary to comprehend longer and more complex texts in high school ELA courses. Zinc EBI supports Goal 1 Action 8 and Goal 1 Action 2.

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

Carnegie Learning: <https://www.carnegielearning.com/solutions/math/middle-high-school-math-solutions>

Care Solace: <https://www.caresolace.org/services/k12-education>

Edmentum Exact Path: <https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>

ERWC: <https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc>

Goalbook: <https://goalbookapp.com/>

iLit: <https://mysavvastraining.com/products/ilite>

Zinc Learning Labs: <https://www.zinclearninglabs.com/why-zinc>

Educational Partner Engagement

Philosophy on Educational Partner Engagement

Options for Youth - Duarte remains positively committed to sustaining and elevating educational partner engagement throughout the development of the Local Control and Accountability Plan (LCAP). This commitment ensures that all educational partners have an equitable and active voice in both the development and implementation of the school's 2024-2027 LCAP vision, priorities and goals. To successfully facilitate this engagement the school has embedded processes and positioned human capital; DELAC meetings are supported by the Director of Schools, ELD Coaches and ELD Admin and Parent Advisory Committee is supported by Assistant Principals of Instructional Operations who coordinate with the Director of Schools, Principals and Assistant Principals, The charter offers parent/community engagement events, surveys, parent conferences, Back to School nights and Open House events to encourage open dialogue that moves the charter forward.

During the development of the 2024-27 LCAP, OFY-D employed varied engagement strategies to elicit actionable Educational Partner feedback. The charter consulted and collaborated during online meetings with DELAC, PAC and SELPA. The charter utilized Parent Square to connect with educational partners and Panorama to conduct the LCAP/School Climate survey. Additionally, direct feedback from educational partners was gathered in achievement chats, surveys, back to school nights/open house, professional learning communities, comprehensive needs assessment and during February 2026's leadership summit.

OFY-Duarte's commitment to Educational Partner engagement is reflected in the 2024-27 LCAP through Goal 4 Action 1: Multi-Tiered System of Supports (MTSS) Action 2: Enhancing School Climate and Safety and Goal 5 Action 4: Educational Partner Liaison - Title 1, Action 6: Parent and Family Engagement-Title I Action 7: Homeless and Foster Youth Program/Supplies Title I, Action 8: Threat Assessment Training

Parent Advisory Committee (PAC)

OFY-Duarte established its own Parenting Advisory Committee which meets 7 times during the 2025-26 academic year: 9/10/25, 10/8/25, 11/5/25, 1/21/26, 2/11/26, 4/8/26, 5/20/26. PAC is composed primarily (51%) of parents/guardians with charter staff facilitating meetings. Due to the geographically wide OFY-D charter PAC meetings are conducted virtually with a rotating center for parents who may wish to attend in person. PAC is an advisory body for the use of federally allocated Title Funds and school leadership updates Title Fund spending each semester, or when there is a change to allocations or allowable uses. An updated draft of the charter's goals, metrics, and actions was presented to PAC on April 08, 2026 and educational partners were provided an opportunity to submit feedback via a survey before the 2026-27 LCAP was finalized.

District English Learner Advisory Committee (DELAC)

OFY Duarte established a District English Learner Advisory Committee (DELAC), which meet 7 times during the 2025-26 academic year: 9/10/25, 10/8/25, 11/5/25, 1/21/26, 2/11/26, 4/8/26, 5/20/26. DELAC is composed primarily (51%) of parents/guardians with charter staff facilitating DELAC meetings. Members of DELAC are elected to the DELAC, but meetings are open to non-elected members, parents and educational partners. Meetings are presented virtually in both English and Spanish and DELAC promotional material is available in: English, Spanish, Russian, Armenian, Urdu, Persian on the ofy-d.org website.

OFY-Duarte's DELAC acts as its English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), as such reviews and comments on the development or annual update of the Local Control and Accountability Plan (LCAP). Before finalizing the 2024-27 LCAP DELAC members provided feedback based on the updated draft of our goals, metrics, and actions presented in the April 08, 2026 meeting.

Additional DELAC responsibilities include:

- Development of a district master plan for education programs and services for English learners,
- conducting of a district wide needs assessment on a school-by-school basis,
- establishment of district program, goals, and objectives for programs and services for English learners,
- development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirement,
- review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

Special Education Local Plan Area (SELPA)

OFY-Duarte works collaboratively with our educational partner, East San Gabriel Valley SELPA, who provide special education and related services to students with disabilities to ensure that SWD receive appropriate support and services as identified in their Individualized Educational Plan (IEP). Additionally, SELPA monitors special education practices and data continuously to determine whether practices are in line with Section 504 regulation which requires a school district to provide students with disabilities a "free appropriate public education" or

FAPE. An updated draft of our 2025-26 goals, metrics, and actions was presented to the SELPA on April 23rd 2026 to provide an opportunity for feedback before finalizing LCAP 2024-27.

Student Achievement Chats

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

LCAP Surveys

The charter partnered with Panorama Education to improve student outcomes in social-emotional learning, school climate and family engagement through development of school climate surveys which drive the development of the 2024-27 LCAP. Panorama Education's survey format supports charter schools in identifying school climate needs, resource inequities, and stated school priorities through in-depth survey data analysis. In February-March 2026 the charter requested feedback from: staff, students and parents/guardians on a range of timely topics including: school climate, school safety, student engagement, student achievement, connectedness to the school community, curriculum, instruction and school leadership.

Family Engagement Events

In alignment with OFY-Duarte's Philosophy on Educational Partner Engagement the charter is delighted to welcome families to Fall 2025 and Spring 2026 family engagement events which are hosted at every school site. School sites offer Back to School/Open House and LCAP events which provide an opportunity to work collaboratively with families in reviewing and elevating LCAP goals and progress markers. Events throughout the charter occurred: High Desert Regions: 7/18/25, 9/24-25/25, 1/16/26, 5/19/26, Los Angeles Jaguars: 07/31/25, 09/29/25-10/03/25, 01/9/26-01/16/26, 03/03-04/03/26, 05/22/26, 05/26/26-05/29/26, Los Angeles Phoenix: 10/29/25, 12/05/25, 1/06/26-01/09/26, 05/15/26, 05/22/26, 06/01/26-06/04/26. San Gabriel Valley: 10/28/26, 1/5/26-1/9/26, Long Beach region: 10/01/25, 12/12/25, 12/16/25-12/18/25, 05/19/26, 05/22/26. SFV: 08/22/25, 05/06/26, 05/26/26/, 06/02/26, Online Program: 9/17/25, 01/29/26, 05/26/26, 05/29/26. These engagement events open parents to support and resources which can seek to reduce or eliminate barriers to participation in the school community.

Teacher/Staff Meetings/ PLCs

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

OFY-Duarte's Board of Directors

The OFY-Duarte Board of Directors meet monthly virtually with a rotating center always open to the public. Meeting agendas are posted beforehand on the school's website <https://ofy-d.org/> and at each of the school's 18 school site entrances. Our educational partners are always welcome to provide comments during public comments. Per Ed Code, the board of directors was updated on the 2026-27 goals, metrics, and actions on May 21st, 2026 prior to voting to adopt the 25-26 LCAP on June 24th, 2026.

Monitoring and Evaluating Effectiveness

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

OFY-Duarte is committed to continuous improvement to ensure effective implementation of the 2024–27 LCAP, which integrates the School Plan for Student Achievement (SPSA) and Comprehensive School Improvement Plan (CSI). Implementation and impact are monitored through structured data collection, scheduled reviews, and timely Educational Partner engagement.

Tracking Implementation

Monthly, quarterly and annual reviews track fidelity of interventions, including credit recovery, math and ELA supports, postsecondary planning, and targeted services for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Key data sources include:

- External: California School Dashboard, CAASPP, CAST, ELPAC
- Internal: Renaissance Star benchmarks (Fall, Winter, Spring), Tableau dashboards, SGI assessments, independent study coursework, credit progression and UC and CSU eligibility

During dedicated PLC meeting time the leadership team—administrators, instructional coaches, teachers, and support staff—review data to assess whether interventions are impactful in improving student outcomes. School staff have access to timely data and equity-based tools with which to analyze data and student subgroup progress. In this process any adjustments can be enacted in a timely manner when data indicates growth or cohort targets are not being met. Annually, during the charter's CNA process data and resources are reviewed for efficacy in supporting successful student outcomes.

Based on performance trends, the LEA adjusts:

- Intervention frequency and groupings
- Staff allocation to support high-need students
- Professional learning that supports increasing instructional staff capacity
- Senior support and sub group tracking for students at risk of not graduating within the 4/5-year cohort

Progress updates are regularly shared and openly discussed with families, students, and staff through:

- In-service professional learning opportunities
- Achievement Chats and student-led conferences
- IEP meetings and progress reviews
- PAC and DELAC meetings
- LCAP Parent Nights and Back to School/Open House

Targeted professional learning, coaching, and access to real-time student data to guide instruction is available to all staff. Conversely, engagement events, data review opportunities, and resources to support academic progress and graduation are available for all families through the school's Student Informational System (SIS) "studenttrac.com", PAC/DELAC meetings and parent meetings with instructional staff.

Insights and data analysis from continuous improvement sessions directly impacts refinements to interventions, resource allocation, and support strategies. The combination of ongoing monitoring, data analysis, and educational partner collaboration, OFY-Duarte ensures CSI interventions remain effective, positively improve student outcomes, and resource allocation addresses the needs of the student groups with the highest need.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Philosophy on Educational Partner Engagement	<p>Options for Youth – Duarte’s philosophy on Educational Partner Engagement is grounded in our core principles: Mutual Trust, Mutual Respect, Compassion, Integrity and Resilience which guide the work of all teachers, leadership and staff to affect meaningful change in the at-promise communities which we serve.</p> <p>Fostering Strong Relationships: OFY-Duarte emphasizes creating meaningful connections among staff, students, parents, and the community through transparent communication, active listening, and shared decision making.</p> <p>Collective Responsibility and Cooperation: OFY-Duarte believes that every individual plays an important role in creating a supportive and inclusive educational environment. Staff, students, parents, and the community are encouraged to work together and take collective responsibility for the school's goals, growth and ability to meet the needs of the school community.</p> <p>Promoting Equity and Inclusivity: We are committed to fostering equity and inclusivity by celebrating diversity, addressing systemic biases, and providing equal opportunities for all partners to engage and meaningfully contribute.</p> <p>Commitment to Excellence: OFY-Duarte engages in a cycle of continuous improvement. Through this cycle we invite feedback and suggestions from staff, students, parents, and the community, and are consistently evaluating and refining our practices and processes to ensure they align with school and community goals and lead to sustained growth.</p>
Parents and Guardians	<p>OFY- Duarte remains committed to forging meaningful partnerships with parents and guardians that will guide our day-to-day interactions, support our mission and develop our collective vision for equitable learning outcomes for all students. OFY- Duarte firmly believes that engaged families foster successful learning outcomes and transitions for students. During enrollment parents and guardians are invited to actively participate in strengthening our school community as PAC members, DELAC members, participants in parent-teacher conferences, IEP meetings, Open House or taking the time and care to engage in Fall 2025 Empathy Interviews or Spring 2026 school climate surveys. Site based Assistant Principals are readily accessible to all parents who may need clarification on their student’s progress or support locating additional resources to ensure student success. School Leadership, including Director of Schools and the Superintendent’s office remain available and accessible through the school website.</p>

Students	<p>At OFY- Duarte we believe the student-teacher relationship is critical to the development of a young person’s social, emotional, and academic well-being. When you visit one of our resource centers, you will find students working one-on-one with highly qualified, passionate teachers and advisors. Students are invited to share their feedback and suggestions through surveys, at review meetings and by participating in both PAC and student council/student leadership groups. Student Councils were invited to participate in “mini” center-based data dives and share their feedback on school data. At OFY-Duarte staff take enormous pride in the deep connections they form with our students, inspiring students to persevere with challenging courses, develop meaningful goals and plans for the future and achieve their potential.</p>
LEA Staff (teachers, support staff, principals, assistant principals, coaches, and other school leadership)	<p>Charter staff are invited to collaborate in LCAP development through: weekly center meetings, LCAP goal review initiatives, LCAP Educational Partner engagement events and in-services. During regional in-services current and previous year LCAP data and monthly student achievement data are reviewed to identify focus areas, root causes and planning for student success.</p> <p>The February 2026 Comprehensive Needs Assessment (CNA) gathered, in person, a diverse section of charter staff, from every position (instructional and support staff) to participate in examining both qualitative and quantitative student achievement data using an equity-based data protocol. Over 70 CNA participants were engaged all day, sharing their unique insights and observations. Once all input was gathered and analyzed participants were then also invited to an online Root Cause Analysis using the Fishbone diagram to determine actionable steps forward.</p>
PAC	<p>OFY-Duarte, in accordance with California Education Code (Ed. Code) sections 52063, 52069 established a Parent Advisory Committee (PAC) which is composed primarily (51%) of parents/guardians with charter staff facilitating virtual PAC meetings. Recruitment for PAC is continuous and parents are encouraged to join PAC when enrolling their student. In addition to advising on LCAP goals and actions, PAC is also an advisory body for the use of federally allocated Title Funds. Timely updates on Charter progress for the 2024-27 LCAP were provided to PAC throughout the 2025-26 academic year during the following PAC meetings: 09/24/25, 11/05/25, 01/14/26, 02/25/26, 04/08/26, 05/20/26. The 2026-27 Actions and Allocations and LCAP draft were specifically reviewed with PAC on April 8th, 2026 and feedback was encouraged through Google forms. PAC meeting agendas are posted in all school sites and on the school website at least 72 hours in advance. PAC members receive all PAC documents, by email, prior to meetings to ensure that they have sufficient time to review before offering feedback.</p> <p>To address equity concerns PAC members, have the option of Spanish translation at online meetings and on school surveys and also collecting hotspots and Chromebooks to participate virtually in PAC meetings.</p>

<p>DELAC</p>	<p>OFY Duarte established a District English Learner Advisory Committee (DELAC) and the committee acts as the charter’s English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), and as such reviews and comments on the development or annual update of the Local Control and Accountability Plan (LCAP). DELAC was presented with timely updates on LCAP goals and actions throughout the 2025-26 academic year during meetings on: 09/24/25, 11/05/25, 01/14/26, 02/25/26, 04/08/26, 05/20/26 and DELAC members were invited to provide feedback specifically on the 2026-27 Actions and Allocations and LCAP draft during the April 8th, 2026 meeting.</p> <p>DELAC is composed primarily (51%) of parents/guardians with charter staff facilitating the virtual DELAC meetings. Members of DELAC are elected to the DELAC, but meetings are open to non-elected members, parents and educational partners. Recruitment for DELAC is continuous and parents and guardians of English Learners are invited to attend regular meetings in which Spanish translation is always offered. DELAC meeting agendas are posted at all school sites and on the school website, at least 72 hours in advance. DELAC members have access to Agenda item documents through email. Accommodations are available to reduce participation barriers including access to hotpots, Chromebooks and allowing DELAC members to decide, in advance, on dates and times for meetings.</p>
<p>Special Education Local Plan Area (SELPA)</p>	<p>OFY-Duarte works collaboratively with our educational partner, East San Gabriel Valley SELPA, who provide special education and related services to students with disabilities to ensure that SWD receive appropriate support and services as identified in their Individualized Educational Plan (IEP). Additionally, SELPA continuously monitors special education practices and compliance data to determine whether practices align with Section 504 legislation, which requires school districts to provide students with disabilities a, “free appropriate public education” or FAPE.</p> <p>An updated review of 2026-27 goals, metrics, and actions was presented to the SELPA on April 23rd, 2026 together will an opportunity for feedback on 2026-27 Actions and Allocations and 2026-27 LCAP draft.</p>

Board of Directors	<p>Options for Youth - Duarte, as the Local Educational Agency (LEA), provided charter updates and opportunities for feedback on the progress of 2025-26 LCAP goals, actions and metrics to the Board of Directors in board meeting dates: 09/18/25, 11/19/25, 01/22/26, 03/25/26, 5/21/26 and 6/29/26.</p> <p>All Board of Directors meetings are accessible to the public, with written agendas made available at least 72 hours in advance of each meeting and displayed prominently at each school site and on the school's website ofy-d.org. Educational partners and members of the public are welcomed and encouraged to provide their comments during the specified public comment period. The LEA provided an opportunity for Educational Partners and the public to comment in compliance with Education Code section 52062(a)(3), 52062(b)(1) or 52068(b)(1). The LEA provided written notification of the opportunity for public comment concerning the specific goals, actions and related expenditures proposed in the 2026-27 Local Control and Accountability Plan (LCAP). Written notifications were publicly posted at all school sites and on the school website: ofy-d.org, at least 72 hours prior to the scheduled Board Meeting, on May 21, 2026. Board members were also welcomed to provide feedback on the 2026-27 LCAP draft during the meeting.</p>
--------------------	--

Insert or delete rows, as necessary.

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

OFY-Duarte uses a collaborative, data-driven approach to ensure student, family, staff, and community input directly informs our LCAP goals, metrics, actions, and budgets. Feedback from PAC and DELAC meetings, surveys, and engagement events during 2025–26 effectively guided our strategic priorities for 2026–27.

Key Areas Influenced by Feedback

Supporting Students with Disabilities (Goal 1)

- Action 6 – IEP Service Delivery: Monitor IEP implementation and provide staff training to implement evidence-based interventions for SWD.
- Action 7 – SES Teacher Retention & IEP Compliance: Allocate resources to ensure timely, accurate IEP reporting and high-quality services.

Equity and Direct Technical Assistance (Goal 2)

Six student groups identified for DA (EL, LTEL, SWD, Foster Youth, African American, Hispanic) informed Actions 1–4:

1. Personalized career exploration and work-based learning
2. Academic and postsecondary planning for Homeless and Foster Youth
3. Access support for Dual Enrollment and CTE programs
4. Graduation and College & Career Indicator monitoring for all students, with focus on high-need groups

Social-Emotional Learning & School Climate (Goal 4)

- Action 1 – MTSS for At-Promise Students: Expanded SEL supports, personalized interventions, and student engagement opportunities.
- Action 2 – Enhancing School Climate & Safety: Increased resources for trauma-informed supports, community partnerships, and student engagement programs.

Academic Interventions and Student Support (Goal 5)

Action 3 - Strategic use of Learning Recovery Emergency Block Grant (LREBG) funds to elevate student support through additional instructional time, small group, and socio-emotional support.

Budget and Strategic Prioritization

Feedback shapes funding allocations to maximize impact on high-need students while aligning with overall budget priorities. Interventions which previously demonstrated efficacy were selected to support improvement in equity, student outcomes, and postsecondary readiness.

Outcomes of Engagement

- SWD and unduplicated students receive targeted academic and SEL services
- Increased access to college, career, and experiential learning
- Enhanced school climate, safety, and connectedness
- Improved monitoring and support for graduation and postsecondary success

Through this structured, feedback-driven process, the 2025–26 LCAP ensures OFY-Duarte’s strategies, goals, and resources reflect community priorities and promote measurable improvement in academic, social-emotional, and postsecondary outcomes for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed to ensure all students have equitable access to academic success by addressing ongoing challenges in Mathematics and English Language Arts (ELA) performance. While overall performance shows modest progress, particularly in Math, disparities across student subgroups indicate the continued need for early identification, targeted evidence based interventions, and systems of support.

Performance Data and Identified Challenges

ELA Performance – Orange Performance Status

Overall ELA performance is 35.2 points below standard (maintained, ↑0.1 points, orange performance status), with subgroup data indicating continued disparities:

- African American Students (AA): 87.9 points below standard, ↓31.2 points, red status
- English Learners (EL): 115.7 points below standard, ↓11.6 points, red status
- Hispanic Students (HI): 25.9 points below standard, ↑8.1 points, yellow status
- Long-Term English Learners (LTEL): 127.1 points below standard, ↓21.7 points, red status
- Socioeconomically Disadvantaged Students (low income LI): 40.2 points below standard, maintained (-0.1 points), orange status
- Students with Disabilities (SWD): 101.4 points below standard, maintained (-2.2 points), red status
- White Students: 33.4 points below standard, maintained ↑2.9 points, orange status

Mathematics Performance – Orange Performance Status

Overall mathematics performance remains 136.2 points below standard (↑12.3 points, orange status), underscoring the need for ongoing intervention. Disaggregated subgroup data highlights persistent achievement gaps:

- African American Students (AA): 185.1 points below standard, ↓12.5 points, red status

English Learners (EL): 174 points below standard, ↑13.4 points, orange status
Hispanic Students (HI): 139.6 points below standard, ↑17 points, orange status
Long-Term English Learners (LTEL): 197.8 points below standard, ↑11.8 points, orange status
Socioeconomically Disadvantaged Students (SED): 142.5 points below standard, ↑14.2 points, status
Students with Disabilities (SWD): 189.5 points below standard, ↑9.7 points, orange status
White Students (WH): 92.1 points below standard, ↑24.7 points, yellow status

Additional Needs Assessment Findings:

- CAASPP data for all student groups: at-promise students have persistent achievement gaps
- EL and LTEL students continue to demonstrate the greatest need for intensive, targeted interventions.
- Hispanic, Low Income and SWD students also require additional academic support to close persistent performance gaps.

Strategic Response

To address these challenges and improve student achievement in Mathematics and ELA, the charter will implement targeted strategies:

- Expand intervention strategies in both ELA and Math to close achievement gaps for all student groups
- Provide early, targeted interventions for students performing significantly below standard
- Ensure equitable access to additional instructional time, personalized learning supports, and data-driven instruction
- Strengthen professional development for educators to improve instructional strategies for diverse learners
- Integrate Transformative social-emotional learning (TSEL) to address non-academic barriers that impact student engagement and performance

Commitment to Continuous Improvement

By implementing these focused, data-driven interventions, the charter aims to:

- Improve performance across all student groups on the California School Dashboard
- Support students in developing foundational skills necessary for success in advanced coursework
- Increase the percentage of students meeting or exceeding standards in both Math and ELA

With a renewed focus on targeted interventions, instructional support, and collaboration with educational partners, this goal serves as a foundation for measurable student growth over the 2024–27 LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in ELA	2021-22 CAASPP Data: 30.7% Standard Met/Exceeded 2022-23 CAASPP Data: 35.75% Standard Met/Exceeded +5.05% increase	2023-24 CAASPP Data: 40.50% Standard Met/Exceeded	2024-25 CAASPP Data: 38.43% Standard Met/Exceeded	By the end of the 3-year cycle, the charter will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 10% on the CAASPP ELA test.	2.68% ↑ increase
Metric #2	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in Math	2021-22 CAASPP Data: 2.48 % Standard Met/Exceeded 2022-23 CAASPP Data: 4.05 % Standard Met/Exceeded +1.57% increase	2023-24 CAASPP Data: 9.97% Standard Met/Exceeded	2024-25 CAASPP Data: 14.5% Standard Met/Exceeded	By the end of the 3-year cycle, the charter will aim to increase the percentage of students placed into Standard Met or Standard Exceeded by 5% on the CAASPP Math test.	10.45 ↑ increase
Metric #3	Moving out of Urgent Intervention Math	22-23 Internal Data: 29.16% 23-24 Internal Data: 34%	23-24: 33.9% 24:25: 49%	April 2026: 45% moved out of Urgent Intervention	Over the 3-year cycle, the charter will increase the percentage of students moving out of Urgent Intervention by an average of 5%.	11% ↑ increase

Metric #4	Moving out of Urgent Intervention Ren Star ELA	22-23 Internal Data: 28.25% 23-24 Internal Data: 34%	23-24: 34% 24:25: 49.2%	April 2026: 48.3% moved out of Urgent Intervention	Over the 3-year cycle, the charter will increase the percentage of students moving out of Urgent Intervention by an average of 5%.	14.3% ↑ increase
-----------	--	---	--------------------------------	--	--	------------------

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Goal 1 addresses the need for students to access timely, data-driven interventions to strengthen foundational skills in ELA and Math and improve performance on CAASPP and RenStar assessments, while supporting completion of standards-aligned core curriculum. All Goal 1 actions were implemented as planned during the 2025–26 academic year.

Implementation focused on providing targeted academic interventions in ELA and Math for all students, with additional support for Students with Disabilities (SWD), Low-Income (LI), English Learners (EL), Long-Term English Learners (LTEL), African American, Hispanic, and Homeless student groups. These supports included data-driven intervention assignments, small group instruction, and additional instructional time designed to address skill gaps and improve access to grade-level content.

CAASPP 2025 implementation results indicate increased student participation in intervention supports aligned to identified learning needs. Math outcomes reflected implementation gains across all student groups, including SWD (+3.8%), LI (+5.49%), Homeless (+6.66%), and EL (+5.4%). ELA implementation showed mixed results, with overall participation and subgroup performance varying across student populations.

RenStar Benchmark Assessments continued to be used to monitor student growth; however, reporting changes implemented in July 2025 required adjustments to data tracking and reporting procedures, which impacted year-to-year comparability of results.

To address persistent foundational skill gaps, the LEA implemented a new CSI-funded (Goal 1 Action 8) intervention during the 2025–26 school year: an AI-supported Carnegie Math Algebra I course. Implementation included professional development for staff, student rostering procedures, and development of curated instructional playlists aligned to Common Core standards. The course was also approved for A–G credit, allowing students to earn core credit while receiving targeted remediation.

Implementation Challenges:

Implementation challenges included ensuring consistent student participation in intervention programs, supporting students who enter with significant credit deficiencies, and aligning instructional pacing with varying levels of student readiness. Additionally, changes to RenStar reporting metrics required adjustments in data interpretation and internal tracking systems.

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

The LEA has successfully executed the initiatives and effectively implemented the actions outlined in Goal 1, and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2025-26 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

The effectiveness of Goal 1 actions is emerging based on current CAASPP and internal progress monitoring data. In Mathematics, CAASPP results show a 4.53% increase (12.3-point improvement), along with positive subgroup performance and an approximate 11% improvement in students moving out of the “urgent intervention” category. These results suggest that targeted intervention strategies and data-driven instruction are contributing to measurable gains in foundational math skills.

In ELA, overall CAASPP performance decreased by 2.7%, indicating that current actions have been less effective in producing consistent gains in this content area. However, subgroup data shows improvement for Hispanic students (+8.1%), suggesting that targeted supports are having a positive impact for some student groups despite overall variability in outcomes.

These results indicate that Goal 1 actions are more effective in Mathematics than in ELA at this time, particularly in accelerating students from the lowest performance levels. While CAASPP is a lagging indicator of student achievement, current trends suggest that continued implementation of targeted interventions and progress monitoring systems will be necessary to strengthen and stabilize outcomes across both subject areas.

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

As written, Metrics 3 and 4 required revision due to RenStar’s July 2025 realignment of assessment data to state and national standards, which impacted the consistency of year-to-year reporting and comparability of student growth data. As a result, the original metric language did not provide a fully reliable measure of student progress over time. Revising these metrics improves clarity and ensures more accurate monitoring of student learning outcomes and the effectiveness of evidence-based interventions.

The LEA has not made changes to the 2026–27 planned goals, actions, or overall target outcomes for Goal 1, as current implementation has not been identified as ineffective over a three-year period. These actions remain aligned with identified student needs and continue to support ongoing academic progress.

The LEA will continue to monitor subgroup performance data and review implementation fidelity to ensure sustained progress toward established goals and to inform future LCAP development as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Recruitment and Professional Learning	The charter aims to recruit, retain, and empower highly qualified staff members who are dedicated to fostering inclusive learning environments by offering staff professional learning focused on providing targeted interventions and strategies tailored to the needs of diverse learners, including Foster Youth (FY), Low Income (LI), Homeless Youth (HY), and Students with Disabilities (SWD).	\$2,215,578	Yes
Action #2	Benchmark Assessments and Interventions	Following administration of Benchmark Assessments all students scoring at the Urgent Intervention level in reading and math will be assigned an Evidence Based Intervention to support the growth in ELA and Math skills.	\$1,974,200	Yes
Action #3	EL Instruction, Support, and Language Acquisition Programs	The Charter will assign evidence-based intervention programs to English Learners to support in the development and strengthening of English language acquisition skills necessary to access core curriculum.	\$988,500	Yes
Action #4	Broad Course of Study	All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$1,660,800	Yes
Action #5	21st Century Skills and Education Technology	The Charter will provide Educational Partners with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction in the 21st century.	\$943,927	Yes
Action #6	IEP service delivery	To ensure equitable learning outcomes for SWD the charter will monitor IEP service delivery. Additionally, SES staff will receive training and support to identify disproportionality and to examine data to assign evidence-based intervention to SWD who are below grade level.	\$236,000	No
Action #7	SES teacher retention and Monitoring IEP compliance	The charter will provide Special Education staff additional resources, training, coaching and time to ensure the accurate IEP reporting and goal implementation, in accordance with State and Federal guidelines	\$827,420	No
Action #8	Comprehensive Support and Improvement (CSI) Funds to Support Graduation Rate, ELA and Math Progress	OFY-Duarte will use CSI funds to support a comprehensive needs assessment and root cause analysis aimed at addressing low graduation rates, high chronic absenteeism, and low performance in ELA, Math, and College/Career readiness. Funds will support the implementation of evidence-based programs, including Carnegie Math for targeted math intervention and Zinc Learning Labs to build ELA skills and reading comprehension. These programs align with LCAP goals and will be supplemented by instructional supports and progress monitoring tools.	\$653,041	Yes

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

- Priority 2: Implementation of Academic Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Goal 2 was developed in response to the LEA qualifying for Differentiated Assistance based on low 4/5 year cohort graduation rate and College & Career Indicators (CCI). Goal 2 aligns closely with Goal 1, as foundational skills in ELA and Math are essential for successfully access to standards-based curriculum, postsecondary preparedness and timely graduation. The Fall 2025 California School Dashboard data reflects modest overall improvements while highlighting persistent challenges, reinforcing the need for targeted monitoring, subgroup interventions, and evidence-based strategies.

Performance Data and Identified Challenges

College and Career Readiness – Orange Performance Status

The overall College and Career Indicator (CCI) increased from 6.7% to 9.1% prepared (↑ 2.4%, orange status). Despite this progress, most student groups remain in the Red or Orange categories, emphasizing the need for continued intervention and expanded postsecondary preparation programs.

Fall 2025 CCI by Student Group:

- African American (AA): 5% prepared, ↑3.9%, orange status
- English Learners (EL): 4.3% prepared, ↑3%, orange status
- Foster Youth (FY): 0% prepared, maintained -1.9%, red status
- Hispanic (HI): 8.4% prepared, ↑1.7%, red status
- Homeless Youth (HOM): 5.9% prepared, ↑4.7%, orange status
- Long-Term English Learners (LTEL): 2.7% prepared, ↑1.1%, red status
- Socioeconomically Disadvantaged (SED): 8.4% prepared, ↑2.8%, orange status
- Students with Disabilities (SWD): 2.7% prepared, ↑2.3%, orange status
- White (WH): 15.8% prepared, ↑3.7%, yellow status

Graduation Rates – Red Performance Status

The 2025 4–5-year cohort graduation rate increased from 32.1% to 34.9% graduated (↑ 2.8%, red status). While most subgroups showed gains, some populations, such as Foster Youth, continue to face significant barriers, highlighting the need for intensive support and credit recovery programs. Fall 2025 Graduation Rates by Student Group:

African American (AA): 34.6% graduated, ↑9.9%, red status
English Learners (EL): 27% graduated, ↑1.9%, red status
Foster Youth (FY): 18.6% graduated, ↓3.8%, red status
Hispanic (HI): 32.6% graduated, ↑2.8%, red status
Homeless Youth (HOM): 34.7% graduated, ↑9%, red status
Long-Term English Learners (LTEL): 22.1% graduated, maintained -0.2%, red status
Socioeconomically Disadvantaged (SED): 33.9% graduated, ↑2.7%, red status
Students with Disabilities (SWD): 24.8% graduated, ↓1%, red status
White (WH): 51.1% graduated, ↑1.1%, red status

These data points demonstrate progress in some areas, particularly for African American and Homeless students, but underscore continued disparities, especially among Foster Youth, EL/LTEL, and Students with Disabilities.

Strategic Response Based on CNA Findings

To improve graduation rates and College & Career readiness, Goal 2 focuses on:

- Increasing access to workforce exploration and career-focused opportunities
- Providing targeted academic and postsecondary planning for Homeless and Foster Youth
- Expanding access to Dual Enrollment and Career Technical Education (CTE) programs
- Implementing targeted subgroup graduation monitoring and interventions

Goal 2 actions are closely aligned with Goal 1 (focus on improving foundational ELA and Math skills), as academic proficiency directly impacts a student's ability to meet college A–G requirements and persevere in challenging coursework. By strengthening foundational skills students and equipped to pursue postsecondary goals and career pathways.

Expected Impact and Future Growth

Through sustained, targeted interventions, the LEA aims to:

- Increase the percentage of students deemed as “Prepared” on the College and Career Indicator
- Raise the 4–5-year graduation cohort rate across all student groups, with planned actions to impact and elevate: African American, EL/LTEL, Foster Youth, and Students with Disabilities
- Close performance gaps by expanding access to career exploration, academic counseling, credit recovery opportunities and socio-emotional supports

By leveraging data-driven decision-making, engaging educational partners, and implementing evidence-based interventions, the LEA is committed to ensuring all students graduate with the skills, knowledge, and opportunities for personal growth which are necessary for postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	CSU, UC Requirements	Fall 2023 Dashboard Additional Reports: 8.3% Completion	Fall 2024 Dashboard Additional Reports: 10.1% Completion 1.8% increase	Fall 2025 Dashboard Additional Reports: <ul style="list-style-type: none"> • 12.2% • 2.1% increase 	By the end of the 3-year cycle, the percentage of students completing CSU and UC requirements will be at or above 20%	3.9% Increase
Metric #2	Dual Enrollment	23-24 Data: 0.5%	24-25 Data: 1.8%	April 2026: <ul style="list-style-type: none"> • 2.2% • 0.4% increase 	By the end of the 3-year cycle, 5% of students will be meeting Dual Enrollment requirements.	1.7% increase

Metric #3	DASS One Year Grad Rate	<p>DASS 1-year Grad Rate 22-23: 66.3% EL: 59.1% FRMP: 64.8% SwD: 61.6% FY: 47.4% HOM: 37% AA: 66.2% WH 82.2% His 63.8%</p> <p>DASS based on internal calculation as the state has not released official rates</p> <p>Fall 2023 CA Dashboard 4- & 5-Year Rate 22-23: 27.5%</p>	<p>DASS 1-year Grad Rate 23-24: 75.4% EL: 74.70% FRMP: 73.90% SwD: 72.10% FY: 60.00% HOM: 63.30% AA: 76.50% WH 84.90% His 73.70%</p> <p>DASS based on internal calculation as the state has not released official rates</p> <p>Fall 2024 CA Dashboard 4- & 5-Year Rate 23-24: 32.1%</p>	<p>DASS 1-year Grad Rate 24-25: 79% EL: 78.3% FRMP: 78% SWD: 72.8% FY: 69.2% HOM: 69.6% AA 80.9% WH 84.90% His 78.5%</p> <p>DASS based on internal calculation as the state has not released official rates</p> <p>Fall 2025 CA Dashboard 4- & 5-Year Rate 24-25: 34.9%</p>	<p>The charter strives to achieve improvements across all subgroups, ensuring equitable progress and focusing on elevating the overall one-year DASS graduation rates.</p> <p>Maintain at or above 80%: White (WH)</p> <p>Striving to be between 65-68%: All student: 3% increase Low-Income(LI): 3% increase Hispanic(His): 3% increase African American (AA): 3% increase</p> <p>Striving to be between 60-64%: English Learners (EL): 3% increase Students with Disabilities(SwD): 3% increase</p> <p>Striving to be between 40-50%: Foster Youth(FY): 3% increase</p>	<p>EL: 19.2% ↑ FRMP: 13.2% ↑ SWD: 11.2% ↑ FY: 21.8% ↑ HOM:32.6% ↑ AA: 14.7% ↑ WH: 2.7% ↑ His: 14.7% ↑</p>
-----------	-------------------------	---	---	---	---	--

					Homeless(HOM): 4% increase	
Metric #4	Core Course Completion	(22-23 SY) English 5.05 Math 4.93 Science 6.72 Social Science 5.85 23-24 (March 2024) English 5.18 Math 4.40 Science 5.24 Social Science 5.75	May 2025 English: 5.9 Math: 4.5 Science: 5.0 Social Science: 6.7	April 2026 English: 6.9 Math: 5.6 Science: 5.2 Social Science: 5.8	By the end of the 3-year cycle, students enrolled with the charter for 7-9 months will have a core course completion rate of 6 for each core subject.	English: +1.85 Math: +0.67 Science: -1.52 Social Science: - 0.05

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

OFY Duarte successfully implemented all Goal 2 actions focused on improving graduation rates and increasing student preparedness for college and career pathways during the 2025–26 school year.

Implementation included differentiated support structures and site-level leadership initiatives focused on 4- and 5-year cohort tracking, credit accrual monitoring, and targeted academic planning for all student groups, including African American, English Learners (EL), Low-Income (LI), Students with Disabilities (SWD), Foster Youth (FY), Homeless Youth (HY), Hispanic, and White students.

The LEA also implemented structured monitoring of student progress toward graduation requirements and CSU/UC eligibility (A–G requirements), along with targeted support to increase access to core credit completion in English and Math. Dual enrollment opportunities were expanded through ongoing coordination with postsecondary partners to increase student access to college-level coursework.

Implementation Successes:

The LEA implemented systems to support improved tracking of student progress toward graduation and college readiness, including cohort monitoring systems and increased academic planning support. These efforts included strengthened focus on credit accrual and postsecondary readiness pathways across student groups.

Implementation Challenges:

Implementation was impacted by logistical and geographic barriers related to dual enrollment access. Students required enrollment releases from Citrus College (the assigned local college) to attend alternative campuses closer to their residential areas within OFY Duarte service locations, which delayed or limited participation for some students.

To expand access, Rio Hondo Community College District (RHCCD) partnered with OFY Duarte in November 2025, resulting in a CCAP agreement for CTE-aligned courses in Automation and Digital Photography. While enrollment in these courses remains limited, RHCCD has provided articulation credit and is continuing development of expanded dual enrollment opportunities for future implementation.

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.

For Goal 2 the LEA has successfully executed the initiatives and effectively implemented the actions outlined and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2025-26 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

The effectiveness of Goal 2 actions is demonstrated by improvements in key student outcome metrics, particularly in graduation rates and college and career readiness indicators. Action 4, Targeted Subgroup Graduation Monitoring and Interventions, was effective in supporting student progress, contributing to a 3.6% increase in the DASS one-year graduation rate (79%) and a 2.8% increase in the 4/5-year cohort graduation rate (34.9%). These results indicate that targeted monitoring systems and intervention supports are positively impacting high-need student groups.

Action 1, Workforce Exploration and Career-Focused Opportunities, supported increased student engagement in postsecondary planning through workshops, field trips, and guest speaker opportunities aligned to WIOA workforce preparation goals. This action contributed to improved student exposure to career pathways and postsecondary options.

Actions 2 and 4 supported academic planning and CSU/UC readiness, resulting in modest gains in college eligibility indicators, including a 2.1% increase to 12.2%. These outcomes suggest that structured academic planning and credit monitoring systems are contributing to incremental improvements in postsecondary readiness.

Action 3, Dual Enrollment, showed limited growth, with a 2.2% participation rate (+0.4%), indicating that while opportunities exist, implementation constraints continue to limit broader student participation. Barriers include coordination with community college systems and eligibility requirements, which have impacted scaling of this action.

Action 5, Targeted Small Group Instruction, was effective in supporting improvements in core course completion, though performance in Mathematics continues to lag behind other content areas such as ELA, Science, Social Science, and Foreign Language. While overall core completion trends remain on track to meet the 2024–27 goal, continued emphasis on math-specific interventions is needed to close persistent gaps.

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

One change has been made to the language of Goal 2, Metric 1. The metric previously labeled “A–G completion” has been updated to “CSU and UC requirements met.” The target goal has also been updated to reflect that by the end of the three-year cycle, the percentage of students meeting CSU and UC requirements will be at or above 20%. The metric target remains unchanged at 20%.

This revision aligns with CALPADS reporting conventions and the LEA’s student information system and provides greater specificity in how college eligibility is documented and reported while maintaining alignment to the same underlying college readiness standards.

In addition to updating metric language, the LEA has provided professional learning for postsecondary counselors and site leadership to ensure accurate and consistent graduation and eligibility checks aligned to CSU and UC requirements.

No Goal 2 actions have been identified as ineffective over the three-year implementation period to date; therefore, no changes to actions are required at this time. The LEA will continue to monitor subgroup performance data and implementation fidelity to ensure sustained progress toward established goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Workforce Exploration and Career-Focused Opportunities	The Charter will provide CPC's, CPAs as a resource for all students to provide guidance and opportunities with 21st century professional learning and resources to ensure that all students are provided with guidance and opportunities for exposure to their specific career pathway and their respective industries through qualified school personnel, student events, and CTE programs.	\$1,068,800	Yes
Action #2	Academic and Postsecondary Planning	The charter aims to streamline transitions from high school to post-secondary opportunities, supporting students in exploring diverse pathways and college admission. This will involve strategic planning based on Common Core standards, post-secondary aspirations, GPA, benchmark data, and performance standards. Personalized assistance, resources, and information will be provided for Foster Youth and Homeless students during biannual meetings with PSC.	\$973,150	Yes
Action #3	Improving Access to Dual Enrollment and Career Technical Education Programs	Additional resources for students will be provided to reduce participation barriers and provide targeted support for students participating in Dual Enrollment and Career Technical Education with the goal of improving outcomes for all student groups	\$808,400	Yes
Action #4	Targeted Subgroup Graduation Monitoring and Interventions	Leadership at each school site will implement targeted subgroup monitoring systems and interventions to increase overall Graduation Rates with an emphasis on subgroups that scored low on the CA Dashboard.	\$1,477,600	Yes
Action #5	Targeted Small Group Instruction	Students will have access to highly qualified Small Group Instruction teachers to support their progression in core courses through direct instruction. SGI teachers will be supported with coaching and professional development opportunities to increase teacher efficacy and enhance and deepen subject matter competency.	\$2,040,800	Yes

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 aligns with AB 1868 and focuses on the specific English language acquisition needs of English Learner (EL) students and Long-Term English Learners (LTELs) Additionally, AB 1868 requires LEAs to implement professional learning opportunities and instructional strategies specifically designed to support LTEL students. The California Department of Education (CDE) defines LTELs as: “A student enrolled in grades 6–12 in a US school for at least six years who has not been reclassified as fluent in English. LTEL students are also not progressing toward English proficiency and may struggle academically and exhibit distinct second language acquisition challenges, requiring specialized instruction focused on academic literacy, writing development, and comprehension skills.”

Fall 2025 California School Dashboard data indicates progress in EL student proficiency, though targeted interventions remains essential to ensure continued growth, increase reclassification rates, and meet the unique needs of LTEL students.

Performance Data

EL Progress Toward English Proficiency (ELPI)

- Overall EL students: 52.9% making progress, ↑ 8.4%, Green
- LTEL students: 55.9% making progress, ↑ 10.2%, Blue

These gains reflect improvements over Fall 2024, when 44.5% of EL students had made progress, highlighting that interventions are having a positive impact and are effective in meeting student needs.

EL Student Demographics – April 2026

- 14.6% of the student population are English Learners
- 89.4% of EL students are Low Income
- Total EL population = 728 students, of which 553, or 73.2% are LTELs
- 28.2% of ELs are dual identified as Students with Disabilities (SWD)
- Primary languages: Spanish, followed by Russian, Persian, Armenian

The high percentage of LTELs emphasizes the need for research-based interventions that will support academic language development, literacy, and reclassification goals.

LTELs, having received more than 6 years of English language learning face unique challenges in deepening their Cognitive Academic Language Proficiency (CALP) particularly in reading and writing. Basic Interpersonal Communication Skills (BICS); such as speaking and listening are typically more developed. Under the Common Underlying Proficiency language acquisition model strengthening first-language literacy skills supports EL students' English acquisition, by bridging academic skills across languages.



- LTEL students require targeted support in reading comprehension and academic writing
- EL students need explicit instruction in academic vocabulary, text analysis, and writing structures
- Research-based interventions aligned with ELPAC assessment are essential to sustain progress

Through DELAC engagement, teacher feedback, and Differentiated Assistance consultations, educational partners recommended:

- Expanded professional learning for ELD teachers focused on LTEL strategies
- Structured academic writing and language development programs for LTEL students
- Use of evidence-based interventions which align with ELPAC assessment standards

To meet the distinct needs of EL and LTEL students, the charter will implement the following strategies:

1. Academic Language Development (ALD) Courses
 - Courses which focus on academic vocabulary, writing structures, text comprehension, and cognitive skills development
2. Academic Writing Extension Tools (Integrated within iLit curriculum)
 - Structured lessons to strengthen writing proficiency and reading comprehension
 - Alignment with ELPAC writing assessment and academic expectations
3. Professional Development for ELD Teachers
 - Evidence-based LTEL instructional strategies
 - Structured literacy and academic discourse instruction
 - Differentiation techniques for reading and writing support

By implementing these targeted interventions, Goal 3 aims to:

- Increase the percentage of EL students making progress toward English proficiency, building on the 8.4% gain as reported on the Fall 2025 Dashboard
- Support LTEL reclassification rates to meet or exceed state benchmarks
- Improve EL student performance in ELPAC reading and writing domains
- Equip teachers with research-based tools and professional learning to address LTEL-specific needs

Through these measures, OFY-Duarte is committed to ensuring that EL and LTEL students develop strong academic English skills, achieve reclassification, and are prepared for long-term academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Percent of EL students who reclassified based on internal indicators	23-24 Internal Data: 20.2% reclassification rate	24-25 Internal Data: 87% of eligible students reclassified	25-26 Internal Data (April 2026) 84.5% of eligible students reclassified	The charter will maintain or improve internal RFEP rate at 20% or higher of eligible students	64.3% ↑ increase
Metric #2	English Language Proficiency	Fall 2023 CA Dashboard: 42.7% making progress +8.4% 2023 51.1% making progress	Fall 2024 CA Dashboard: 44.5% making progress -6.6%	Fall 2025 CA Dashboard: 52.9% making progress +8.4%	By the end of the 3-year cycle 60% of EL students will be making progress toward English language proficiency as demonstrated by ELPAC	10.2%↑ increase

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025–26 academic year, all actions under Goal 3 were implemented as planned, with no material differences between planned and actual implementation. The LEA maintained a consistent focus on strengthening instructional practice and professional learning to better support English Learners (ELs) and Long-Term English Learners (LTELs), particularly through designated and integrated ELD settings.

Implementation Successes

Actions 1 and 2, which focused on targeted professional learning for EL and LTEL instructional strategies, were successfully delivered and embedded into ongoing instructional practices. These professional learning opportunities supported increased consistency in the use of small group instruction, scaffolding strategies, and language development techniques within both designated and integrated ELD settings.

Action 3, the implementation of the Academic Language Development (ALD) curriculum, was successfully integrated as a supplemental instructional resource. ALD provided structured opportunities for independent and small-group language development and was used by ELD teachers to support both 1:1 and small group instruction. The curriculum served as a strong complement to existing iLit ELD programming and strengthened alignment between instruction and language acquisition goals.

Implementation Challenges

No significant implementation challenges were identified for Goal 3 during the 2025–26 academic year. The LEA will continue to monitor instructional effectiveness and student outcomes to ensure sustained progress for EL and LTEL student groups.

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

The LEA has successfully executed the initiatives and effectively implemented the actions outlined in Goal 3, and does not anticipate any significant variance or material difference between the budgeted and projected actual expenditures for the 2025-26 academic year, as allocations and spending are progressing as planned. Percentages of Improved services did not materially differ from those planned.

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

Goal 3 actions have demonstrated effectiveness as evidenced by growth in English Learner Progress Indicator (ELPI) outcomes on the Fall 2025 California Dashboard, with 52.9% of English Learner students showing progress toward English proficiency, reflecting an overall ELPI growth rate of 8.4%. In addition, as of April 2026, 84.5% of eligible English Learner students have been reclassified as Fluent English Proficient (RFEP), indicating continued progress in language acquisition outcomes.

Overall, these results suggest that the actions under Goal 3 are supporting the academic language development needs of English Learners and Long-Term English Learners and are aligned with state expectations, including AB 1868 requirements. The LEA will continue to monitor ELPI and reclassification data to ensure sustained progress and equitable outcomes across student groups.

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

None of the Goal 3 actions have been identified as ineffective over a three-year period. Therefore, no changes are required under the statutory requirement to modify ineffective actions. The charter will continue to monitor subgroup data and review program fidelity to ensure sustained progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Learning for ELD teachers	Professional Learning will be offered to build ELD teacher capacity, enhance knowledge of ELPAC, reclassification procedures, English Language Development (ELD) standards, implement a robust integrated and designated ELD program, and use evidence-based practices specific to the needs of EL students.	\$149,400	Yes
Action #2	Professional Learning for ELD teachers of LTEL students	Professional Learning will be offered to ELD teachers who work with LTEs that will focus on the specific needs of LTEL students and support increases in ELPI and growth in proficiency as measured by ELPAC	\$149,400	Yes
Action #3	PL for Instructional Staff	The charter will provide ongoing professional learning and coaching initiatives aimed at retaining highly qualified instructional staff dedicated to delivering rigorous, standards-aligned instruction tailored to meet the diverse language and academic needs of English Learners (EL) and dually identified EL/Students with Disabilities (SWD). By enhancing teacher efficacy, the charter aims to drive improved academic outcomes for all EL students.	\$178,150	Yes
Action #4	LTEL Research based language acquisition program	The charter will partner with curriculum provider to develop and implement a research-based language acquisition program which will specifically address the needs of LTEL students and increase in growth of LTEL English proficiency as determined by ELPAC and local assessment measures.	\$20,426	Yes

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Goal 4 remains a priority for the charter as data and feedback from Educational Partners continues to highlight the need for supporting school climate, improving student Sense of Belonging or connectedness, and increasing family engagement. Research from Goodenow and Grady (1993), who describe Sense of Belonging as “the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment”, indicate that a high Sense of Belonging is predictive of student engagement and successful academic achievement.

Goal 4 will maintain implementation of social-emotional learning (SEL) initiatives, refine Multi-Tiered System of Supports (MTSS), and explore expanding experiential learning opportunities to ensure all students feel connected, safe, and welcomed at school.

Performance Data and Identified Challenges

Students, parents/family and staff were invited to complete the online Panorama survey during February-March 2026 and the responses were compared to Panorama Spring 2025 results. Survey takers were provided with the opportunity to respond to a wide range of school topics both through scaled questions and free write responses. School leadership analyzed survey responses to uncover trends, positive indications of growth and noted areas of concern.

Spring 2026 Panorama Climate Survey

Students

72% reported a positive School Climate - (Spring 2025: 72%)

79% of students reported positive Student-Teacher relationships - (Spring 2025: 79%)

57% of students reported a Sense of Belonging - +1% increase - (Spring 2025: 56%)

Parents/Family

87% reported a positive School Climate. - (Spring 2025: 87%)

76% reported that the school matched students' developmental needs. +2% increase (Spring 2025:74%)

88% reported favorable on School Safety. - 2% decrease (Spring 2025:90%)

Staff

71% reported a positive School Climate - 1% decrease (Spring 2025: 72%)

52% reported positive Staff-Family Relationships - 2% decrease (Spring 2025: 54%)

83% reported favorable on School Safety - (Spring 2026:83%)

Student “Sense of Belonging” is a noted area of need for the charter. The data trend demonstrates that students feel disconnected as a result of overextension and pressure from social media and lingering socio-emotional needs that were unmet during the Covid pandemic years and need to be urgently addressed to support students to reach their full potential highlighting the need for the charter to invest in targeted SEL support.

Parent engagement is another area of need. While parents report favorably on school climate (87%) and school safety (88%) there remains a need to address low participation in Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC),

Addressing the Need for Student and Family Engagement

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

Experiential Learning Opportunities

- Field trips, hands-on CTE days, workforce exploration, and college tours (virtual and in-person) to enhance motivation and career exploration
- Expansion of student leadership and extracurricular activities to support social connections and goal-setting skills

Multi-Tiered System of Supports (MTSS)

- Tiered interventions to address emotional and academic needs of at-risk students
- Integration of SEL-focused curriculum and mental health resources to lower affective filters and increase engagement

Parent and Educational Partner Engagement Enhancements

- Increased outreach to parents and guardians to ensure invitations to DELAC, and PAC meetings
- Expansion of resources to strengthen family-school partnerships, ensuring all families feel valued
- Personalized communication to boost participation in school decision-making

Research-Backed Approach to Experiential Learning

Yangtoo Kong, (2021), “The Role of Experiential Learning on Students’ Motivation and Classroom Engagement”

- Experiential learning increases student motivation and academic engagement
- Provides opportunities for discussion, clarification, and application of concepts
- Supports development of transferable skills for future learning contexts

By continuing experiential learning opportunities, the charter reinforces SEL strategies, promotes student engagement, and supports career and postsecondary exploration.

Ensuring a Safe and Secure Learning Environment

Educational Partner Insights (PAC & DELAC Meetings)

- Partners highlighted the importance of a secure, inclusive environment, as students learn best when they feel valued and safe

By integrating SEL, MTSS, and experiential learning, the charter ensures students:

- Feel connected to the school community
- Receive social-emotional support necessary for academic success
- Access postsecondary and workforce readiness opportunities

The Fall 2025-26 data will validate the ongoing importance of Goal 4, reinforcing SEL, MTSS, and increased engagement opportunities for students and families. By providing structured experiential learning, evidence-based SEL interventions, and enhanced parent outreach, the charter ensures all students feel connected, safe, and supported in their academic journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	School Climate	Spring 2024: 71% School Climate 54% Sense of belonging 90% School Safety	Spring 2025: 77% School Climate 56% Sense of belonging 88% School safety	Spring 2026: 77% School Climate 57% Sense of Belonging 87% School Safety	By the end of the 3 year cycle the charter will increase the rating for 'School Climate' and 'Sense of Belonging' by 5%. School safety will be maintained at or above 80%	School Climate +6% Sense of Belonging + 3% School Safety - 3%
Metric #2	Chronic Absenteeism	Fall 2023 CA Dashboard: 67.2% chronically absent	Fall 2024 CA Dashboard: 70% Chronically Absent	Fall 2025 CA Dashboard: 76.3% Chronically Absent	By the end of the three-year cycle, chronic absenteeism rates will decrease by 5%.	9.1%
Metric #3	Suspension Rate	Fall 2023 CA Dashboard: 0.1% suspended at least 1 day	Fall 2024 CA Dashboard: 0.1% suspended at least 1 day	Fall 2025 CA Dashboard: 0.1% suspended at least 1 day	The charter will maintain the low suspension rate at or below .1% each year.	0.1 Maintained
Metric #4	Student Progression	22-23: 74.8% 23-24: 78.2%	24-25: 80.1%	25-26: 86.20% 6.1% increase	By the end of the 3 year cycle the charter will increase the average progression to 83%.	8% Difference from baseline
Metric #5	SEL Completion of Course or Activity	23-24: 67% completion	24-25: 59.2% completion	17.4% Low completion rates indicate a data collection issue with SIS	By the end of the 3 year cycle the charter will increase the SEL course or activity completion rate to 70%.	49.6% SIS data collection errors

Metric #6	High School & Middle School Dropout Rate	High School Dropout Rate: 22-23:17.5% 23-24:15.4% Middle School Dropout Rate: 22-23: 21.9% 23-24: 23.5%	High School Dropout Rate 24-25: 6.9% Middle School Dropout Rate 24-25: 9.1%	High School Dropout Rate 25-26: 5.7% Middle School Dropout Rate 25-26 0%	By the end of the three-year cycle, dropout rates will decrease by 3%.	11.8% Difference from baseline 21.9% Difference from baseline
-----------	--	--	--	---	--	--

Metric #7	Basic Services	<p>Fall 2023 CA Dashboard Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 40.1% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints:0 <p>At OFY Duarte, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in</p>	<p>Fall 2024 CA Dashboard Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 36.4% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Duarte, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in</p>	<p>Fall 2025 CA Dashboard Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 33.8% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFY Duarte, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in</p>	<p>By the end of 2026-27:</p> <p>Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): maintained at or above 41% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 	<ul style="list-style-type: none"> • Clear (% of teaching FTE): - 6.3% • Textbook Insufficiencies: 0 - maintained • Facilities Inspections: 100% - maintained • Number of Uniform Complaints:0 - maintained
-----------	----------------	--	---	---	---	---

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

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2024–25 academic year, all planned actions under Goal 4 were fully implemented as intended. Goal 4 focused on improving school safety, student connectedness, and social-emotional learning. There were no material differences between planned actions and actual implementation.

Implementation Successes

A key component of Goal 4, Action 3 focused on staff professional development and capacity building. Staff participated in a series of targeted professional learning opportunities, including “Love, Joy, and Creativity: The Heart of Culturally Responsive Education,” “Turning Adversity into Success,” and, for school leaders, “Leading with Confidence.” These sessions were further supported through ongoing Professional Learning Communities (PLCs) focused on strengthening family engagement, supporting courageous conversations, and implementing family-inclusive communication practices.

Staff feedback indicated that these learning opportunities strengthened instructional practice, improved confidence in supporting students, and reinforced a positive, supportive school culture aligned to serving at-risk student populations.

Implementation Challenges

Despite successful implementation of staff training and school climate initiatives, chronic absenteeism (Goal 4, Metric 2) remains a significant area of need. On the Fall 2025 Dashboard, middle school chronic absenteeism increased to 76.3%, an increase of 6.3 percentage points.

In response, the LEA implemented programmatic adjustments to the middle school model in Spring 2026 to strengthen student engagement, improve connectedness, and better support consistent attendance and academic participation.

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

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

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

Goal 4 actions were deemed effective in making progress toward the goal, as evidenced by improvements in school climate indicators, student engagement, and progression outcomes.

Action 1: MTSS and Experiential Learning

This action contributed to improvements in student engagement and academic persistence. The high school dropout rate decreased from 6.9% to 5.7%, and the middle school dropout rate decreased from 9.1% to 0%. Student Progression (Metric 4) also increased from 80.1% to 86.2%, indicating strengthened academic engagement and the impact of personalized interventions and tiered supports.

Action 2: Enhancing School Climate and Safety

This action supported improvements in school climate outcomes, including a 6% increase in overall school climate scores and a 2% increase in students' sense of belonging (Metric 1). The suspension rate remained consistently low at 0.1%, maintaining a "Very Low" designation (Metric 3). These outcomes reflect the continued effectiveness of preventative behavior systems and efforts to strengthen student connectedness and school safety.

Action 3: Professional Learning for Social-Emotional Learning (SEL)

This action focused on building staff capacity to integrate SEL practices into instruction and student support. While staff participation in professional learning was strong and implementation was broadly consistent, SEL course completion (Metric 5) declined from 59.2% to 17.4%. This decline appears to be related to a data reporting issue within the student information system (SIS), which is currently being reviewed and addressed to ensure accurate reporting moving forward.

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

None of the Goal 4 actions have been identified as ineffective over a three-year period. Therefore, no changes are required under the statutory requirement to modify ineffective actions. The charter will continue to monitor subgroup data and review program fidelity to ensure sustained progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	MTSS and Experiential Learning	Through a comprehensive Multi-Tiered System of Supports (MTSS) tailored to at-risk students, the charter will integrate a robust framework for social-emotional learning alongside experiential learning experiences. This holistic approach not only addresses academic barriers but also nurtures personal growth, resilience, and interpersonal skills essential for success in academics and beyond. This initiative fosters a safe, supportive environment where every student receives personalized resources and guidance to thrive academically and socially.	\$4,397,760	Yes
Action #2	Enhancing School Climate and Safety	Leveraging LCAP to bolster positive perceptions of school climate and safety among our educational partners. This initiative aims to allocate resources effectively to create a nurturing and secure environment conducive to student learning and holistic development, fostering collaboration and trust within the school community.	\$1,500,000	Yes
Action #3	Professional Learning for Social-Emotional Learning (SEL)	Implementing workshops for staff to enhance SEL awareness and capacity. Our goal is to ensure that a minimum of 20% of staff members participate in at least one SEL-focused activity, equipping them with the necessary skills to promote students' social-emotional well-being and academic success	\$95,615	Yes

Insert or delete rows, as necessary.

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 5 ensures the strategic and effective use of Federal Title I, Title II, and LREGB funds which the charter to elevate educational opportunities for all students. Goal 5 emphasizes support for low-income students, students performing below grade level, and educator development. The allocation and targeted use of these funds directly supports school-wide equity initiatives, academic recovery, and educational partner engagement, reinforcing the importance of maintaining and strengthening this goal.

2025 Demographic Data

- Unduplicated Count: 66.1%
- Students with Disabilities (SWD): 19.8%
- English Learners (EL): 14.7%
- Long Term English Learners (LTEL): 10.7%
- Homeless Youth (HY): 4.4%
- Foster Youth (FY): 1.8%

Title-funded services remain essential for students performing below grade level, many of whom require additional interventions in core courses. While educational partner engagement has expanded, PAC and DELAC feedback indicates a continued need for family outreach and increased accessibility to engagement opportunities.

Strategic Focus Areas for Title and Restricted Funds

Each action under Goal 5 is designed to maximize the impact of federal and state funding, ensuring equitable access to high-quality education. By leveraging Title I, Title II, and LREGB funds, the charter can:

- Support students who are credit deficient or performing below grade level with additional instructional time and socioemotional supports
- Invest in educator development to improve instructional quality, deepening subject matter competency
- Invest in leadership capacity for Assistant Principals and Principals
- Expand student engagement initiatives to enhance school climate and student connectedness or “Sense of Belonging”
- Strengthen educational partner engagement to ensure families remain informed, supported and active participants in the school community

Continuing Actions Under Goal 5

Action 1: Academic Intervention Specialists

- Provide credit-deficient students with personalized, data-driven instruction and timely intervention in core courses.

- Ensure students recover credits and continue to make progress toward an on time 4 / 5 -year cohort graduation

Action 2: Administrative Credential Tuition Reimbursement

- Supports school leadership development through credential reimbursement
- Credentialing ensures that school leadership are equipped with the skills and knowledge needed to lead and reach the school community.

Action 3: Learning Recovery Programs

- Funded by Learning Recovery Emergency Block Grant (LREBG), these focus on addressing pandemic and absenteeism learning loss and improving student well-being
- Target student sub groups performing below grade level or Low/Very Low on the California Schools Dashboard
- Offers Evidence-based interventions (EBIs) aligned with ESSA for all students and in particular: African American, Socioeconomically Disadvantaged, EL, LTEL, Hispanic, Foster Youth, Homeless, and Students with Disabilities
- LEA continues use of Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and research-based practices, supporting teachers in designing standards-based goals and strategies for SWD and EL students

Action 4: Student Initiatives (Title I)

- The charter has been researching effective programs that address the root causes of Chronic Absenteeism. Due to the charter's personalized learning education model most attendance programs were deemed not suitable for implementation as they did not allow for customization. Panorama Education's new AI enhanced Attendance program will work with our SIS system and effectively address Chronic Absenteeism through data driven insights and assignment of appropriate interventions. As of April 2026 procurement of the program is in development.

Action 5: Educational Partner Liaison

- Expands parent and family engagement initiatives to increase active participation in student learning
- Critical resource for low-income families who may experience barriers to engagement

Action 6: Parent and Family Engagement (Title I)

- Enhances communication and outreach to strengthen school-community relationships and student achievement

Key Justifications

- Sustained support is needed for low-income students and those performing below grade level
- Investment in professional development and school leadership continues to enhance instructional effectiveness
- Strengthened parent and family engagement strategies are necessary to improve home-school collaboration
- Educational partner feedback confirms the essential role of Goal 5 actions in promoting an equitable learning environment

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Student Progression FRMP	23-24: 79.1%	24-25: 78.3%	25-26: 86.60%	Averaged over the 3-year cycle, the charter will increase student progression for FRMP students to 83%.	7.5% increase
Metric #2	Suspension Rate SWD	Fall 2023 CA Dashboard: 0.8% SWD suspended at least 1 day	Fall 2024 CA Dashboard: 0.5% SWD suspended at least one day	Fall 2025 CA Dashboard: 0.6% SWD suspended at least one day	On an annual basis, the charter will maintain the SWD suspension rate below 1%.	0.2% decrease
Metric #3	Benchmark Assessments and Interventions FRMP	23-24 16.8% Completed Math Intervention - 32.9% moved out of Urgent Intervention 23-24 1.6% Completed ELA Intervention - 32.9% moved out of Urgent Intervention	24-25 19.2% Completed Math Intervention - 46.1% moved out of Urgent Intervention 24-25 4.3% Completed ELA Intervention 44.7% moved out of Urgent Intervention	25-26: 25.40% completed Math intervention 45.2% moved out of Urgent Intervention 25-26: 20.90% completed ELA Intervention 48.4% moved out of Urgent Intervention	By the end of the 3 year cycle the charter will increase the percentage of FRMP students moving out of Urgent Intervention by 30%	12.3% completed Math intervention and moved out of Urgent Intervention 15.5% completed ELA intervention and moved out of Urgent Intervention

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025–26 academic year, OFY Duarte successfully implemented the federally funded actions outlined in Goal 5, including LREBG-funded Action #3 (Targeted Student Support and Learning Recovery). The 2024–27 LCAP also serves as the school’s Single Plan for

Student Achievement (SPSA). Goal 5 actions, supported by Title I, Title II, and Learning Recovery Emergency Block Grant (LREBG) funds, focused on improving outcomes for all students, with particular focus on students who are low-income, academically in need of intervention, or at-risk.

Implementation Successes

The integrated LCAP-SPSA structure ensures that Goal 5 actions maintain alignment with equity, academic intervention, family engagement, and student well-being priorities. LREBG-funded Action #3 specifically supported students performing below grade level as identified through Renaissance Star (RenStar) ELA and Math diagnostic assessments, California School Dashboard indicators (Red and Orange performance levels), and chronic absenteeism data.

Through this action, students received evidence-based interventions (EBIs), including additional instructional time, targeted small group intervention, and socio-emotional supports. These strategies are aligned with ESSA requirements and research-based practices shown to support learning recovery, particularly for students impacted by the COVID-19 pandemic. Federally funded actions (Title I and Title II), in alignment with LREBG-supported efforts, contributed to increased student progression, minimized suspension rates, increased student connectedness, and improved DASS 1-year and 4/5-year cohort graduation rates.

Implementation Challenges

Additional time was needed for School Leadership and the DA team to research and implement attendance monitoring and intervention programs aligned to LREBG-supported students. The charter's custom Student Information System (SIS) presents integration limitations, and Clever-based program connectivity is not always feasible for real-time monitoring of targeted intervention data. As a result, implementation and tracking of some components of Action #3 were partially underutilized due to system constraints.

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.

With the exception of Action 5: Student Initiatives, whose implementation challenges are outlined above, the LEA successfully implemented all federally funded Goal 5 actions included in the 2024–27 LCAP as part of its function as the Single Plan for Student Achievement (SPSA). Some material differences existed between budgeted and actual expenditures because certain planned initiatives within the actions did not materialize. The LEA has applied for a waiver to carry over the remaining funds for Title I funds that have not been expended to utilize in the upcoming fiscal year.

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

The 2024–27 LCAP serves as the Single Plan for Student Achievement (SPSA), and Goal 5 includes a comprehensive set of federally funded actions designed to address academic recovery, equity, family engagement, and student well-being. Analysis of internal data and Educational Partner feedback for the 2025–26 academic year indicates that these actions were generally effective in producing positive outcomes for targeted student groups, especially low-income, Homeless, and Foster Youth students.

Action 1: Academic Intervention Specialists

Supported credit recovery and academic intervention services. In Math, 47.8% of Low-Income, 45.5% of Foster Youth, and 36.7% of Homeless students moved out of Urgent Intervention. In ELA, 50.2% of Low-Income, 44.4% of Foster Youth, and 50% of Homeless students moved out of Urgent Intervention, indicating improved access to targeted academic supports.

Action 2: Administrative Credentialing

Supported school leadership capacity and strengthened instructional leadership systems. 83% (+2%) of staff reported positive staff–leadership relationships (Spring 2026 Panorama School Climate Survey), contributing to improved school climate and supporting efforts to reduce dropout rates.

Action 3: Learning Recovery Emergency Block Grant (LREBG)

Provided additional instructional time, targeted small group intervention, and socio-emotional supports for students performing below grade level, as identified through internal assessments and state indicators. Implementation of these evidence-based interventions contributed to an 8% improvement in student progression and supported improvements in DASS 1-year and 4/5-year graduation outcomes across most student groups.

Action 4: Educational Partner Liaisons

Supported family engagement and student re-engagement efforts. 83% of families reported feeling connected to the school (Spring 2026 Panorama School Climate Survey), representing a 3% increase.

Action 5: Student Initiatives

Improved student engagement and school connectedness. 79% of students reported positive student–teacher relationships, and 57% reported sense of belonging.

Action 6: Parent and Family Engagement

Fostered strong family engagement (83% positive rating), though ongoing challenges persist with consistent participation in DELAC and PAC meetings despite continued outreach and engagement efforts.

Action 7: Foster and Homeless Youth Supports

Supported improved outcomes for high-need student groups. DASS and cohort graduation rates showed growth for Foster Youth (DASS +10.4%, 4/5 cohort -3.8%), Homeless Youth (DASS +15.3%, 4/5 cohort +9%), and Low-Income students (DASS +0.9%, 4/5 cohort +2.7%).

Action 8: Threat Assessment and School Safety

Supported school safety initiatives. 90% of students and 88% of families reported feeling safe at school (Spring 2026 Panorama School Climate Survey), reflecting a positive school climate.

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

No changes are planned to the federally funded Goal 5 actions, metrics, or outcomes for the 2025–26 school year. As the 2024–27 LCAP serves as the charter’s Single Plan for Student Achievement (SPSA), Title I, Title II, and LREBG-funded strategies are reviewed annually to assess effectiveness and alignment to student needs.

Based on 2025–26 outcome data, existing systems have demonstrated effectiveness in supporting student engagement, academic intervention, graduation outcomes, and school climate indicators across targeted student groups. LREBG-funded strategies, including evidence-based interventions such as additional instructional time, small group instruction, and socio-emotional supports, continue to support students performing below grade level and those identified through state and local indicators.

In reflection of implementation challenges within Goal 5, Action 5 (Student Initiatives), the LEA is actively reviewing and refining data-informed intervention strategies and exploring additional tools to strengthen student engagement and academic support systems. These refinements are intended to further improve student achievement outcomes and ensure consistent implementation of targeted supports.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted Intervention and Support - Academic Intervention Specialist Title I	Along with their full-time duties, additional duties and stipends will also be provided to extend and enhance the services provided by the Academic Intervention Specialists who work directly with students who are credit deficient. This will ensure they will receive high quality, data-driven intervention and instruction in core subjects to assist them with credit recovery and making adequate progress toward graduation.	\$455,407	No
Action #2	Administrative Credential Tuition Reimbursement Title II	Tuition reimbursement will be provided for staff who are pursuing administrative credentials to increase the overall quality and effectiveness of teachers and school leaders.	\$98,407	No
Action #3	Targeted Student Support and Learning Recovery LREBG	<p>The Targeted Student Support and Learning Recovery action is funded by the Learning Recovery Emergency Block Grant (LREBG). LREBG is one-time funding allocated to address learning loss and bolster student self-esteem as a result of the Covid-19 pandemic. The amount allocated for the 2024-25 school year is \$600,000.</p> <p>Action 3, funded by LREBG, focuses on student groups who are performing below grade level as determined by RenStar ELA and Math assessments and/or student groups identified with Red (Very Low) and Orange (Low) indicators on the California Schools Dashboard and student groups who received Red (Very Low) indicator for Chronic Absenteeism.</p> <p>The evidence-based interventions (EBIs) that will be used for this action include: additional instructional time, small group intervention and socio-emotional support. Research supports these strategies are effective in improving academic outcomes, especially for students impacted by the Covid -19 pandemic. Additional instructional time, small group intervention and expanded socio-emotional supports have all been identified as evidence-based interventions (EBIs) that are aligned with ESSA requirements.</p> <p>Metrics to Measure Effectiveness LCAP Goal 1 – Metrics 3 & 4 LCAP Goal 4 - Metrics 1, 2, 4</p>	\$600,000	No

Action #4	Education Partner Liaison Title I	Along with their full-time duties, additional duties and stipends will also be provided to the Educational Partner Liaison in order to effectively re-engage students who have not attended school for multiple days. Our Education Partner Liaisons will work closely with teachers through the following actions: conducting home visits, dropping off resources at student's homes, picking up coursework for students who cannot attend school, delivering technology, making phone calls home, and providing community resources to students, especially foster youth and students experiencing homelessness.	\$275,000	No
Action #5	Student Initiatives Title I	The charter will set aside funds to support student initiatives which will support the promotion of successful student learning outcomes by positively impacting student well-being and increasing a sense of connectedness to school.	\$440,901	No
Action #6	Parent and Family Engagement Title I	To increase family communication and connectedness, the LEA will host a series of activities and events that will inform parents about relevant topics, issues, or concerns, as well as provide tools to aid them in supporting their students' academic needs and goals.	\$20,000	No
Action #7	Homeless and Foster Youth Program/Supplies Title I	In order to effectively support and serve our homeless and foster youth students, our goal is to close the achievement gap by providing independent living essentials such as meals, clothing, and transportation. In addition, we will be working to extend our partnerships with the community to provide more services and programs for our homeless and foster youth.	\$35,000	No
Action #8	Threat Assessment Training Title II	The LEA seeks to provide a safe and secure learning environment for all education partners. As such, staff will be trained in assessing and managing behavior and developing a plan that will mitigate risks to the schools.	\$47,000	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$21,295,547	\$2,679,002

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.31%	10.736%	\$5,691,168.14	76.62%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
----------------------	--------------------	---	------------------------------------

<p>Goal 1 Action #1 Action #2 Action #4 Action #5</p>	<p>A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in February 2026, informed by data from the Fall 2025 California School Dashboard, quantitative internal data and qualitative data from Fall 2025 Empath Interviews with educational partners and Spring 2026 Panorama School Climate Survey, identified challenges impacting: English Learners (EL), Long-Term English Learners (LTEL), Low-Income (LI), Foster Youth (FY), Homeless Youth (HY), and Students with Disabilities (SWD).</p> <p>While the actions described in this section are implemented LEA-wide to promote equity and consistency, the identified needs and resulting strategies are principally directed toward unduplicated student groups who experience disproportionate challenges in academic achievement, engagement, access to postsecondary pathways, and credit attainment.</p> <p>Key Needs Identified in 2025-26 EL and LTEL: Progression in English language acquisition may impede EL and LTEL students' access to grade-level core content, particularly in ELA and math. EL students require designated language development, targeted academic interventions, and ongoing monitoring as they move toward reclassification and on-time graduation.</p> <p>Foster and Homeless Youth: Instability in housing and living situations negatively impacts attendance, credit accrual, and educational institution continuity. Foster and Homeless students require individualized academic planning, wraparound socio-emotional services, and designated supports which address disruptions in learning and promote consistent student engagement.</p>	<p>Each action is designed to directly address the identified barriers and academic or socio-emotional needs of unduplicated student groups (EL, LTEL, LI, FY, HY, and SWD) while benefiting the broader student population. Actions are implemented LEA-wide to ensure equitable access, consistency in implementation, and systemic support for students experiencing persistent disparities.</p> <p>Goal 1, Action 1 – Recruitment and Professional Learning How It Addresses Need(s): Ensures all instructional staff receive training on differentiated academic strategies, trauma-informed practices, and targeted interventions to better serve EL, LTEL, LI, FY, HY, and SWD students. Develops and increases staff capacity to deliver equitable academic and socio-emotional supports tailored to students' personalized needs.</p> <p>Why LEA-wide: LEA-wide professional learning ensures consistent instructional practices across sites, promotes systemic capacity-building, and directly addresses inequities experienced by unduplicated students while benefiting all learners.</p> <p>Goal 1, Action 2 – Benchmark Assessments and Interventions How It Addresses Need(s): Provides systematic monitoring and research-based interventions for students identified in the Urgent Intervention range in ELA, Math, and language development. Supports unduplicated students disproportionately represented in lower proficiency bands by assigning tailored interventions based on real-time data.</p> <p>Why LEA-wide:</p>	<p>Metric 1: Increase in CAASPP 11th Grade ELA Scores (Standard Met/Exceeded) By 2027, increase the percentage of students placed into Standard Met or Standard Exceeded by 10% on the CAASPP ELA test.</p> <p>Metric 2: Increase in CAASPP 11th Grade Math Scores (Standard Met/Exceeded) By 2027, increase the percentage of students placed into Standard Met or Standard Exceeded by 5% on the CAASPP Math test.</p> <p>Metric 3: Increase in Renaissance Star Math Quantile Scores By 2027, increase the percentage of students moving out of Urgent Intervention by an average of 5%.</p> <p>Metric 4: Increase in Renaissance Star ELA Lexile Scores</p>
---	--	---	--

Low-Income (LI) / FRMP:
The charter aims to address resource inequities due to economic constraints that could impede access to instructional materials, technology, and enrichment opportunities. Low Income students benefit from additional academic interventions, including additional instructional time, equitable access to high-quality resources, and participation in experiential and career-connected learning opportunities.

Students with Disabilities (SWD):
SWD face ongoing challenges related to academic progress, on time graduation and postsecondary readiness. Targeted support, personalized instructional strategies for students, and professional development for staff are necessary to strengthen inclusive practices, aligning appropriate on time interventions, and increasing SWD engagement.

Systemic Monitoring and Access Gaps:
The Spring 2026 CNA highlighted the need to continue monitoring progress for 4 /5-year graduation cohorts, CSU and UC completion, CTE participation, dual enrollment access and Chronic Absenteeism. These equity gaps disproportionately impact unduplicated students and may impact timely interventions.

Disproportionate Participation in Enrichment Opportunities:
Although overall participation in dual enrollment, career pathways, and experiential learning programs has increased, EL, SWD, and Foster/Homeless students continue to demonstrate lower participation rates, highlighting access barriers and the need for intentional outreach and academic readiness support.

A universal screening and intervention system ensures all students, including unduplicated populations, have timely access to data-driven supports. LEA-wide implementation reduces fragmentation and guarantees consistent, high-quality interventions for students at risk of falling behind.

Goal 1, Action 3 – EL/LTEL Language Acquisition Programs

How It Addresses Need(s):
Directly targets EL and LTEL students by providing structured academic language development alongside core instruction. Helps close persistent language proficiency gaps, supports reclassification goals, and promotes equitable access to rigorous coursework.

Why LEA-wide:
Implementing structured language supports LEA-wide ensures all EL/LTEL students, regardless of school site, receive consistent, high-quality instruction. Establishes equitable access to language acquisition and academic rigor across the LEA while supporting broader literacy gains for all students.

Goal 1, Action 4 – Broad Course of Study

How It Addresses Need(s):
Ensures access to a high-quality, standards-aligned curriculum that promotes college and career readiness. Provides additional academic supports for LI, FY, HY, and SWD students to overcome systemic barriers such as mobility, financial constraints, or gaps in prior academic preparation.

Why LEA-wide:
A comprehensive curriculum implemented LEA-wide creates systemic equity in course access, instructional quality, and college/career preparedness, ensuring students facing the highest barriers have opportunities consistent with their peers.

By 2027, increase the percentage of students moving out of Urgent Intervention by an average of 5%.

2025-26 Data Trends

- Student Achievement Data:

English Language Arts:

Mathematics:

Graduation rates: 4 /5 -year cohort

- English Learner: 27%, + 1.9% increase
- Homeless: 34.7%, +9% increase
- Low Income: 33.9%, +2.7% increase
- SWD: 24.8%, -1% decrease
- Foster Youth: 18.6%, - 3.8% decrease
- Attendance & Credit Attainment:
- Chronic Absenteeism: 76.3%, +6.3% increase
- Credit Progression: 86.3% All students

EL: 86.3%, Homeless: 74.9%, LI: 86.8%, SWD: 83.2%, Foster Youth: 73.5%

- Educational Partner Feedback:

Parents/Familyi

- Family Engagement: 83%
- School Climate: 87% favorable
- Barriers to Engagement: 89% favorable

Students

- Student/Teacher relationships: 79%
- Sense of Belonging: 57%
- Student Engagement: 40%

These findings underscore the importance of maintaining and refining LEA-wide actions that are strategically designed to address the specific academic, social-emotional, and systemic barriers faced by unduplicated student groups, ensuring equitable opportunities and consistent progress for all students.

Goal 1, Action 5 – 21st Century Skills and Educational Technology

How It Addresses Need(s):

Expands access to digital tools and resources, supporting EL students in language acquisition, LI and HY students in academic engagement, and all students in preparing for postsecondary pathways.

Why LEA-wide:

Providing technology and skill-building tools across the LEA ensures equitable digital access, reduces inequities in instructional engagement, and strengthens students’ readiness for college and career.

These actions remain principally directed toward unduplicated student groups while being implemented LEA-wide to promote systemic impact. Ongoing monitoring, professional learning, and data-driven adjustments ensure that services evolve in response to student needs, closing achievement gaps and supporting consistent academic and socio-emotional growth across all sites.

<p>Goal 2 Action #1 Action #2 Action #3 Action #4 Action #5</p>	<p>A Comprehensive Needs Assessment (CNA) conducted in February 2026, informed by California School Dashboard indicators, internal data, and ongoing educational partner feedback, identified systemic challenges affecting Low-Income (LI) students, Foster Youth (FY), Homeless Youth (HY), English Learners (EL), and Long-Term English Learners (LTEL) in graduation rates, college/career readiness, and access to post-secondary pathways.</p> <p>While the actions described in this section are implemented LEA-wide for equity and consistency, the identified needs and resulting strategies are principally directed toward unduplicated student groups who experience disproportionate barriers to academic success, engagement, and postsecondary preparedness.</p> <p>Key Needs Identified in 2025-26 Low-Income Students (LI): LI students continue to face barriers in college and career exploration, mentorship, and workforce preparation. Targeted interventions are necessary to address access gaps and improve readiness for post-secondary opportunities.</p> <p>Foster Youth (FY): Foster Youth experience challenges with on time 4 / 5-year cohort graduation rates, post-secondary planning, and successful transition out of the foster care system. Personalized academic and socio-emotional supports are critical to overcoming these barriers.</p> <p>Homeless Youth (HY): Housing instability disrupts school attendance, credit accumulation, and academic continuity. Students in this group require wraparound services and individualized academic planning to mitigate interruptions in learning.</p>	<p>Each action under Goal 2 is designed to directly address the barriers and challenges identified for unduplicated student groups (LI, FY, HY, EL, LTEL, and SWD) while also benefiting the broader student population. Actions are implemented LEA-wide to ensure equitable access, consistency in services, and systemic improvements for students experiencing persistent disparities in graduation, post-secondary access, and career readiness.</p> <p>Goal 2, Action 1 – Workforce Exploration and Career-Focused Opportunities How It Addresses Need(s): Expands career exploration and workforce readiness for low-income and historically underserved students through Dual Enrollment, Career Pathways Coordinators (CPCs), industry-specific events, and CTE programs. Supports development of job readiness skills and exposure to diverse career pathways aligned with 21st-century workforce trends.</p> <p>Why LEA-wide: Offering career exploration and workforce experiences LEA-wide ensures equitable access for all students, particularly unduplicated students who historically face limited exposure to college and career pathways. Consistent implementation reduces gaps in opportunity across sites and supports long-term post-secondary success.</p> <p>Goal 2, Action 2 – Academic and Postsecondary Planning How It Addresses Need(s): Provides personalized college and career guidance to foster youth, homeless students, and other high-need subgroups through biannual meetings with Post-Secondary Counselors (PSCs). Focuses on graduation planning, CSU and UC requirement completion, financial aid access, and post-secondary enrollment support.</p>	<p>Metric 1: CSU and UC requirements met By 2027, the percentage of students completing CSU and UC requirements will be at or above 20%</p> <p>Metric 2: Dual Enrollment Participation By 2027, 5% of students will meet Dual Enrollment requirements.</p> <p>Metric 3: One-Year DASS Graduation Rate By 2027, the charter will strive for the following graduation rate improvements: EL, SWD: +3% All Students, LI, Hispanic, African American: +3% Foster Youth, Homeless Youth: +3-4% White Students: Maintain at or above 80%</p> <p>Metric 4: Core Course Completion Rate</p>
---	---	---	---

English Learners (EL) and LTELs:
 EL and LTEL students require additional support in accessing core English and Math courses, designated English language acquisition, and comprehensive post-secondary planning. Interventions include designated language acquisition, monitoring English skills toward reclassification, and scaffolding supports to ensure equitable access to grade level academic content.

Systemic Monitoring Gaps:
 The CNA highlighted gaps in monitoring graduation cohorts, meeting CSU and UC requirements, dual enrollment participation, and college/career readiness. These gaps disproportionately impact unduplicated students and may affect timely interventions for students at risk of not achieving on-time graduation.

Disproportionate Participation in College and Career Opportunities:
 Despite modest gains in dual enrollment and college/career preparedness, EL, SWD, FY, and HY students remain underrepresented in these programs, highlighting systemic access barriers that require targeted outreach, comprehensive and in-depth advising, and targeted academic support.

2025-26 Data Trends

Fall 2025 4 /5 -year cohort Graduation Rate :

- ALL students: 34.9% (+2.8%)
- African American: 34.6% (+9.9%)
- EL: 27% (+1.9%)
- FY: 18.6% (-3.8%)
- Hispanic: 32.6% (+2.8%)
- HY: 34.7% (+9%)
- LTEL: 22.1% (-0.2%)

Why LEA-wide:
 LEA-wide expansion of structured post-secondary planning ensures all students have access to high-quality guidance and prevents fragmentation of services, while prioritizing the unduplicated student groups who face systemic barriers to college and career readiness.

Goal 2, Action 3 – Improving Access to Dual Enrollment and CTE Programs

How It Addresses Need(s):
 Provides academic support, financial assistance, and transportation options to increase access for low-income and at-risk students. Ensures students earn college credits and career certifications, enhancing post-secondary and workforce readiness.

Why LEA-wide:
 Implementing this action across all sites guarantees equitable access to advanced coursework, industry specific certifications, and dual enrollment opportunities. This LEA-wide approach ensures that students facing barriers are not excluded due to geographic, financial, or logistical constraints.

Goal 2, Action 4 – Targeted Subgroup Graduation Monitoring and Interventions

How It Addresses Need(s):
 Implements graduation tracking systems and personalized interventions for unduplicated student groups identified as at-risk of not graduating in their 4 /5 -year cohort. Offers academic counseling, credit recovery, mentorship, and tailored academic interventions to increase 4/5-year cohort graduation rates (Fall 2025: 34.9%).

Why LEA-wide:
 LEA-wide monitoring ensures consistent identification of at-risk students and systematic support for timely

By 2027, students enrolled 7-9 months will complete 6 core courses per subject.

- LI/SED: 33.9% (+2.7%)
- SWD: 24.8% (-1%)
- White: 51.1% (+1.1%)

Fall 2025 College/Career Indicator (CCI):

- ALL students: 9.1% Prepared (+2.4%)
- African American: 5% Prepared (+3.9%)
- EL: 4.3% Prepared (+3%)
- FY: 0% Prepared (-1.9%)
- Hispanic: 8.4% Prepared (+1.7%)
- HY: 5.9% Prepared (+4.7%)
- LTEL: 2.7% Prepared (+1.1%)
- LI/SED: 8.4% Prepared (+2.8%)
- SWD: 2.7% Prepared (+2.3%)
- White: 15.8% Prepared (+3.7%)

CSU and UC requirements met:

- ALL: 12.2%
- EL: 9.3%
- LI: 8.3%
- FY: 0%
- HY: 7.9%
- SWD: 5.4%

Dual Enrollment Completion:

- ALL: 2.6%
- EL: 1.8%
- LI: 3.1%
- FY: 0%
- HY: 0%
- SWD: 1.3%

These findings confirm the ongoing need for LEA-wide actions that provide targeted academic, social-emotional, and college/career supports for unduplicated student groups. By addressing these barriers systematically and ensuring equity in access, the LEA aims to improve graduation rates, post-secondary preparedness, and overall student success in 2026-27 and beyond.

graduation. This prevents inequities caused by inconsistent practices across sites and ensures interventions reach all unduplicated students in need.

Goal 2, Action 5 – Targeted Small Group Instruction (SGI)

How It Addresses Need(s):

Provides highly qualified SGI teachers to deliver direct instruction in core A-G courses for unduplicated students. SGI teachers receive specialized professional development to improve instructional quality, differentiation, and student outcomes.

Why LEA-wide:

Providing SGI services LEA-wide ensures that all students who require or can benefit from focused, small-group academic support have access. This guarantees equitable instructional support across all sites while prioritizing students most in need.

As 2026-27 begins, Goal 2 actions remain principally directed toward unduplicated student groups while being implemented LEA-wide to maximize impact. Ongoing monitoring, professional development, and continuous refinement ensure that services evolve in response to student needs, supporting higher graduation rates, improved college and career readiness, and equitable access to post-secondary pathways for all students.

<p>Goal 4 Action #1 Action #2 Action #3</p>	<p>A Comprehensive Needs Assessment (CNA) conducted in February 2026 identified significant challenges for Low-Income (LI) students, Foster Youth (FY), Homeless Youth (HY), and English Learners (EL), particularly in social-emotional well-being, school engagement, and academic success.</p> <p>While these actions are implemented LEA-wide for equity and consistency, the strategies are principally directed toward unduplicated student groups experiencing disproportionate barriers to engagement, well-being, and academic growth.</p> <p>Key Needs Identified in 2025-26 Low-Income Students (LI): Increased need for social-emotional support, mentorship, and school belonging initiatives to combat disengagement and dropping out.</p> <p>Foster Youth (FY): Continued struggles with placement stability, consistent nurturing adult support and advocacy, and long-term engagement in SEL and school activities.</p> <p>Homeless Students (HY): Ongoing challenges in mental health, safe housing, school stability, and access to wellness resources.</p> <p>English Learners (EL): Increased need for SEL supports to reduce isolation and improve engagement due to language barriers.</p> <p>2025-26 Data Trends School Safety</p> <ul style="list-style-type: none"> • All students: 90% • EL: 87% • LI: 90% • FY/HY: not available due to privacy 	<p>Each action under Goal 4 is designed to address the specific barriers faced by unduplicated student groups (LI, FY, HY, EL, and LTEL) while also benefiting the broader student population. Adjustments for 2026-27 are informed by real-time engagement data, chronic absenteeism, and school climate results. Actions are implemented LEA-wide to ensure equitable access, systemic consistency, and sustainable improvements in social-emotional well-being, engagement, and school climate.</p> <p>Goal 4, Action 1 – MTSS and Experiential Learning How It Addresses Need(s): Implements a Multi-Tiered System of Supports (MTSS) tailored to at-risk students, integrating SEL and experiential learning experiences. Provides targeted interventions to increase engagement, resilience, and emotional well-being for LI, FY, HY, and EL students. Experiential learning opportunities reinforce academic concepts while promoting social-emotional growth.</p> <p>Why LEA-wide: Delivering MTSS LEA-wide ensures that all students benefit from tiered supports while prioritizing those with the greatest need. This approach promotes a schoolwide culture of emotional well-being, equity in access to SEL programs, and consistent intervention practices across sites.</p> <p>Goal 4, Action 2 – School Climate and Safety Enhancements How It Addresses Need(s): Focuses on improving student perceptions of school climate and safety by creating inclusive, supportive learning environments. Allocates resources to reduce bullying, expand SEL supports, and strengthen peer relationships for unduplicated student groups.</p> <p>Why LEA-wide:</p>	<p>Metric 1: School Climate and Sense of Belonging By 2027, increase the rating for ‘School Climate’ and ‘Sense of Belonging’ by 5%, while maintaining school safety perception at or above 80%.</p> <p>Metric 2: Chronic Absenteeism Reduction By 2027, reduce chronic absenteeism rates by 5% across all subgroups.</p> <p>Metric 3: SEL Course or Activity Completion Rate By 2027, increase SEL course or activity completion rates to 70%.</p>
---	---	--	---

- SWD: 86%

School Connectedness

- All students: 57%
- EL: 60%
- LI: 57%
- SWD: 54%
- FY/HY: not available due to privacy

Chronic Absenteeism

- All students: 76.3% chronically absent (+6.3%)
- Hispanic: 72.3% chronically absent (+6.7%)
- Low Income: 77.8% chronically absent (+7.4%)

SEL Program Engagement

- All students: 17.6%
- EL: 14.7%
- LI: 19.7%
- SWD: 16.6%
- HY: 16%
- FY: 8.9%

These findings reinforce the need for continued investment in social-emotional learning, school climate enhancements, and staff SEL training in 2026-27. Targeted strategies will ensure unduplicated students receive tailored supports that improve engagement, promote well-being, and increase equitable access to academic and experiential learning opportunities.

A schoolwide commitment to climate and safety ensures equitable access to a supportive environment for all students while providing targeted interventions for LI, FY, HY, and EL students who are disproportionately affected by systemic barriers. Consistent implementation across sites fosters inclusive practices and reduces disparities in student engagement and social-emotional outcomes.

Goal 4, Action 3 – Professional Learning for Social-Emotional Learning (SEL)

How It Addresses Need(s):

Equips at least 20% of staff with SEL-focused professional development to improve student support, intervention strategies, and capacity to address social-emotional barriers. Ensures staff can recognize and respond to the unique challenges faced by LI, FY, HY, and EL students.

Why LEA-wide:

Well-trained staff promote a positive, inclusive school culture and ensure all students have access to high-quality SEL supports. Providing training LEA-wide standardizes staff capacity, strengthens systemic supports, and reduces inequities in how SEL interventions are delivered.

As 2026-27 progresses, Goal 4 actions remain principally directed toward unduplicated student groups while being implemented LEA-wide to maximize impact. Data collected during 2025-26 and ongoing school climate, SEL, and engagement monitoring will guide refinements, ensuring that all students, especially those most at risk, experience consistent, high-quality social-emotional support and a safe, inclusive school environment.

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
-------------------	--------------------	---	------------------------------------

<p>Goal 1 Action #3</p> <p>Goal 3 Action #1 Action #2 Action #4</p>	<p>Through the Comprehensive Needs Assessment (CNA), internal performance data, and educational partner feedback, the LEA identified specific unique needs for English Learners (EL) and Long-Term English Learners (LTEL) that require targeted, differentiated interventions to support language acquisition, academic proficiency, and equitable access to core coursework.</p> <p>Unique Needs Identified in 2025-26 for EL and LTEL Students Academic Language Acquisition: EL students face persistent challenges with the cognitive demands of academic language, which are essential for success across ELA, mathematics, and other core courses. Limited proficiency in academic vocabulary, English syntax and grammar conventions and discourse impedes their ability to access complex texts, engage in analytical writing, and participate fully in classroom discussions.</p> <p>Language Proficiency & Reclassification: Many EL students demonstrate measured progression toward reclassification, as indicated by internal ELPI data and quarterly monitoring. This gap reflects a need for structured interventions, designated and integrated ELD instruction, and individualized progress monitoring to support both language development and course mastery.</p> <p>Distinct Needs of LTEL Students: Defined by the California Department of Education (CDE) as students in grades 6-12 who have been enrolled in U.S. schools for at least six years without reclassification, LTEL students require intensive, tailored academic and language support beyond traditional EL programs. Lexile</p>	<p>The following actions are principally directed and exclusively provided to English Learners (EL) and Long-Term English Learners (LTEL), ensuring targeted support for academic language acquisition, language proficiency, and reclassification progress. These actions are based on findings from the Comprehensive Needs Assessment (CNA), internal student performance data, and educational partner feedback (including DELAC), and are designed to address specific barriers not present for English-only students. General education services are insufficient to meet these students' unique English language acquisition and academic needs.</p> <p>Goal 1, Action 3 – EL Instruction, Support, and Language Acquisition Programs How It Addresses Need(s): Implements evidence-based interventions to support EL students in developing English language proficiency required for access to grade-level content. Includes additional writing tools, curriculum extensions, iLit, and Academic Language Development (ALD) courses to provide structured practice in writing, comprehension, and vocabulary acquisition.</p> <p>Why Exclusively Provided to EL & LTEL Students: Targets language proficiency gaps unique to EL and LTEL students. These supports are not available to the broader student population because English-only students do not require the same structured language intervention.</p> <p>Goal 3, Action 1 – Professional Learning for ELD Teachers How It Addresses Need(s):</p>	<p>Goal 1, Metric 3 – RenStar Moving out of Urgent Intervention By 2027, the charter will increase the percentage of students moving out of Urgent Intervention by an average of 5%</p> <p>Goal 3, Metric 1 – RFEP Reclassification Rate Maintain or improve 20% reclassification rate of eligible EL students.</p> <p>Goal 3, Metric 2 – ELPI Progress Toward Proficiency By 2027, 60% of EL students will demonstrate progress on ELPI.</p>
---	--	---	--

<p>growth and RenStar data show that LTEL students lag behind English-only peers in reading comprehension and writing proficiency, necessitating interventions distinct from those for newer EL students.</p> <p>Systemic Barriers & Engagement Needs: Barriers include inconsistent tracking of academic progress, limited access to LTEL-focused coursework, and inequities in dual enrollment or advanced course participation. These gaps contribute to persistent disparities in graduation rates, course completion, and reclassification. Additionally, EL and LTEL students may face engagement challenges due to socio-emotional needs, limited family advocacy, and barriers to sustained participation in school programs.</p> <p>2025-26 Data Trends Internal Performance Data:</p> <ul style="list-style-type: none"> • ELPI Progression: 52.9% of EL students progressing toward reclassification. • Moving out of Urgent Intervention: EL students: 37.5%; LTEL students: 48.3%. • Core Course Completion: EL students completed an average of 6.8 English units, 5.1 Social Science units, Math: 6.1, Science: 5.9 LTEL students completed Math: 6.4, Science: 6.8, Social Science: 5.6, and English: 7.4 <p>RenStar & Benchmark Performance: Grade-level disparities remain evident: Grade 8: EL: 4.3 GLE All Students: 4.9 GLE Grade 9: EL: 4.8 GLE All Students: 6.3 GLE Grade 10: EL: 6.1 GLE All Students: 7.6 GLE Grade 11: EL: 6.7 GLE All Students: 8.1 GLE Grade 12: EL: 6.8 GLE All Students: 8.7 GLE</p> <p>LTEL students consistently underperform relative to peers:</p>	<p>Provides professional development for ELD teachers focused on:</p> <ul style="list-style-type: none"> • ELPAC administration and interpretation • Reclassification criteria and best practices • Integration of ELD standards into core instruction • Scaffolding strategies for English proficiency development <p>Why Exclusively Provided to EL & LTEL Students: ELD instruction requires specialized training distinct from general classroom teaching, principally directed at EL students working toward reclassification. General professional learning does not address these unique linguistic and instructional needs.</p> <p>Goal 3, Action 2 – Professional Learning for LTEL Teachers How It Addresses Need(s): Provides targeted professional development for teachers of LTEL students, addressing:</p> <ul style="list-style-type: none"> • LTEL-specific language barriers in writing and reading comprehension • Differentiated instruction to support long-term reclassification progress • Intervention strategies based on ELPI, RenStar, and ELPAC trends <p>Why Exclusively Provided to LTEL Students: LTEL students follow a distinct language acquisition trajectory from newcomers and higher-proficiency EL students. These professional learning supports ensure teachers can meet specialized learning requirements that general instruction cannot.</p> <p>Goal 3, Action 4 – LTEL Research-Based Language Acquisition Program</p>	
---	--	--

<p>Grade 8: LTEL: 4.2 GLE All Students: 4.9 GLE Grade 9: LTEL: 4.8 GLE All Students: 6.3 GLE Grade 10: LTEL: 5.6 GLE All Students: 7.6 GLE Grade 11: LTEL: 5.9 GLE All Students: 8.1 GLE Grade 12: LTEL: 6.1 GLE All Students: 8.7 GLE</p> <p>Ongoing data review and individualized progress monitoring are essential to address inconsistencies in academic growth, course completion, and reclassification.</p> <p>These findings reinforce the need for limited actions principally directed and exclusively provided to EL and LTEL students. Targeted interventions—including structured language development programs, individualized support, and dedicated monitoring—ensure students receive the academic and socio-emotional resources necessary to overcome systemic barriers, increase equitable access to coursework, and achieve language proficiency and reclassification.</p>	<p>How It Addresses Need(s): Partners with a curriculum provider to implement a research-based program tailored specifically for LTEL students, focusing on:</p> <ul style="list-style-type: none"> • Academic vocabulary development • Text structure analysis • Writing conventions and comprehension strategies • Structured intervention through expanded ALD courses <p>Why Exclusively Provided to LTEL Students: LTEL students require distinct instructional strategies separate from newcomers and ELs. This action is principally directed to ensure individualized intervention, accelerate language acquisition, and support progress toward reclassification.</p> <p>These targeted actions provide EL and LTEL students with tailored support, individualized instruction, and data-driven monitoring to overcome academic language barriers. By being exclusively provided, the Charter ensures:</p> <ul style="list-style-type: none"> • Students make measurable progress toward English proficiency and reclassification • Instruction addresses systemic inequities in access to language support <p>EL and LTEL students can fully engage with grade-level content, enhancing academic and personal growth</p>	
--	--	--

Insert or delete rows, as necessary.

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

These actions were developed based on findings from the 2026 Comprehensive Needs Assessment (CNA), internal student data, and educational partner input. The Planned Percentage of Improved Services (PPIS) for each action was calculated using a rigorous

methodology based on staff time, professional learning hours, and resource allocation. Collectively, these actions contribute 7% toward the LEA's total 38.17% requirement to increase or improve services for unduplicated students.

Goal 1, Action 3 – Evidence-Based Intervention Programs for English Learners

Student Group: EL Students

Action Description: Implements structured, evidence-based interventions to support EL students in developing English proficiency for access to grade-level content. Instructional tools include iLit, ALD courses, and additional writing and comprehension resources. ELD teachers provide direct instruction, and ELD Coaches offer supplemental training, scaffolding, and curriculum support.

Estimated Full Cost: \$988,500 (4.64% PPIS)

Current Implementation:

\$892,500 allocated to staff salaries for dedicated instructional and coaching time for EL students

\$96,000 allocated for ELD support, curriculum materials, and Language Acquisition Programs

PPIS Methodology:

70% of ELD teacher instructional time supports EL students

20% of ELD Coach time dedicated to EL instructional support and coaching

Cost allocation reflects the proportion of resources directly supporting EL students

Rationale: This action is exclusively provided to EL students to address language proficiency gaps identified in the CNA. General instruction does not meet these specific needs. Focused EL interventions ensure equitable outcomes, academic progress, and reclassification support.

Goal 3, Actions 1 & 2 – Professional Learning for ELD and LTEL Teachers

Student Group: EL and LTEL Students

Action Description: Provides targeted professional learning for ELD and LTEL teachers, including ELPAC training and administration, Reclassification criteria and strategies, Integration of ELD standards into core instruction, Scaffolding and intervention methods to support language acquisition.

Estimated Full Cost: \$298,800 (1.4%)

Current Implementation:

\$134,400 for professional development, including conferences, meetings, and seminars for ELD teachers

\$134,400 for professional development, including conferences, meetings, and seminars for ELD teachers of LTEL students

\$15,000 for staff salaries for ELD teachers to allow dedicated implementation time

\$15,000 for staff salaries for ELD teachers of LTEL students to allow dedicated implementation time

PPIS Methodology:

Calculation based on professional learning hours dedicated to EL/LTEL outcomes

Includes both direct training costs and time spent implementing strategies

Rationale: These professional learning opportunities are principally directed at teachers serving EL and LTEL students because specialized instructional strategies are necessary to address persistent language acquisition gaps. General teacher training cannot replicate these targeted benefits.

Goal 3, Action 3 – Professional Learning for Non-ELD Instructional Staff (SES for Dually Identified Students)

Student Group: Dually Identified Students (EL + SWD)

Action Description: Supports instructional staff serving dually identified students by providing professional learning, coaching, and strategies to enhance language acquisition and address learning disabilities.

Estimated Full Cost: \$178,150 (0.86% PPIS)

Current Implementation:

\$134,400 allocated for professional learning (training courses, coaching initiatives)

\$43,750 for staff salaries to allow dedicated implementation time

PPIS Methodology:

Percentage reflects staff time and professional learning dedicated to supporting dually identified students

Rationale: Exclusively provided to this group to meet specialized academic and language needs. General education staff training is insufficient to address the combined challenges of EL and SWD students.

Goal 3, Action 4 – LTEL Research-Based Language Acquisition Program (Academic Language Development Courses)

Student Group: LTEL Students

Action Description: Implements a research-based program tailored for LTEL students, focusing on: Academic vocabulary development, Text structure analysis, Writing conventions and comprehension strategies, ALD course expansion with structured, targeted interventions.

Estimated Full Cost: \$20,426 (0.10% PPIS)

Current Implementation:

\$5,426 allocated for LTEL curriculum materials

\$15,000 allocated as a portion of ELD staff salary for implementation and fidelity monitoring

PPIS Methodology:

Percentage based on ELD Coaches' time spent consulting, training, and monitoring program implementation

Reflects the proportion of resources devoted to LTEL-specific interventions

Rationale: This action is exclusively provided to LTEL students due to their unique instructional needs beyond standard EL programming. Focused support ensures targeted language acquisition, academic growth, and progress toward reclassification.

The LEA applied a rigorous methodology for calculating PPIS, considering staff time allocations, professional learning, and resource deployment. These limited actions ensure EL, LTEL, and dually identified students receive evidence-based interventions, specialized professional learning, and structured language acquisition supports, contributing meaningfully to their academic success and reclassification progress. Together, these limited actions account for 7% of the 38.17% required to improve services for unduplicated students, supporting the LEA's overall equity and achievement goals.

Additional Concentration Grant Funding

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

OFY Duarte has strategically allocated additional concentration grant add-on funding to maximize the impact of resources for unduplicated student groups, including English Learners (EL), Low-Income (LI) students, Foster Youth (FY), and Homeless Youth (HY). With an unduplicated student population of 66.1%, the charter exceeds the state threshold of 55%, enabling the use of these funds to increase and retain certificated and classified staff providing direct services to students at high-need school sites.

This targeted investment ensures that at-promise student populations receive tailored academic support and instructional services that directly address persistent disparities and promote equitable outcomes. By strategically investing in staffing, professional learning, and extended instructional time, OFY Duarte is committed to creating a supportive, high-impact learning environment for students most in need.

Staffing Investments Supported by Additional Concentration Grant Funding

The charter has designated concentration grant funds to increase and retain staff who provide direct services at schools with high concentrations of unduplicated students. The allocation of these funds is informed by the following methodology:

- School Selection: Schools with unduplicated student populations exceeding 55% are prioritized.
- Staffing Determination: Staffing levels are aligned with student enrollment, academic performance data, and demonstrated achievement gaps to ensure sufficient support for EL, LI, FY, and HY students.
- Resource Allocation: Funds are distributed to maximize instructional impact, retain high-quality staff, and expand targeted interventions for at-promise students.

Goals and Actions Funded by the Concentration Grant Add-On

Goal 1, Action 1 – Recruitment and Professional Learning

Objective: Recruit, retain, and develop highly qualified instructional staff to provide targeted support for EL, LI, FY, and HY students.

Use of Funds:

Retention and expansion of instructional staff, including:

English Language Specialists

Academic Intervention Specialists (AIS)

Math Interventionists

Tutors and Academic Support Staff

Salaries for staff providing direct instruction in ELA, Math, and language acquisition

Professional learning focused on:
Inclusive and differentiated instruction
Trauma-informed practices
Evidence-based interventions for at-risk students

Impact: This action increases the number of staff providing direct, high-quality instruction to unduplicated students, reduces turnover, and ensures consistent support to improve academic outcomes.

Goal 3, Action 3 – Professional Learning for EL Instructional Staff

Objective: Retain and expand EL instructional staff and provide ongoing professional development to strengthen instruction for EL and dually identified EL/SWD students.

Use of Funds:

Salaries for EL instructional staff to increase the number providing direct EL services
1:1 and small-group coaching for EL teachers from:
ELD Coaches
Assistant Principals of Instructional Programs
Diverse Learners Curriculum Specialists
Specialized training on integrated and designated EL strategies for core subjects

Impact: This action ensures high-quality, language acquisition-focused instruction for EL students. By retaining and training specialized staff, the charter increases reclassification rates and improves academic achievement for EL learners.

Expected Outcomes

The concentration grant add-on funding will directly:

- Increase staffing at schools with unduplicated student populations exceeding 55%
- Expand intervention services in ELA, Math, and English Language Development
- Provide targeted instructional support, increasing student engagement and academic success
- Improve EL reclassification rates and progress for LTEL students through specialized instruction

By strategically investing in staff recruitment, retention, and professional development, OFY Duarte ensures that unduplicated students at high-need school sites receive direct, evidence-based instruction and interventions necessary to achieve long-term academic success and equitable outcomes.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 24,004,266.00	\$ 18,097,436.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Recruitment and Professional Learning	Yes	\$ 2,215,578	\$ 1,163,638
1	2	Benchmark Assessments and Interventions	Yes	\$ 1,974,200	\$ 2,230,923
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	\$ 906,600	\$ 1,014,581
1	4	Broad Course of Study	Yes	\$ 2,073,194	\$ 1,213,796
1	5	21st Century Skills and Education Technology	Yes	\$ 904,900	\$ 343,213
1	6	IEP service delivery	No	\$ 236,000	\$ 1,577,106
1	7	SES teacher retention and monitoring IEP compliance	No	\$ 827,420	\$ 1,500,932
1	8	CSI Funds to Support Graduation Rate, ELA and Math Progress	Yes	\$ 421,191	\$ 425,752
2	1	Workforce Exploration and Career-Focused Opportunities	Yes	\$ 1,068,000	\$ 999,244
2	2	Academic and Postsecondary Planning	Yes	\$ 973,150	\$ 656,617
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	Yes	\$ 899,607	\$ 239,974
2	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	\$ 1,477,600	\$ 921,705
2	5	Targeted Small Group Instruction	Yes	\$ 2,040,800	\$ 1,729,276
3	1	Professional Learning for ELD teachers	Yes	\$ 149,400	\$ 141,310
3	2	Professional Learning for ELD teachers of LTEL students	Yes	\$ 149,400	\$ 133,048
3	3	PL for Instructional Staff	Yes	\$ 178,150	\$ 164,720
3	4	LTEL Research based language acquisition program	Yes	\$ 25,853	\$ 24,190
4	1	MTSS and Experiential Learning	Yes	\$ 4,185,350	\$ 2,243,203
4	2	Enhancing School Climate and Safety	Yes	\$ 1,352,200	\$ 884,821
4	3	Professional Learning for Social-Emotional Learning (SEL)	Yes	\$ 109,365	\$ 87,398
5	1	Targeted Intervention and Support - Academic Intervention Specialist - Title I	No	\$ 320,000	\$ 186,111
5	2	Administrative Credential Tuition Reimbursement - Title II	No	\$ 98,407	\$ 19,331
5	3	Targeted Student Support and Learning Recovery - LREBG	No	\$ 600,000	\$ 81,816
5	4	Education Partner Liaison - Title I	No	\$ 275,000	\$ 62,868
5	5	Student Initiatives - Title I	No	\$ 440,901	\$ 2,973
5	6	Parent and Family Engagement-Title I	No	\$ 20,000	\$ 105
5	7	Homeless and Foster Youth Program/Supplies Title I	No	\$ 35,000	\$ 22,970
5	8	Threat Assessment Training - Title II	No	\$ 47,000	\$ 25,815

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 20,308,577	\$ 20,683,347	\$ 14,617,409	\$ 6,065,938	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Recruitment and Professional Learning	Yes	\$ 2,215,578	\$ 1,163,638	0.000%	0.000%
1	2	Benchmark Assessments and Interventions	Yes	\$ 1,974,200	\$ 2,230,923	0.000%	0.000%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	\$ 906,600	\$ 1,014,581	0.000%	0.000%
1	4	Broad Course of Study	Yes	\$ 2,073,194	\$ 1,213,796	0.000%	0.000%
1	5	21st Century Skills and Education Technology	Yes	\$ 904,900	\$ 343,213	0.000%	0.000%
1	8	CSI Funds to Support Graduation Rate, ELA and Math Progress	Yes	\$ -	\$ 425,752	0.000%	0.000%
2	1	Workforce Exploration and Career-Focused Opportunities	Yes	\$ 1,068,000	\$ 999,244	0.000%	0.000%
2	2	Academic and Postsecondary Planning	Yes	\$ 973,150	\$ 656,617	0.000%	0.000%
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	Yes	\$ 899,607	\$ 239,974	0.000%	0.000%
2	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	\$ 1,477,600	\$ 921,705	0.000%	0.000%
2	5	Targeted Small Group Instruction	Yes	\$ 2,040,800	\$ 1,729,276	0.000%	0.000%
3	1	Professional Learning for ELD teachers	Yes	\$ 149,400	\$ 141,310	0.000%	0.000%
3	2	Professional Learning for ELD teachers of LTEL students	Yes	\$ 149,400	\$ 133,048	0.000%	0.000%
3	3	PL for Instructional Staff	Yes	\$ 178,150	\$ 164,720	0.000%	0.000%
3	4	LTEL Research based language acquisition program	Yes	\$ 25,853	\$ 24,190	0.000%	0.000%
4	1	MTSS and Experiential Learning	Yes	\$ 4,185,350	\$ 2,243,203	0.000%	0.000%
4	2	Enhancing School Climate and Safety	Yes	\$ 1,352,200	\$ 884,821	0.000%	0.000%
4	3	Professional Learning for Social-Emotional Learning (SEL)	Yes	\$ 109,365	\$ 87,398	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 53,010,474	\$ 20,308,577	0.000%	38.310%	\$ 14,617,409	0.000%	27.575%	\$ 5,691,168.14	10.736%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 55,586,710	\$ 21,295,547	38.311%	10.736%	49.047%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 21,705,926	\$ 600,000	\$ -	\$ 2,024,756	\$ 24,330,682.00	\$ 13,279,042	\$ 11,051,640

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Recruitment and Professional Learning	FY, LI, H, SWD	Yes	LEA-wide	All	All Schools	On-going	\$ 1,378,000	\$ 837,578	\$ 2,215,578				\$ 2,215,578	0.000%
1	2	Benchmark Assessments and Interventions	All	Yes	LEA-wide	All	All Schools	On-going	\$ 1,878,200	\$ 96,000	\$ 1,974,200				\$ 1,974,200	0.000%
1	3	EL Instruction, Support, and Language Acquisition Programs	EL	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 892,500	\$ 96,000	\$ 988,500				\$ 988,500	0.000%
1	4	Broad Course of Study	All	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 1,060,800	\$ 600,000	\$ 1,660,800				\$ 1,660,800	0.000%
1	5	21st Century Skills and Education Technology	LI	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	On-going	\$ 172,500	\$ 771,427	\$ 943,927				\$ 943,927	0.000%
1	6	IEP service delivery	SWD	No	Limited		All Schools	On-going	\$ 102,000	\$ 134,000	\$ 236,000				\$ 236,000	0.000%
1	7	SES teacher retention and monitoring IEP compliance	SWD	No	Limited		All Schools	On-going	\$ 693,420	\$ 134,000	\$ 827,420				\$ 827,420	0.000%
1	8	CSI Funds to Support Graduation Rate, ELA and Math Progress	All	Yes	LEA-wide	All	All Schools	On-going	\$ -	\$ 653,041				\$ 653,041	\$ 653,041	0.000%
2	1	Workforce Exploration and Career-Focused Opportunities	All	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 800,000	\$ 268,800	\$ 1,068,800				\$ 1,068,800	0.000%
2	2	Academic and Postsecondary Planning	FY, HI	Yes	LEA-wide	Foster Youth	All Schools	On-going	\$ 787,200	\$ 185,950	\$ 973,150				\$ 973,150	0.000%
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	All	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 108,400	\$ 700,000	\$ 808,400				\$ 808,400	0.000%
2	4	Targeted Subgroup Graduation Monitoring and Interventions	All	Yes	LEA-wide	All	All Schools	On-going	\$ 1,313,600	\$ 164,000	\$ 1,477,600				\$ 1,477,600	0.000%
2	5	Targeted Small Group Instruction	All	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 1,906,800	\$ 134,000	\$ 2,040,800				\$ 2,040,800	0.000%
3	1	Professional Learning for ELD teachers	EL	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 15,000	\$ 134,400	\$ 149,400				\$ 149,400	0.000%
3	2	Professional Learning for ELD teachers of LTEL students	LTEL	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 15,000	\$ 134,400	\$ 149,400				\$ 149,400	0.000%
3	3	PL for Instructional Staff	EL, SWD	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 43,750	\$ 134,400	\$ 178,150				\$ 178,150	0.000%
3	4	LTEL Research based language acquisition program	LTEL	Yes	LEA-wide	English Learners	All Schools	On-going	\$ 15,000	\$ 5,426	\$ 20,426				\$ 20,426	0.000%
4	1	MTSS and Experiential Learning	LI	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 770,850	\$ 3,626,910	\$ 4,397,760				\$ 4,397,760	0.000%
4	2	Enhancing School Climate and Safety	LI	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 500,000	\$ 1,000,000	\$ 1,500,000				\$ 1,500,000	0.000%
4	3	Professional Learning for Social-Emotional Learning (SEL)	LI	Yes	LEA-wide	Low-Income	All Schools	On-going	\$ 95,615	\$ -	\$ 95,615				\$ 95,615	0.000%
5	1	Targeted Intervention and Support - Academic Intervention Specialist - Title I	All	No			All Schools	On-going	\$ 455,407	\$ -				\$ 455,407	\$ 455,407	0.000%
5	2	Administrative Credential Tuition Reimbursement - Title II	All	No			All Schools	On-going	\$ -	\$ 98,407				\$ 98,407	\$ 98,407	0.000%
5	3	Targeted Student Support and Learning Recovery - LREBG	All	No			All Schools	On-going	\$ -	\$ 600,000		\$ 600,000			\$ 600,000	0.000%
5	4	Education Partner Liaison - Title I	FY, LI, H	No		All	All Schools	On-going	\$ 275,000	\$ -				\$ 275,000	\$ 275,000	0.000%
5	5	Student Initiatives - Title I	All	No			All Schools	On-going	\$ -	\$ 440,901				\$ 440,901	\$ 440,901	0.000%
5	6	Parent and Family Engagement-Title I	All	No			All Schools	On-going	\$ -	\$ 20,000				\$ 20,000	\$ 20,000	0.000%
5	7	Homeless and Foster Youth Program/Supplies Title I	FY, H	No		Foster Youth	All Schools	On-going	\$ -	\$ 35,000				\$ 35,000	\$ 35,000	0.000%
5	8	Threat Assessment Training - Title II	All	No			All Schools	On-going	\$ -	\$ 47,000				\$ 47,000	\$ 47,000	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 55,586,710	\$ 21,295,547	38.311%	10.736%	49.047%	\$ 20,642,506	0.000%	37.136%	Total:	\$ 20,642,506
								LEA-wide Total:	\$ 20,642,506
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Recruitment and Professional Learning	Yes	LEA-wide	All	All Schools	\$ 2,215,578	0.000%
1	2	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	\$ 1,974,200	0.000%
1	3	EL Instruction, Support, and Language Acquisition Programs	Yes	LEA-wide	English Learners	All Schools	\$ 988,500	0.000%
1	4	Broad Course of Study	Yes	LEA-wide	Low-Income	All Schools	\$ 1,660,800	0.000%
1	5	21st Century Skills and Education Technology	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	\$ 943,927	0.000%
1	8	CSI Funds to Support Graduation Rate, ELA and Math Progress	Yes	LEA-wide	All	All Schools	\$ -	0.000%
2	1	Workforce Exploration and Career-Focused Opportunities	Yes	LEA-wide	Low-Income	All Schools	\$ 1,068,800	0.000%
2	2	Academic and Postsecondary Planning	Yes	LEA-wide	Foster Youth	All Schools	\$ 973,150	0.000%
2	3	Improving Access to Dual Enrollment and Career Technical Education Programs	Yes	LEA-wide	Low-Income	All Schools	\$ 808,400	0.000%
2	4	Targeted Subgroup Graduation Monitoring and Interventions	Yes	LEA-wide	All	All Schools	\$ 1,477,600	0.000%
2	5	Targeted Small Group Instruction	Yes	LEA-wide	Low-Income	All Schools	\$ 2,040,800	0.000%
3	1	Professional Learning for ELD teachers	Yes	LEA-wide	English Learners	All Schools	\$ 149,400	0.000%
3	2	Professional Learning for ELD teachers of LTEL students	Yes	LEA-wide	English Learners	All Schools	\$ 149,400	0.000%
3	3	PL for Instructional Staff	Yes	LEA-wide	English Learners	All Schools	\$ 178,150	0.000%
3	4	LTEL Research based language acquisition program	Yes	LEA-wide	English Learners	All Schools	\$ 20,426	0.000%
4	1	MTSS and Experiential Learning	Yes	LEA-wide	Low-Income	All Schools	\$ 4,397,760	0.000%
4	2	Enhancing School Climate and Safety	Yes	LEA-wide	Low-Income	All Schools	\$ 1,500,000	0.000%
4	3	Professional Learning for Social-Emotional Learning (SEL)	Yes	LEA-wide	Low-Income	All Schools	\$ 95,615	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: Options for Youth-Duarte

Date Resource Inequity Review was conducted: 02/20/26

Guidance & Instructions

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

How to Use This Template

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

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

Graduation Rate:

The charter was identified for Direct Technical Assistance for the following groups: African American, English Learners, Foster Youth, Hispanic, Long Term English Learners (LTEL), and Students with Disabilities. Progress in elevating the 4 / 5-year graduation cohort rate remains a priority for the charter. DASS 1-year graduation rate has steadily increased from 68.5% in 2022-23 to 83.1% in 2024-25, a 14.6% increase; however, the 4/5-year cohort has increased by 10.9% over the same period to 34.9% in 2024-25. The charter initiated cohort tracking in 2024-25 and continued and refined this through 2025-26, and the LEA anticipates, based on internal data, an increase in the Fall 2026 Dashboard 4 /5 year cohort graduation rate.

College and Career Indicators (CCI)

Graduating prepared remains a priority for the LEA, as this adversely affects students' post-secondary outlook in both college and career. The charter qualified for Direct Technical Assistance for CCI disparities in the following student groups: Foster Youth, Hispanic and Long Term English Learners (LTEL). By focusing on elevating all students to achieve “prepared” status, the LEA will address inequities in sub-groups.

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

	<p>CAASPP</p> <p><u>ELA</u></p> <p>ALL students were 35.3 points below standard, with sub-group inequities for African American: 87.9 points, EL: 115.7 points, LTEL: 127.1 points and SWD: 101.4 points below standard. As a result, the LEA qualified for Direct Technical Assistance for the following student groups: African American, English Learners and Students With Disabilities. Deeper analysis of CAASPP composite areas revealed that Writing and Research had the most significant disparities, with 75.47% of English Learners and 65.61% of SWD scoring “Below Standard”.</p> <p>Achievement on standardized assessments directly impacts students’ post-secondary goals and directly impacts LEA’s CCI data.</p> <p><u>Math</u></p> <p>ALL students were 136.2 points below standard. The LEA qualified for Direct Technical Assistance for: African American, English Learners and SWD. African American: 185.1 points, English Learners: 174 points, SWD: 189 points below standard. Deeper analysis of CAASPP composite area, “ Concepts and Procedures: How students apply mathematical concepts and procedures to solve problems” ALL students 69.24% were Below Standard.</p> <p>Chronic Absenteeism</p> <p>Inequities adversely affected Hispanic 72.3%, and Socioeconomically Disadvantaged: 77.8% student groups. The LEA qualified for Direct Technical Assistance for Hispanic student group</p>
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ol style="list-style-type: none"> 1. Graduation Rate - 4 /5-year cohort with an emphasis on African American, English Learners, Foster Youth, Hispanic, Long Term English Learners (LTEL), and Students with Disabilities 2. College and Career Indicators (CCI) with an emphasis on Foster Youth, Hispanic and Long Term English Learners (LTEL)

	<ol style="list-style-type: none"> 3. CAASPP Achievement ELA/Math. ELA emphasis on: African American, English Learners, Students With Disabilities. Math emphasis on African American, EL and SWD. 4. Chronic Absenteeism with an emphasis on Hispanic and Socioeconomically Disadvantaged
<p>3. How does the Charter plan on addressing these inequities?</p>	<ol style="list-style-type: none"> 1. Professional Development for targeted student groups 2. Evidence-Based Interventions and Socioemotional Supports 3. Cohort tracking and in-depth post-secondary planning 4. Educational Partner Engagement 5. Partnership with LACOE to address student achievement disparities
<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>	<p>N/A</p>

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options for Youth - Duarte

School Year: **2025-2026**

EDUCATIONAL PARTNERS

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

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

Educational partners from all six regions in the OFY-D charter, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from every department, including Special Education, English Language Development, Postsecondary Counseling, Career Pathways, student support services and non-instructional staff, participated in a Comprehensive Needs Assessment (CNA) on February 6th, 2026 and Root Cause Analysis fishbone activity on February 20th, 2026.

Quantitative and qualitative data from internal and external sources including: the California Dashboard, CAASPP score reports (CAST, ELPAC and SBAC), Renaissance Star (RenStar) ELA and Math assessments, Tableau school data, student, parent and teacher surveys and educational partners input from Parent Advisory Committee (PAC), and District English Learners Advisory Committee (DELAC) and charter wide Fall 2025 Empathy Interviews were collated and presented to CNA participants. All CNA data was analyzed using an equity-based data protocol that guided participants in identifying areas of focus, discovering Root Causes and exploring potential resource inequities.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

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

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

Quantitative data:

- [2025 California Dashboard](#) data, including: Chronic Absenteeism, Suspension Rate, Graduation Rates (DASS and 4 /5 year cohort), College and Career Indicators, English Learner Progress Indicator (ELPI),
- External assessment data: CAASPP assessment data, including scaled scores: 2024-25: ELA, Math, and Science (CAST Assessment) and 2025-26: RenStar ELA/Math
- Internal student achievement data: Student Progression, Student Attendance, Core Course Completion, Credit Attainment, A-G Completion Rates, Evidence-Based Intervention rates, Dropout Rate.

Qualitative data:

- Fall 2025 Empathy interviews: charter-wide project: each teacher was tasked with actively listening to one parent, one student and a colleague from another region.
- Additional Educational partner input was gathered from engagement events: LCAP nights, Student Achievement chats, IEP meetings, PLCs and DELAC/PAC meetings.

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

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

CAASPP ELA

ALL students Standard Exceeded/Standard Met: 39.49% - maintained achievement level

Subgroup data ELA Standard Exceeded/Standard Met

- Students with Disabilities (SWD): 22-23: 20.59%, 23-24:17.86%, **24-25**: 19.01%, ↑ + 1.15%
- Homeless: 22-23: 21.43%, 23-24: 26.09%, **24-25**: 33.33%, ↑ 7.24%
- Low Income (LI): 22-23: 33.17%, 23-24: 38.39%, **24-25**: 37.74%, maintained
- English Learners (EL): 22-23: 3.8%, 23-24: 4.76%, **24-25**: 7.22%, ↑ + 2.46%
- Long Term English Learners: **24-25**: 4.35%
- *Foster Students: no comparison data due to privacy

CAASPP Math

ALL students Standard Exceeded/Standard Met: 14.77% - increase of +4.89%

Subgroup data MATH Standard Exceeded/Standard Met

- Students with Disabilities (SWD): 22-23: 1.47%, 23-24: 2.63%, **24-25**: 6.43%, ↑ 3.8%
- Homeless: 22-23: 0.0%, 23-24: 0.0%, **24-25**: 6.66%, ↑ 6.66%
- Low Income (LI): 22-23: 3%, 23-24: 7.90%, **24-25**: 13.39%, ↑ 5.49%
- English Learners (EL): 22-23: 0%, 23-24: 4.70%, **24-25**: 10.1%, ↑ 5.4%
- *Foster Students: no comparison data due to privacy

RenStar ELA

All Student Growth: Met or exceeded SGP of 40 points: 22-23: 32.2%, 23-24: 42.5%, **24-25**: 38%, a decrease of 4.5%

Subgroups Growth:

- Low Income (LI): 22-23: 32.1%, 23-24: 41.8%, **24-25**: 37.3%, a decrease of 4.5%
- Students with Disabilities (SWD): 22-23: 32.2%, 23-24: 42.5%, **24-25**: 37.2%, a decrease of 5.3%
- English Learner: 22-23: 27.7%, 23-24: 39.1%, **24-25**: 34.6%, a decrease of 4.5%
- Homeless: 22-23: 15.7%, 23-24: 27.5%, **24-25**: 37.8%, an increase of 10.3%
- Foster Youth: 22-23: 20.5, 23-24: 26.8%, **24-25**: 29.4%, an increase of 2.6%
- Middle School: 22-23: 7.8%, 23-24: 9.9%, **24-25**: 16.9%, an increase of 7%

Ren Star Math

All Student Growth: Met or exceeded SGP of 40 points: 22-23: 31, 23-24: 39, **24-25**: 35.9% a decrease of 3.1%

Subgroups Growth:

- Low Income (LI): 22-23: 30.3%, 23-24:39%, **24-25**: 35.3 a decrease of 3.7%
- Students with Disabilities (SWD): 22-23:28.8%, 23-24:39.3%, **24-25**:34.7% a decrease of 4.6%
- English Learner: 22-23: 26.4%, 23-24: 38.3, **24-25**: 34.5%, a decrease of 3.8%
- Homeless: 22-23: 15.2%, 23-24: 28.7%, **24-25**: 32.8%, an increase of 4.1%
- Foster Youth: 22-23: 20%, 23-24: 26.5%, **24-25**: 25.3%, a decrease of 1.2%
- Middle School: 22-23: 9.8%, 23-24: 16.3%, **24-25**:14.1% a decrease of 2.2%

Graduation Rates:

Fall 2025 California Schools Dashboard 4 /5 year cohort graduation rate was 34.9% for ALL students, an increase of 2.8%

The following student groups were reported with a red indicator:

- African American: 34.6%, + 9.9% increase
- English Learner: 27%, + 1.9% increase
- Foster Youth: 18.6, - 3.8% decrease
- Hispanic: 32.6%, +2.8% increase
- Homeless: 34.7%, +9% increase
- Socioeconomically Disadvantaged: 33.9%, +2.7% increase
- Students with Disabilities: 24.8%, -1% decrease
- White: 51.1%, + 1.1% increase

Student subgroups data analysis: Homeless and African American students experienced the highest gains at 9% and 9.9%, respectively. Foster Youth and Students with Disabilities both experienced modest decreases.

2025 DASS 1 Year graduation rate: 83.1%, +7.7% increase

Student groups reported graduation rate:

- African American: 83.5%, +7% increase
- English Learners: 81.7%, +7% increase
- Foster Youth: 69.2%, +9.2% increase
- Hispanic: 82.9%, +9.2% increase
- Homeless: 83%, +19.7% increase
- Socioeconomically Disadvantaged: 82.1%, + 8.2% increase
- Students with Disabilities: 77.1%, +5% increase
- White: 85.4%, +0.5% increase
- Two or More Races: 64.7%, - 17.7% decrease

Student subgroups data analysis: Since 2022-23 OFY-D has increased DASS graduation by 17.1% for ALL students. All student groups, except Two or More Races, experienced an increase, with the average increase 8.03%.

College and Career Indicators (CCI)

All students increased from 2023-24: 6.5% prepared to 2024-25: 9.1% prepared

Subgroup data:

- African American: 5%, +3.9% increase, Orange Performance Level
- English Learners: 4.3%, +3% increase, Orange Performance Level
- Long Term English Learners: 2.7%, maintained, Red Performance Level
- Foster Youth: 0.0%, maintained, Red Performance Level
- Hispanic: 8.4%, maintained Red Performance Level
- Homeless: 5.9%, +4.7% increase, Orange Performance Level
- Socioeconomically Disadvantaged: 8.4%, + 2.8% increase, Orange Performance Level
- Students with Disabilities: 2.7%, +2.3% increase, Orange Performance Level
- White: 15.8%, +3.7% increase, Yellow Performance Level

School Attendance & Progression:

- Chronic Absenteeism for middle school students remains a persistent concern, with an increase of 6.3% in **24-25:76.3%**, a Red indicator on the Fall 2025 Schools Dashboard

- High School attendance increased by 1% from 23-24 to 24-25: 94.4% to 95.4%. All student groups for 24-25 exceeded 95% attendance.
- Student progression increased 1.8% from 23-24: 78.3% to **24-25**: 80.1%
- 2024-25 progression for Homeless and Foster Youth experienced encouraging increases: Homeless: increased 5.5% from 23-24: 67.3% to 24-25: 72.8% Foster Youth increased 0.9% in 23-24: 69.8% to **24-25**: 70.7%

PRIORITIZED NEEDS

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

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

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

1. Graduation Rate

In Fall 2023, California changed the DASS schools' reporting from a 1-year graduation rate to a 4 / 5-year cohort graduation rate, which has affected how Options for Youth - Duarte's graduation rate is calculated. **2025** 4 / 5 year cohort outcomes for ALL students: 34.9%, an increase of +2.8% from 2024. Addressing the need for students to graduate in their cohort through targeted tracking and timely interventions will raise the 4/5-year cohort graduation rate.

2. College and Career Indicators (CCI)

CCI uses myriad college and career measures (AP exams, IB Exams, CAASPP scores, college credit courses, State Seal of Biliteracy, Leadership/Military Science, A-G course completion, and CTE pathways), which evaluate a student's preparedness for college or career. In sync with raising the 4 /5-year cohort graduation rate, the charter will focus on ensuring more students graduate in their cohort, prepared or approaching prepared CCI.

3. CAASPP ELA and Math Achievement

Low achievement on CAASPP ELA and Math assessments directly affects how students are determined to be prepared for college and career and adversely affects the charter's College and Career Indicator rate, as many pathways require Level 3 Standard Met on CAASPP assessments.

4. Chronic Absenteeism

Chronic Absenteeism is defined by the CDE as students, “Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.” Fall 2025 Dashboard chronic absenteeism was 76.3%, which marked a 6.3% increase from 2024-25 and a Red Performance Level. The percentage of 7th and 8th-grade students enrolled in the charter is small, less than 2%, and their needs differ from high school students, as they require more in-depth support to access grade-level curriculum and may need support in socioemotional regulation.

ROOT CAUSE ANALYSIS / PHASE 3: MEASURABLE OUTCOMES

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

Note: A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Graduation Rate

Options for Youth - Duarte’s Fall 2022 DASS 1-Year Graduation Rate was 68.5%. In Fall 2023, the state changed the DASS schools’ reporting from a 1-year graduation rate to a 4 / 5-year cohort graduation rate, which has affected how Options for Youth - Duarte’s graduation rate is calculated. **2025** 4 / 5 year cohort outcomes for ALL students: 34.9%, an increase of +2.8% from 2024.

CBEDS data indicate that students who enroll at OFY-Duarte are often significantly credit-deficient and at risk of not graduating with their 4/5-year cohort peers.

- Students who enroll and are below grade level in ELA and Math often lack foundational skills and need intensive instructional support to develop them. As intervention credits are often elective credits, this equates to more time needed to remediate and progress in core credits and make progress toward graduation
- Students who enroll have more urgent socioemotional needs than students who enrolled prior to the COVID-19 pandemic. The lack of social interaction and increased screen and social media use have heightened the anxiety that students self-report they are experiencing.

Measurable Outcome: The charter strives to achieve improvements across all subgroups, ensuring equitable progress and focusing on elevating the overall one-year DASS graduation rate and the 4/5-year cohort graduation rate from 34.9% for all students.

College and Career Indicators:

- Misalignment of school data and CBEDS data collection criteria for Dashboard: missing 9th-grade entry dates meant that students were not reported in their correct 4/5 cohort. 2024-25 School-wide effort focused on reducing the number of missing 9th grade entry dates decreased by over 91%, 23-24: 321, 2024-25: 27, 2025-26 < 10
- Low 11th-grade CAASPP assessment scores, ELA: 35.2 points below standard, Math: 148.6 points below standard. Students need a passing CAASPP score (Standard Met/3 or Standard Exceeded/4) to be deemed “Prepared.”
- CCI metrics and technical reporting guides were reviewed by the DA with the SIS data team to ensure accurate reporting to CDE and CALPADS. Adjustments were made to Graduation checks and alignment of CTE course codes/CTE teacher credentialing
- There remains a need to build school capacity and awareness for CCI and how the indicators are reported for students achieving Prepared status, including: A-G completion, State Seal of Biliteracy, CAASPP scores for ELA and Math.

Measurable Outcome: By 2027, our goal is to elevate each indicator and student group from red to orange on the CA dashboard.

CAASPP ELA and Math Achievement

- **24-25** Math resulted in a 12.3-point increase. ALL students were 136.2 points below standard
- For **24-25** ELA results ALL students remained 35.2 below standard, which resulted in maintaining Orange Performance status on the Dashboard
- These data points indicate the charter needs to focus on intervention in order to raise achievement on state-required standardized assessments
- Success on state standardized assessments directly affects students' post-secondary college and career outlook.

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

Chronic Absenteeism

- Middle school students were in elementary school at the onset of the Covid 19 pandemic, and learning loss and social isolation from their peers have deeply affected these students, who often need intense academic and emotional support
- Reviewing the trends for middle school students who enroll in OFY-D, we found that many who are credit-deficient, remediating 7th- or 8th-grade credits, are significantly behind their grade-level peers due to learning gaps. Additional socio-emotional support and instructional time are needed to develop skills and learn strategies to be successful in the charter’s educational program
- Automatic social promotion at 14 years is no longer available.

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

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

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

1. CNA participants expressed the desire to invest more resources in examining subgroup student data to uncover equity gaps that may be key to unlocking subgroup achievement.
2. CNA participants highlighted a need for clearer, more consistent parent communication, including a schoolwide system for progress/planning updates. Qualitative data from students and families echoed the need for messaging with more structure and clarity (pacing, expectations, school resources)
3. CNA participants examined interventions and available mental health supports to determine whether barriers to access were indicative of the low participation rate. Discussions revealed that the charter needed more responsive communication to parents, students and staff regarding available supports and steps for accessing them. Data also connected motivation and persistence to mental health/wellness needs, as factors that disproportionately affect at-risk student groups.
4. CNA data revealed modest improvements for at-risk student groups: SWD, Hispanic, Low Income, EL, Black/African American, Homeless and Foster Youth. However, more investment of time and resources is needed to experience growth, which will close the achievement gap between specific student groups and ALL students. These findings were confirmed and aligned with the student groups that determined eligibility for charter Direct Technical Assistance.
5. The review of Chronic Absenteeism data for Middle School students suggested that additional middle school support, including interventions and grade-level skills tutoring, was needed to engage students and improve their experience.

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

