

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities For Learning Baldwin Park

CDS Code: 19-64287-1996479

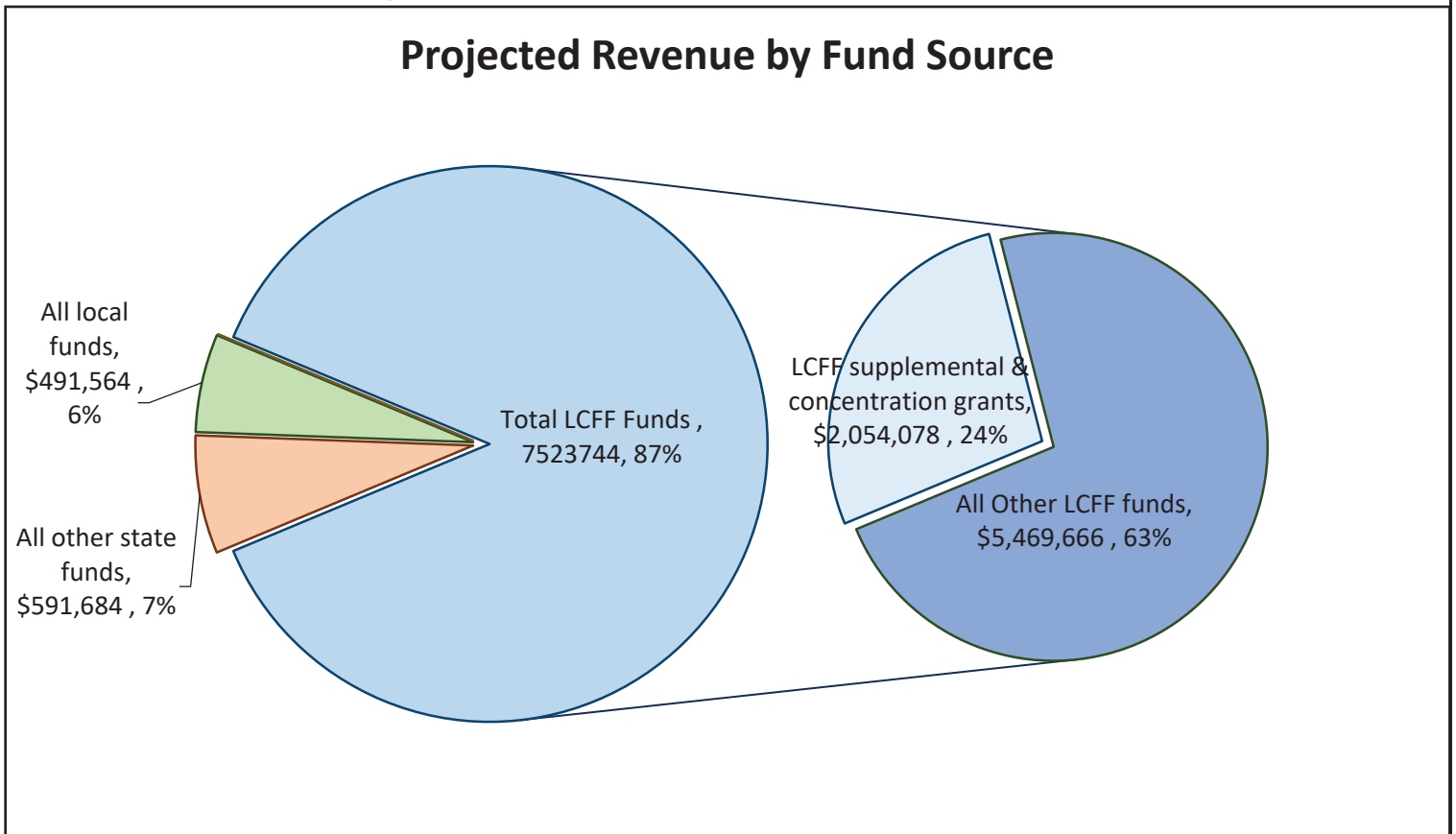
School Year: 2025-2026

LEA contact information: Bryce Egardo, Principal (818)356-3602 bryceegardo@oflschools.org

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

Budget Overview for the 2025-2026 School Year

Projected Revenue by Fund Source

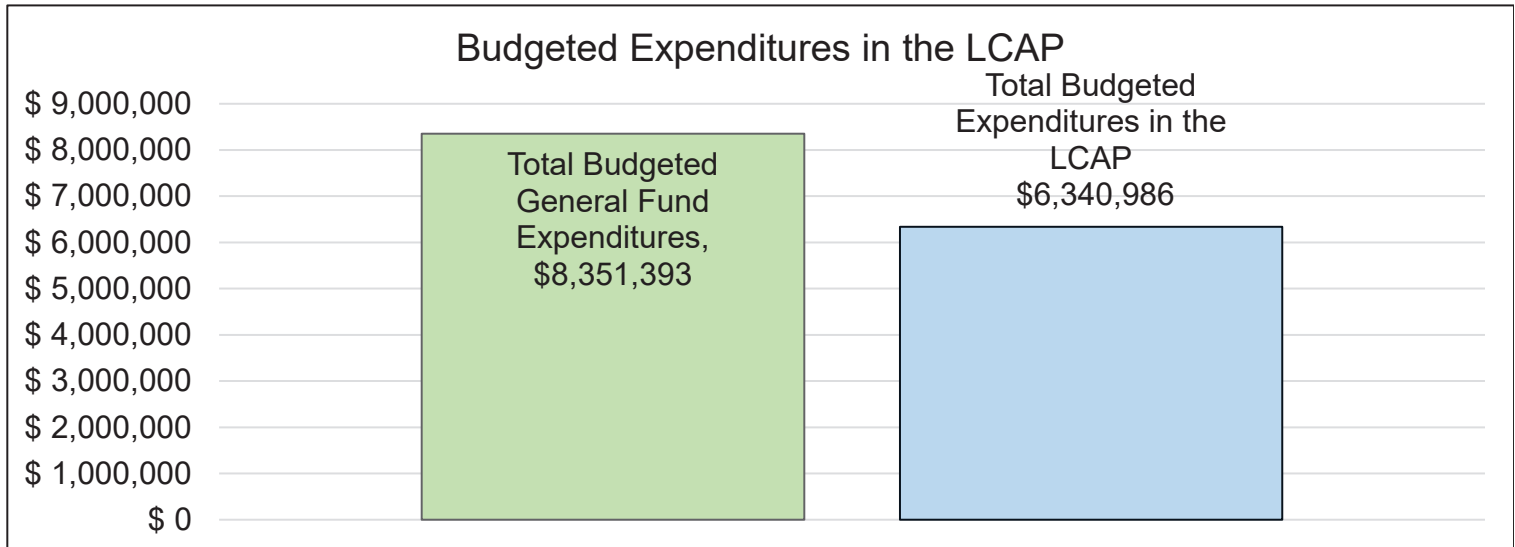


This chart shows the total general purpose revenue Opportunities For Learning Baldwin Park expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Opportunities For Learning Baldwin Park is \$8,606,992.00, of which \$7,523,744.00 is Local Control Funding Formula (LCFF), \$591,684.00 is other state funds, \$491,564.00 is local funds, and \$0.00 is federal funds. Of the \$7,523,744.00 in LCFF Funds, \$2,054,078.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Opportunities For Learning Baldwin Park plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Opportunities For Learning Baldwin Park plans to spend \$8,351,393.00 for the 2025-2026 school year. Of that amount, \$6,340,986.00 is tied to actions/services in the LCAP and \$2,010,407.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

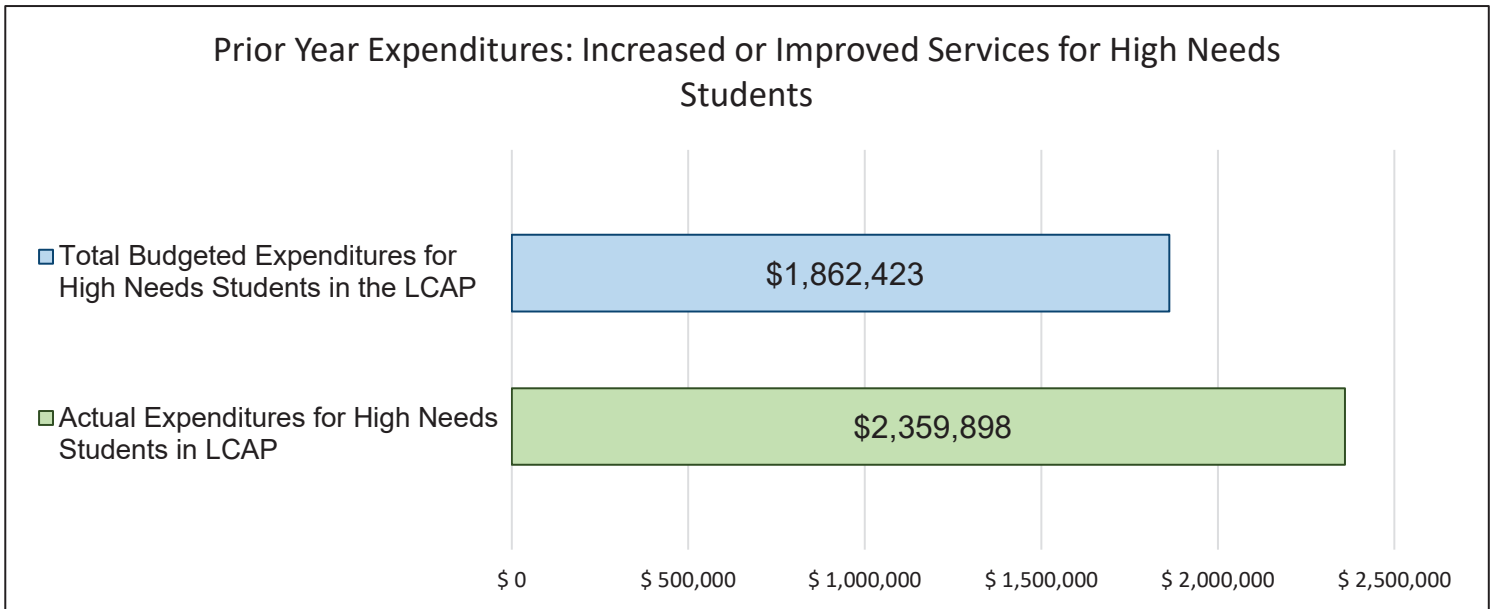
For the 2025–26 school year, General Fund expenditures that are not included in the LCAP cover a range of operational and administrative costs. These may include, but are not limited to: salaries for non-instructional personnel, business-related staff expenses (such as office supplies), facility rent, management fees, licensing and tax obligations, and district-level administrative charges.

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

In 2025-2026, Opportunities For Learning Baldwin Park is projecting it will receive \$2,054,078.00 based on the enrollment of foster youth, English learner, and low-income students. Opportunities For Learning Baldwin Park must describe how it intends to increase or improve services for high needs students in the LCAP. Opportunities For Learning Baldwin Park plans to spend \$2,054,078.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-2025, Opportunities For Learning Baldwin Park's LCAP budgeted \$1,862,423.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning Baldwin Park actually spent \$2,359,898.08 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan


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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning Baldwin Park	Bryce Egardo, Principal	bryceegardo@oflschools.org (818) 356-3602

Plan Summary 2025-26

General Information

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




Local Control & Accountability Plan

Charter Demographic & Budgeting

OFL Baldwin Park 2025-26

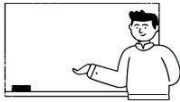
Our Mission

Opportunities For Learning empowers all students through meaningful connections, flexible educational choices, and supportive relationships. Our mission is to inspire learners to reach their goals and equip them with the skills and confidence needed to thrive academically and pursue their dreams in high school and beyond.



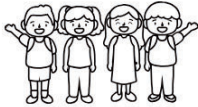
1
Learning Center

with..



83
Staff

who serve..



222
Students

who are approximately..

- Socioeconomically Disadvantaged 87%
- English Learners 11%
- Foster Youth 2.5%
- Homeless 0.018%
- Students with disabilities 18%
- Credit Deficient 39.8%
- Unduplicated Count 84.7%

Opportunities for Learning–Baldwin Park 2024-27 LCAP (2025-26 version)

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Educational Philosophy: At Opportunities for Learning–Baldwin Park (OFL BP), we remain committed to creating personalized educational journeys for students, especially those who have encountered obstacles in their academic progress. Our flexible learning models—offered through resource centers and an online program—are designed to help students re-engage, recover credits, and move confidently toward earning their high school diploma. More than just supporting graduation, we strive to prepare students with the skills, knowledge, and mindset needed to thrive in the workforce and in postsecondary education, opening doors to a successful and meaningful future.

OFL Baldwin Park serves students in grades 7–12 throughout the San Gabriel Valley region of Los Angeles County. According to the 2024 CBEDS report, the school enrolled 222 students, including 37 students with disabilities, 193 socioeconomically disadvantaged students, 25 English learners, and 4 students experiencing homelessness. These students are served through our Ramona center and online program. OFL Baldwin Park operates year-round and utilizes a non-classroom-based independent study model that emphasizes flexibility, accessibility, and individualized support.

Our program is designed to meet the needs of a diverse student population, many of whom are credit-deficient and have not found success in traditional school environments. OFL BP serves a high percentage of socioeconomically disadvantaged students, English learners, foster youth, homeless youth, and students with disabilities. These students often face significant academic and personal challenges, and our instructional model integrates trauma-informed practices, differentiated instruction, and wraparound services to provide holistic support.

In alignment with our mission and the state’s accountability measures, OFL BP is focused on closing equity gaps and improving outcomes on key indicators such as graduation rates and college and career readiness, particularly for student groups identified for support on the California School Dashboard—including Hispanic students, students with disabilities (SWD), and socioeconomically disadvantaged youth (FRMP).

Educational Program: Opportunities for Learning–Baldwin Park continues to provide a comprehensive and student-centered educational experience rooted in the Common Core State Standards. We serve students who may not thrive in traditional school settings by offering alternative, flexible learning pathways that are responsive to their individual needs. Our program is designed to cultivate independence, self-motivation, and a love for lifelong learning—empowering students to take ownership of their academic and personal development.

Collaboration with educational partners remains a vital component of our approach, expanding access to a variety of public school options within California’s diverse educational landscape. We prioritize student voice in the planning and execution of their educational journey, encouraging responsibility and active participation. Personalized learning plans reflect each student’s strengths, interests, and aspirations, ensuring targeted support and meaningful progress.

Our blended learning model combines online and in-person instruction with independent study, offering flexibility while upholding academic rigor. Students engage with standards-aligned curriculum presented in manageable units, supported by timely feedback and continuous guidance. Through clear academic and behavioral expectations, we help students develop the self-discipline and work habits that prepare them for success in high school, postsecondary pursuits, and beyond.

Strategic Use of Learning Recovery Emergency Block Grant (LREBG) Funds: At OFL Baldwin Park, we are committed to helping students recover from the academic and emotional impacts of the COVID-19 pandemic. One way we are doing this is by using the Learning Recovery Emergency Block Grant (LREBG)—a special one-time source of state funding that helps schools support students after the disruptions caused by the pandemic. This funding is available through the 2027–28 school year and is meant to supplement (not replace) our ongoing funding from the state and federal government.

We are using these funds to support two key areas:

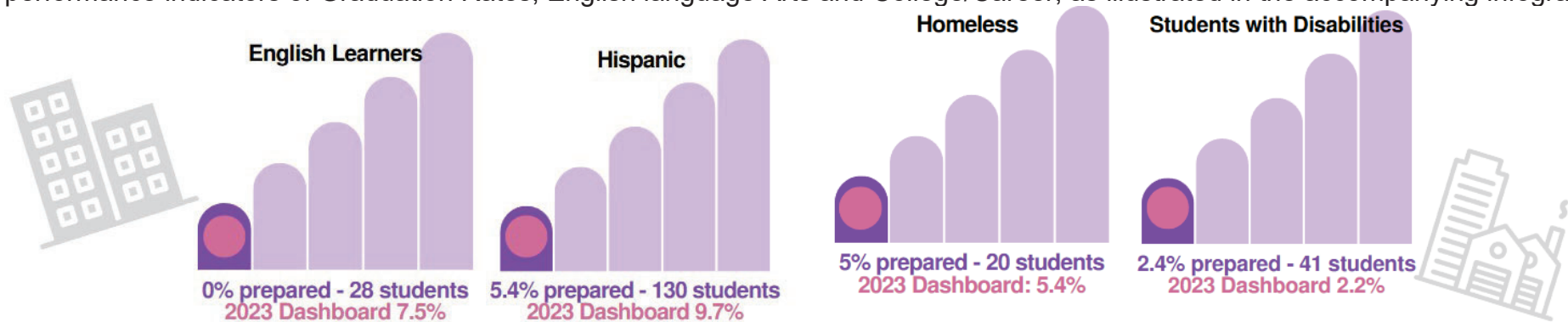
1. Helping students catch up academically (Goal 1, Actions 10, 11, and 12) – This includes additional instructional support and interventions for students who are behind in their coursework, especially in reading and math. We are also expanding access to tutoring and providing updated materials to support learning in both in-person and online settings.
2. Supporting student and staff wellness Goal 5, Action 5) – We recognize that many students and educators are still dealing with the emotional toll of the pandemic. LREBG funds help us offer services like counseling, social-emotional learning supports, and professional development for staff to better meet student needs.

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

Reflections: Annual Performance

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

Following the outcomes revealed by the Fall 2023 California Dashboard, OFL Baldwin Park attained a red or very low rating in the performance indicators of Graduation Rates, English language Arts and College/Career, as illustrated in the accompanying infographic.

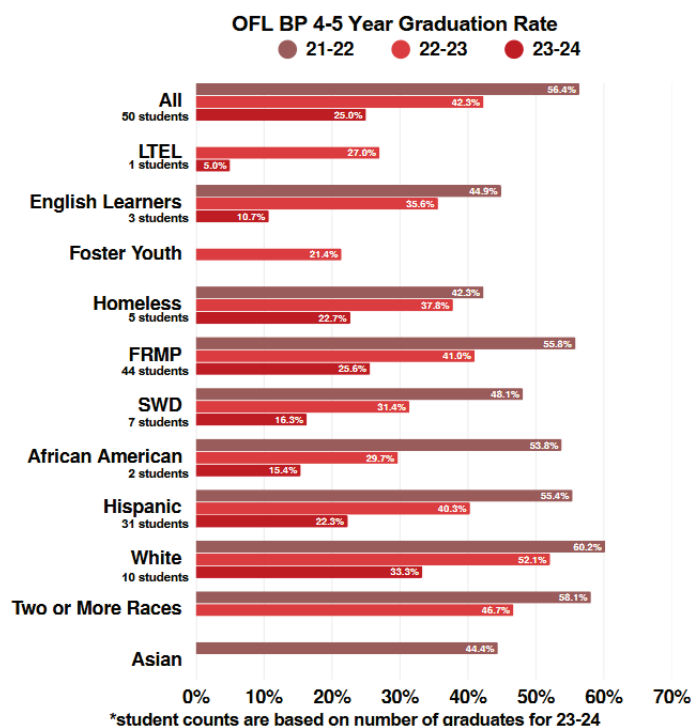


In response, the charter has formulated specific focus goal(s) and corresponding actions to enhance student outcomes related to the aforementioned indicators. These initiatives will be in effect until the conclusion of the 2024-27 LCAP cycle.

During our last LCAP development for 2021-2024, the school worked toward moving students out of “not prepared” to “approaching prepared” for college and career readiness. For 2024-2027 the school plans on increasing our performance on the College and Career Indicator by focusing on Dual Enrollment and CTE Pathway completion. With strategic planning, the charter will help promote, facilitate, and monitor dual enrollment opportunities for students to create cohorts to students completing dual enrollment courses. The school’s Postsecondary Counselors (PSC) will inform parents and students about dual enrollment and then meet with students periodically throughout the dual enrollment courses to help ensure students have support in order to complete the courses. The school will notify students during the appointments and notify parents about these opportunities through Parent Nights, Back to School Nights, texts, emails, and/or mailers. Dual enrollment and CTE options will be discussed and promoted during the Academic Learning Plan (ALP) meetings for English Language Learners and the Individualized Learning Plan (ILP) meetings for our students experiencing homelessness, which happens in the fall and the

spring. During the annual Individualized Education Plan (IEP), the Special Education Specialist (SES), teacher, and/or admin will discuss dual enrollment and CTE options for our Students with Disabilities. To ensure our Hispanic students are also making progress toward college and career readiness, the teachers and/or PCSs will monitor the number of Hispanic students who sign up for dual enrollment and CTE and monitor progress to help ensure course completion.

Support for these plans are found in:
 Goal 1, Action 1: Dual Enrollment
 Goal 1, Action 4: A-G Completion

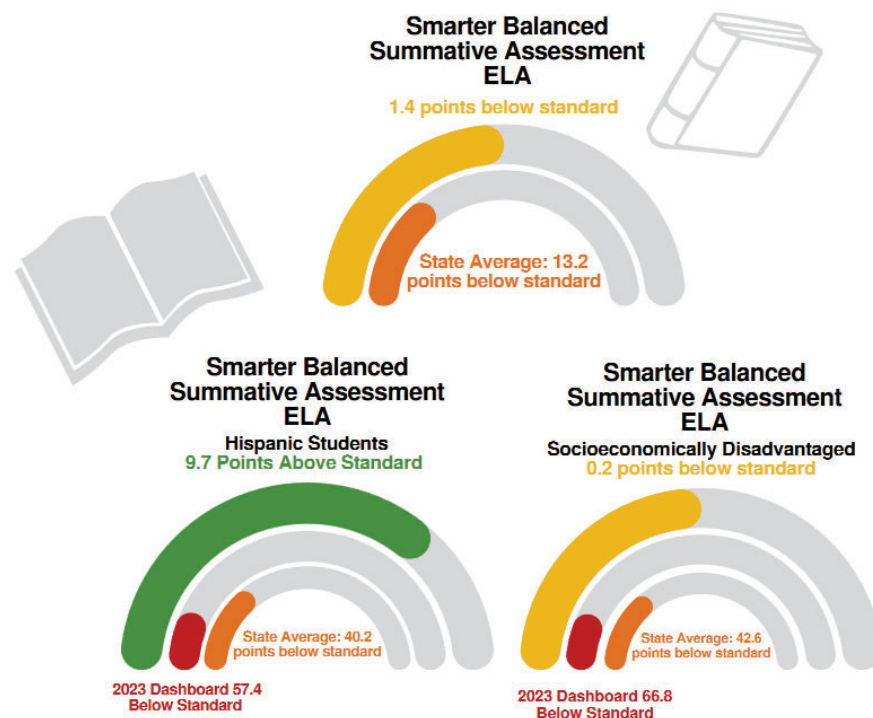


As a school, we've been focusing on ways to help increase our graduation rates. We will continue to focus on core course completion, but increase our goals for the average completion rates. We will set goals and monitoring plans for our African American, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and white students to ensure each student group is making continued progress toward graduation. In order to provide timely intervention, the school will do a quarterly check on the progress for each of these subgroups in order to intercede with additional support as needed.

Due to the nature of our school, we regularly get students who are very behind in credits and enroll off-track from meeting their 4-to-5-year graduation dates. To help get students back on track, the school will review our enrolled students for anyone approaching the 4-5-year graduation mark on a quarterly basis and employ intervention to help those students meet their expected graduation, when possible. Intervention may include, but is not limited to, a graduation planning meeting with the PSC, teacher, and/or SES, progress check-ins with school staff, and/or additional tutoring.

Support for these plans are found in:

Goal 1, Action 2: DASS One-Year Grad Rate
Goal 1, Action 3: Credit Attainment
Goal 1, Action 5: Core Course Completion



The school will offer more direct instruction classes for students in order to help support more students completing their English courses. The direct instruction classes will incorporate test-taking strategies so students are better prepared for Smarter Balanced testing, especially with writing, where 29% of our students scored Below Standard. To help ensure our Hispanic and Socioeconomically Disadvantaged students are making consistent progress, the school will monitor progress for these two student groups at least once a quarter. The school will use the Renaissance Star testing for progress monitoring and Exact Path, direct instruction classes, and tutoring as target supports.

Support for these plans are found in:

Goal 3, Action 1: Average Reading Grade Level Equivalency (GLE)
Goal 3, Action 2: Average Reading GLE Score for 11th Graders
Goal 3, Action 3: Average Reading GLE Score Growth
Goal 3, Action 4: Increase in CAASPP 11th Grade Standard Exceeded and Standards Met in ELA

Upon review of the 2024 CA Dashboard and local data, OFL Baldwin Park has determined its areas of strength as the following:

English Language Arts – Yellow Performance Level

ELA performance improved 56 points, boosting the overall status to 1.4 points below standard. However, subgroup data highlights:

- Socioeconomically Disadvantaged: 0.2 points below standard (↑ 66.6 points)
- Hispanic: 9.7 points above standard (↑ 77.3 points)

Mathematics – Yellow Performance Level

Mathematics performance improved 27.3 points, yet remains 113.6 points below the standard, signaling the need for sustained intervention and support. Subgroup data highlights:

- Socioeconomically Disadvantaged: 124.2 points below standard (↑ 20.2 points)
- Hispanic: 103.3 points below standard (↑ 62.7 points)

Graduation Rate – Red Performance Level

With 25% of expected students graduated, there was a decline of 17.3%, increasing graduation rates remains a top priority. Decline in graduation rates is visible amongst the following subgroups:

- Hispanic: 22.3% graduated (↓ 18%)
- Socioeconomically Disadvantaged: 25.6% graduated (↓ 15.4%)
- Students with Disabilities: 16.3% graduated (↓ 15.1%)
- White: 33.3% graduated (↓ 18.7%)

Learning Recovery Emergency Block Grant (LREBG) Fund:

OFL Baldwin Park has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are outlined in Goal 1, Actions 10, 11, and 12. Additional funded actions are also in Goal 5, Action 5.

The 2024 California School Dashboard highlights persistent challenges in Graduation Rates, Mathematics, and English Language Arts (ELA) at OFL Baldwin Park. To address these critical areas, Learning Recovery Emergency Block Grant (LREBG) funds will be strategically allocated to provide targeted interventions, expanded learning opportunities, and student support services that directly contribute to academic recovery and increased student engagement. These strategic actions ensure that LREBG funding is maximized to address the school’s most pressing challenges, supporting students in achieving academic success and improving overall school performance.

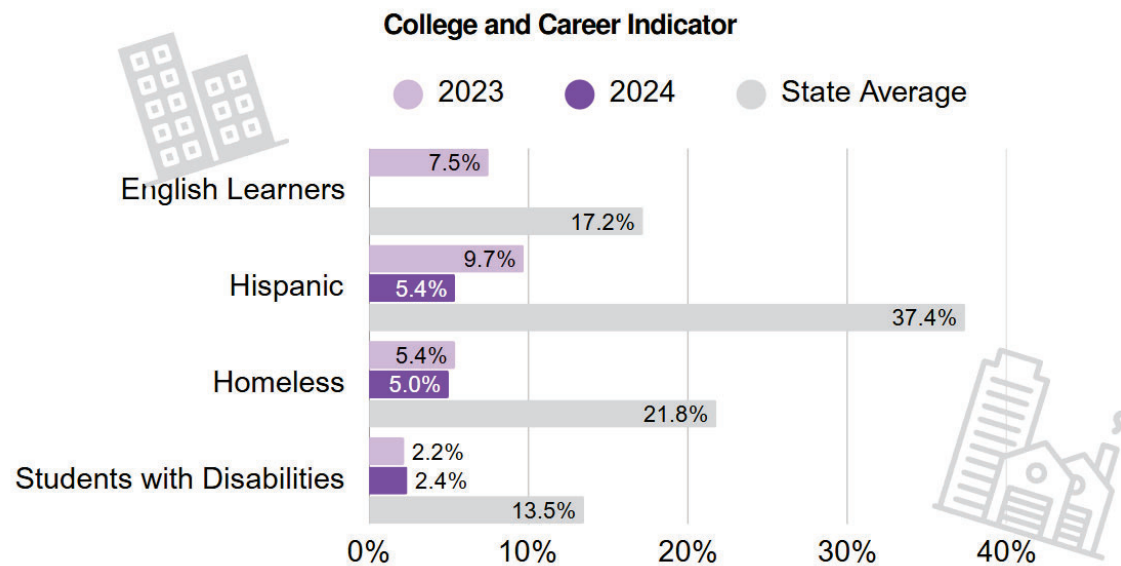
By prioritizing literacy, mathematics, and graduation achievement, OFL Baldwin Park is committed to closing opportunity gaps, improving student outcomes, and ensuring that every student graduate is well-prepared for postsecondary success.

Reflections: Technical Assistance

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

To ensure we continue providing the best support possible for our students, members of the OFL–Baldwin Park team have been engaging in professional development opportunities offered through the Los Angeles County Office of Education (LACOE). On February 18, 2025, members of our leadership team attended the Differentiated Assistance Symposium: Convening for Equitable Student Support. This event brought together school and county teams from across the region to collaborate, reflect on data, and explore strategies to improve outcomes for student groups such as English Learners, foster youth, students with disabilities, and students experiencing homelessness. The symposium emphasized the importance of personalized supports, inclusive practices, and cross-agency collaboration. Insights gained from

this event will help guide our next steps as we continue to strengthen systems of support and ensure all students have access to a high-quality learning experience that meets their individual needs.



Current work underway to help improve student progress for the College/Career Indicator

This year, OFL–Baldwin Park has deepened its efforts to support student progress toward the College and Career Indicator (CCI) by expanding professional development opportunities and strengthening partnerships that provide students with access to meaningful postsecondary pathways. Staff participated in professional development sessions focused on understanding the CCI and its role within the California Dashboard, ensuring that all team members—from teachers to leadership—are equipped with the knowledge needed to guide students toward the "Prepared" level.

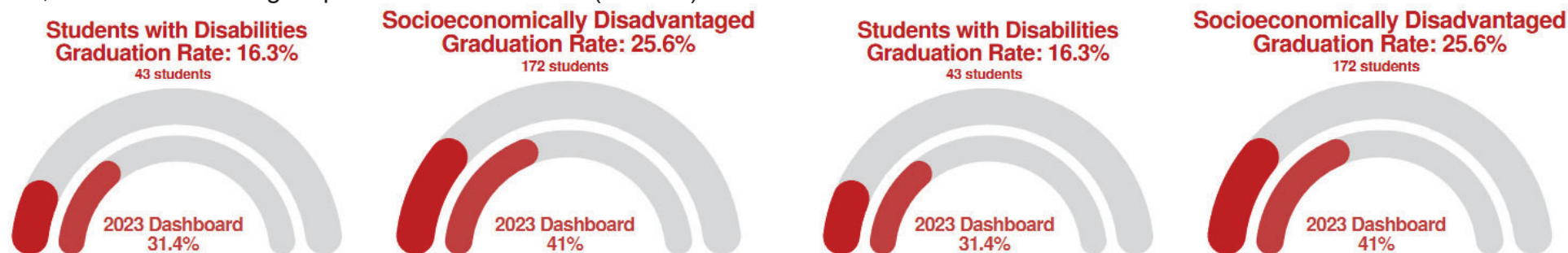
Building on last year’s foundation, we’ve established Memorandums of Understanding (MOUs) with local colleges to offer dual enrollment opportunities that give students a head start on earning college credit while still in high school. Additionally, we’ve expanded our Career Technical Education (CTE) offerings through new partnerships, giving students access to a wider range of CTE pathways aligned with industry needs and student interests.

We remain committed to ensuring that every student—regardless of background—has a clear and supported path to being classified as “Prepared” on the CCI. Through intentional planning, cross-functional collaboration, and an equity-focused lens, we are continuing to refine our approach and expand opportunities that help all students succeed beyond high school.

Support for these plans are found in:

- Goal 1, Action 1: Intervention Support and Instruction for students with disabilities
- Goal 1, Action 2: Foster & Homeless Youth Goal Setting
- Goal 1, Action 3: Professional Development
- Goal 1, Action 4: Experiential Learning
- Goal 1, Action 5: CTE and Industry-Recognized Certifications
- Goal 1, Action 6: College and Community Partnership

Goal 1, Action 7: 21st Century Technology Integration
 Goal 1, Action 8: Innovative Software
 Goal 1, Action 9: Senior Portfolio Completion
 Goal 1, Action 10: Credit Recovery and College Readiness Initiative (LREBG)
 Goal 1, Action 11: Enhanced Academic Support and Assessment (LREBG)
 Goal 1, Action 12: Learning Gap Closure Acceleration (LREBG)



This year, OFL–Baldwin Park has continued to build on our efforts to monitor and support students progressing toward graduation, with a focus on equity and targeted intervention. We’ve strengthened our systems for tracking the progress of key student subgroups—including English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students—to ensure they are receiving the individualized support needed to stay on track to graduate within their 4- or 5-year cohort.

Our school continues to hold semesterly Achievement Chats, where staff review student progress and pacing. These discussions help surface students who may need additional academic or social-emotional support and allow our teams to make timely adjustments to intervention plans.

In addition to monitoring and graduation planning, we have continued to expand access to meaningful college and career exploration experiences that aim to both inspire students and solidify their understanding of graduation as a critical milestone toward future goals. During the 2024–25 school year, we offered a wide range of postsecondary exposure opportunities designed to engage students academically and motivate them to persist toward graduation.

This year, we partnered with Mt. SAC to offer a dual enrollment course, COUN 2: Success in College, running from February 24 to June 13, 2025, which provided students with college credit and essential skills for navigating postsecondary education. During College Week (November 18–22), students heard directly from Mt. SAC and Rio Hondo College representatives, who delivered in-person lunchtime presentations at our learning center. Additionally, students participated in college and career exploration events, including a Citrus College CTE Campus Tour (10/24), a career-focused field trip to Underwood Farms (10/3), and a Career Pathways Panel at City of Hope (COH) on 10/16, where students from Ramona and Duarte engaged with professionals in the fields of healthcare, science, and event planning.

To reinforce college and career readiness, we continued to host our Senior Portfolio Workshop Week each semester. Led by our Post-Secondary Counselors, these workshops include career inventories, resume writing, cover letter preparation, and mock interviews. In addition to this focused support, students participated in career chats with professionals and went on college tours to local colleges and out-of-state options like New York, helping them visualize and plan for life beyond high school.

We have also continued to strengthen academic progress through expanded tutoring efforts at the Ramona site and within our online program, offering students structured support to help complete coursework, recover credits, and remain on pace for graduation.

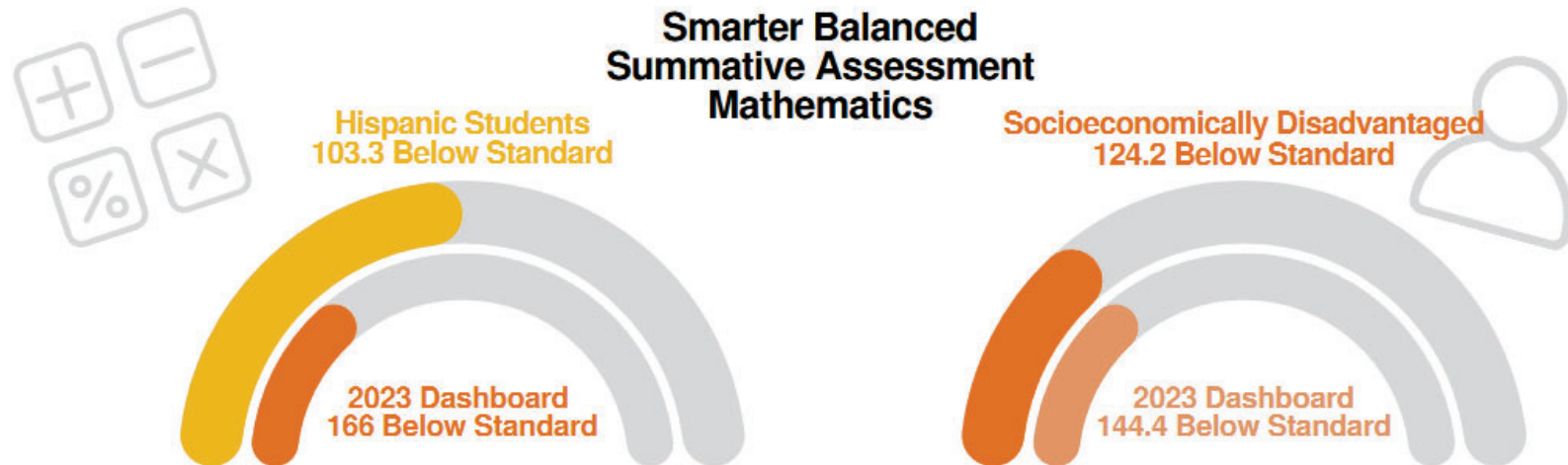
These combined efforts reflect our commitment to fostering graduation readiness through both academic interventions and authentic exposure to future career and college pathways.

Our leadership team has also continued our internal systems to better monitor students by graduation cohort, particularly those in the 4- and 5-year graduation timelines. This allows us to be more strategic in identifying students who may need targeted support to stay on track toward graduation and postsecondary readiness.

These efforts reflect our ongoing commitment to ensuring that every student has the tools, guidance, and opportunities needed to reach graduation and beyond.

Support for these plans are found in:

- Goal 1, Action 1: Intervention Support and Instruction for students with disabilities
- Goal 1, Action 2: Foster & Homeless Youth Goal Setting
- Goal 1, Action 3: Professional Development
- Goal 1, Action 4: Experiential Learning
- Goal 1, Action 5: CTE and Industry-Recognized Certifications
- Goal 1, Action 6: College and Community Partnership
- Goal 1, Action 7: 21st Century Technology Integration
- Goal 1, Action 8: Innovative Software
- Goal 1, Action 9: Senior Portfolio Completion
- Goal 1, Action 10: Credit Recovery and College Readiness Initiative (LREBG)
- Goal 1, Action 11: Enhanced Academic Support and Assessment (LREBG)
- Goal 1, Action 12: Learning Gap Closure Acceleration (LREBG)



Current work underway to help improve student progress for the Smarter Balanced Summative Assessment: Math Indicator

This year, OFL–Baldwin Park has taken several steps to strengthen math support for students, particularly our Hispanic and Socioeconomically Disadvantaged student subgroups. We’ve increased access to tutoring in math at both the Ramona site and within our online program, creating more opportunities for students to receive targeted, individualized help.

In the online program, we adjusted our Direct Instruction (DI) pacing to a quarter system. This shift was made to better align with our year-round enrollment model and ensure that students enrolling mid-semester still have access to essential math instruction. This change allows more students to participate in DI math courses throughout the year without being excluded due to enrollment date.

To further support instructional quality and student access, we added an additional math teacher and brought on an Instructional Coach to work specifically with DI teachers in the online program. This has provided more consistent instructional support, professional development, and coaching focused on increasing student engagement and achievement in math.

These combined efforts aim to improve student progress in math by increasing access to instruction, strengthening support systems for teachers, and ensuring students have timely opportunities to develop the skills needed to succeed on the Smarter Balanced Math Assessment and in their core coursework.

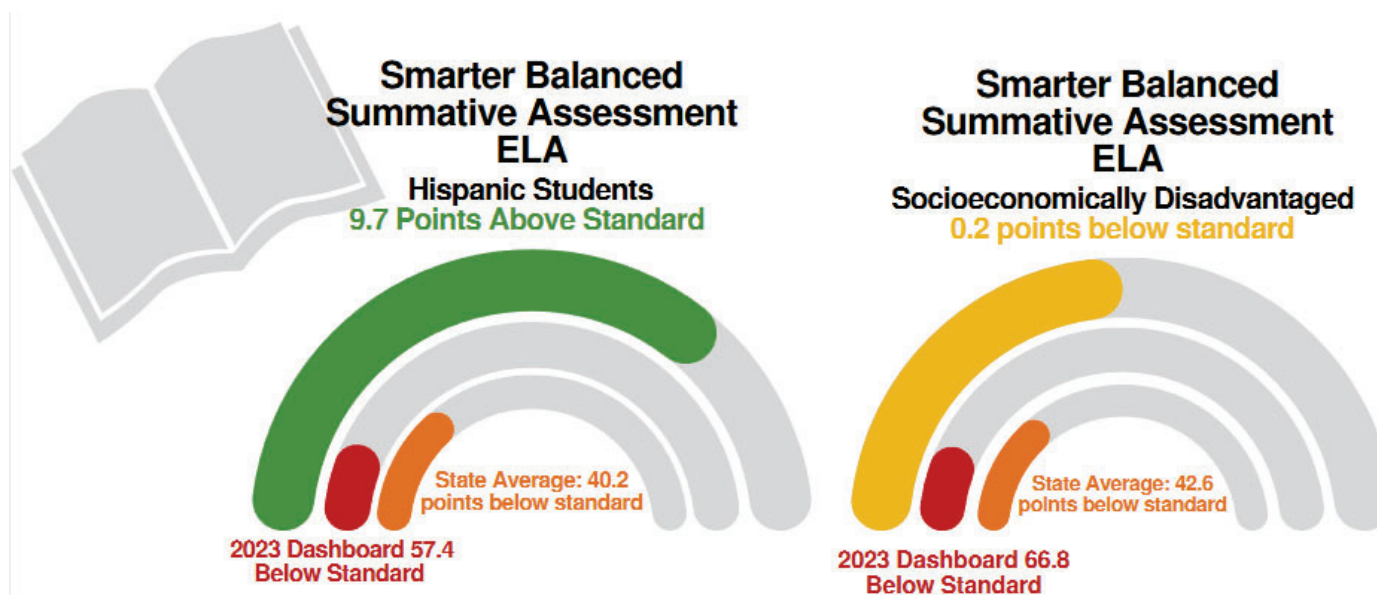
Support for these plans are found in:

Goal 2, Action 1: Math Intervention and Acceleration Software

Goal 2, Action 2: Targeted Small Group Instruction

Goal 2, Action 3: Broad course of Study aligned to 21st Century Learning

Goal 2, Action 4: Benchmark Assessments and Interventions



Current work underway to help improve student progress for the Smarter Balanced Summative Assessment: ELA Indicator

To support student growth in English Language Arts, OFL–Baldwin Park has implemented several targeted strategies that build on our overall instructional approach and mirror the successful efforts we’ve made in math. Recognizing the importance of timely, accessible support, we expanded ELA tutoring options at the Ramona site and within the online program, giving students additional opportunities to build reading and writing skills outside of their regular coursework.

In the online program, we transitioned our Direct Instruction (DI) English pacing to a quarter system. This change allows for greater flexibility in course access, particularly for students who enroll mid-semester. By offering more entry points into English instruction throughout the year, we’re ensuring students remain on track and can engage with grade-level content without delay.

The aforementioned instructional Coach specifically focused on supporting DI teachers also provided guidance and support to our English teachers in the online program. This added layer of professional support helps teachers refine their practice, stay aligned with standards-based instruction, and better address the needs of our diverse student population—including our Hispanic students and Socioeconomically Disadvantaged students, who remain a key focus.

Together, these efforts are helping us provide more equitable access to high-quality ELA instruction and are contributing to improved student outcomes on the Smarter Balanced ELA Assessment and across core English courses.

Support for these plans are found in:

- Goal 2, Action 1: ELA Intervention and Acceleration Software
- Goal 2, Action 2: Targeted Small Group Instruction
- Goal 2, Action 3: Broad course of Study aligned to 21st Century Learning
- Goal 2, Action 4: Benchmark Assessments and Interventions

Comprehensive Support and Improvement

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

Schools Identified

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

Opportunities For Learning Baldwin Park

Support for Identified Schools

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

Opportunities For Learning Baldwin Park was identified for Comprehensive Support and Improvement (CSI) due to low graduation rates. This change has impacted the charter by being identified for CSI for the 2025-26 academic year. The LEA plans to reflect upon current practices and adjust our program as needed. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2024 release with all Educational Partners and collaboratively establishing program practice goals based on the Graduation rate indicator from the California Dashboard:

OFL Baldwin Park's graduation rate for "All Students" is 25%, which represents a 17.3 percentage point decline from the prior year and places the school in the Red performance level on the Dashboard2024 Grad rate.

Additionally, several student groups also received a Red designation for Graduation Rate, including:

- Hispanic students: 22.3% graduation rate, declined 18%
- Socioeconomically Disadvantaged students: 25.6% graduation rate, declined 15.4%
- Students with Disabilities: 16.3% graduation rate, declined 15.1%
- White students: 33.3% graduation rate, declined 18.7%

Opportunities For Learning Baldwin Park's plans to integrate data from our 2024-25 comprehensive needs assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP Educational Partner engagement feedback by utilizing Educational Partner feedback through a comprehensive survey gathered once per semester and through various Educational Partner engagement events throughout the year. Utilizing this information, Educational Partners selected the evidence-based interventions that they would like to use to address our performance indicators that are in Very Low or Low on the CA Dashboard to help boost our student performance outcomes. Opportunities For Learning Baldwin Park has also incorporated the goals, metrics, and actions as outlined in our 2024-27 LCAP to ensure alignment between LCAP and SPSA/CSI Plan.

Comprehensive Needs Assessment Findings:

Through our detailed evaluation of student academic data in the CNA process, here's what we've discovered:

California Dashboard Data

Graduation Rate (4- and 5-Year Combined)

- All Students: Dropped from 56.4% (2022) to 42.3% (2023).
- ELLs: Dropped from 44.9% to 35.6%.
- FRPM: Declined from 55.8% to 41.0%.
- Special Education: Decreased from 48.1% to 31.4%.
- Foster Youth: Very low in both years—41.4% (2022) to 21.4% (2023) .
- Hispanic: Declined from 55.4% (2022) to 40.3% (2023)

DASS One-Year Grad Rate

- ELLs improved significantly: 52.4% (2022) → 92.9% (2023).
- All Students: Increased from 70.7% to 79.3%.
- FRPM: Improved from 68.8% to 81.2%.

Dropout Rates

- All Students: Improved from 32.7% (2022–23) to 10.7% (2023–24).
- ELLs: Dramatic improvement from 48.2% to 7.5%.
- FRPM: Improved from 30.9% to 11.2%.
- Special Ed: Dropped from 27.9% to 7.5%.

CAASPP: SBAC and CAST Data

- ELA: Overall ELA performance declined slightly. The most concerning drop was among White students, who fell from 66% to 28%. Hispanic students showed slight improvement.
- Math: Math performance improved across most student groups, especially for Hispanic students (+6.65%). However, Special Ed students dropped to 0% meeting standards.
- Science (CAST): Overall science proficiency slightly declined, with a significant drop for Hispanic students (−10.17%). White students slightly improved.

Performance Indicator Data

- While Lexile growth was strong in 2023–2024, the Fall 2024 scores show a regression, especially among ELLs (↓ to 42.3%) and LTELs (↓ to 33.3%), suggesting possible summer learning loss or instructional gaps.
- Overall GLE dropped, showing students are performing below expected grade level.
- ELLs showed strong growth (+2.63), but started from a lower baseline (6.1).
- SPED growth was minimal.
- ELL and LTEL students showed the most inconsistency in credit completion. Periods of very low productivity indicate engagement or support issues.
- Monthly Student Progression (MSP) trends show progress, but ELLs and LTELs show high month-to-month variability, indicating inconsistent engagement or attendance habits.
- ELL students are completing more units than the schoolwide average.
- LTEL students lag in Science and Social Studies, with especially low Social Studies completion (3.1) .

Comprehensive Needs Assessment Root Cause Analysis Findings:

As we analyze the data on our students' progress, the following are some root causes behind the trends we've observed:

ELA and Literacy (Lexile & SBAC ELA)

- Lack of consistent reading interventions or follow-up between assessment windows.
- Inadequate familiarity with SBAC ELA question types or insufficient academic language practice.
- Reading growth not translating into test performance, especially for ELLs.
- Measurable Outcome: SBAC ELA “Met or Exceeded” rate will increase 5%.

Math (GLE & SBAC Math)

- Low baseline math skills, especially for new/credit-deficient students.
- High variability in math instructional delivery (online vs. SGI vs. independent).
- Insufficient differentiated math support, especially for SPED and ELL students.
- Students may be making short-term progress in coursework but not mastering long-term concepts needed for SBAC success.
- Measurable Outcome: SBAC Math “Met or Exceeded” rate will increase 5%.

College and Career Indicator (CCI) and Graduation Rate

- Limited access or support for CTE pathways, AP courses, or dual enrollment.
- Language barriers and late entry into the school reduce time to meet CCI standards.
- Focus may be heavier on graduation, not holistic college/career planning.
- Academic recovery gaps following the pandemic.
- Credit and pacing inconsistencies that compound over time.

- Measurable Outcome: Create a monitoring system to identify 4-to-5-year graduate cohorts and increase CTE pathway and dual enrollment offerings.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:

Based on our data dive and Differential Assistance Identification, we've identified the following as prioritized needs and trends:

Low Graduation Rates

- In 2023, Hispanic (40.3%), FRMP (41.0%), and especially SPED (31.4%) students had graduation rates well below the all-student rate of 42.3%.
 - Our One-Year DASS Graduation Rate shows notable gains for Hispanic (80.3%) and FRMP students (81.2%), with SPED students at 70.8%.
 - While we're seeing improvement under DASS metrics, SPED students remain significantly behind and need targeted support and transition planning.
 - 4- and 5-year graduation rate dropped from 56.4% (2022) to 42.3% (2023); ELLs dropped to 35.6%, SPED to 31.4%, and African American students to 29.7%.
- Our goal is to have grad rates above 70% for all subgroups, aligned with state expectations.
- Prioritized Need: Systems that ensure credit pacing, timely intervention, and personalized graduation planning—especially for high-need students.

College & Career Readiness (CCI) Deficiency

- In 2023, 87.5% of ELLs and 89.1% of SPED students were not college/career prepared. 0% of ELLs and LTELs completed A-G requirements or qualified through SBAC or CTE.
- Only 9.7% of Hispanic, 12.0% of FRMP, and just 2.2% of SPED students were classified as "Prepared" in the 2023 CCI measure.
- Most students meeting "Prepared" status did so through A-G completion and SBAC scores, areas where our priority groups are underrepresented.
- A-G Completion remains low: 21.6% for FRMP and 25.0% for SPED.
- Our goal is to provide broad access and participation in A-G, CTE, dual enrollment, and improved SBAC outcomes.
- Prioritized Need: A structured and monitored CCI pathway that ensures all students, especially ELLs and SPED, have early and ongoing access to opportunities for college and career alignment.

Inconsistent Credit Attainment & Course Completion

- Credit completion for ELLs fell to 12% in some months; LTELs completed only 3.1 units in Social Studies in 2023–24.
- Our goal is to have consistent credit completion of 5+ units/month for 80%+ of students.
- Prioritized Need: Monitoring systems to track and respond to low credit production, with SGI, tutoring, and re-engagement strategies for off-track students.

Low SBAC Proficiency in ELA and Math

- In 2023, only 12% of students met/exceeded math standards, and 40.59% in ELA, with ELL scores too low to report due to small sample sizes or non-proficiency.
- Only 11.3% of Hispanic, 10.0% of FRMP, and 0% of SPED students met or exceeded standards in Math.
- ELA scores were modestly better, but still below target: 44.4% Hispanic, 37.0% FRMP, and 16.7% SPED met or exceeded standards.
- Our goal is to have 50%+ of tested students meeting or exceeding standards.

- **Prioritized Need:** Targeted support in ELA and math for SPED and low-performing student groups, academic vocabulary development, and content literacy supports.

We've been studying how our students are performing, and understanding these trends helps us develop strategies to ensure every student in our Charter gets the right support to succeed. Here's what we've found:

- Achievement and progress gaps are widening for ELL, SPED, and LTEL students.
- Students may be earning credits, but are not mastering standards or becoming college/career ready.
- Academic gains are not sustained, especially across summer or assessment transitions.
- There is a disconnect between graduation and CCI readiness—students are graduating, but not prepared for what comes next.

Data Utilized to conduct our Comprehensive Needs Assessment:

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenStar), EL reclassification data, graduation rate, Core Course completion rates. Qualitative data gathered for the CNA include Educational Partner surveys and staff feedback.

Evidence-Based Interventions

The need to increase and continue the use of our evidence-based interventions from our 2024-25 LCAP/ SPSA was identified in our comprehensive need's assessment and through the positive student academic outcomes, we are seeing through our internal data and assessments. School site staff were supported in identifying evidence-based interventions through the implementation of action research study teams to evaluate current and authenticated evidence-based interventions that meet the needs of the students. Research studies included What Works clearinghouse and Evidence For ESSA.

Expository Reading and Writing Curriculum (ERWC), a tier 2 intervention, is a grade 12 English curriculum that emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students' English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts, fiction and non-fiction texts to engage students. It also provides real time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase of 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient.

Exact Path, a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform, which the LEA currently utilizes for the digital curriculum. Exact Path includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional supporting resources for students. Exact Path provides students with immediate feedback

and adjusts in real-time to student progress. Exact Path incorporates a formative assessment approach to monitoring student progress and adjusting 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. Studies also suggest that Exact Path targets the skills that students need to develop in order to improve their mathematics achievement, making it a successful tool for personalizing instruction and intervention for students

EmpowerU, a Tier 1 and Tier 2 intervention that blends a digital social-emotional learning (SEL) curriculum with one-on-one virtual coaching will still be used to support students. Research shows that EmpowerU's evidence-based approach improves student resilience, engagement, mental health, and academic outcomes—making it a critical support for students disproportionately impacted by the pandemic, including English Learners, Foster Youth, and students from low-income backgrounds.

The LEA will continue using Goalbook, an instructional planning platform grounded in Universal Design for Learning (UDL) and aligned with evidence-based practices and research. Goalbook supports teachers in designing standards-based goals and instructional strategies that meet the diverse needs of all learners, with a particular emphasis on students with IEPs, English Learners, and those who have experienced learning loss.

Daybreak Health provides short-term, 6–12-week teletherapy programs tailored for K–12 students and their families. These programs address a range of mental health challenges, including attention and focus issues, behavioral concerns, stress, anxiety, depression, and trauma. The interventions are designed to be evidence-based, with reported positive impacts on academic outcomes such as improved behavior, better grades, and higher attendance

Interplay Learning offers simulation-based training in skilled trades such as HVAC, electrical, and solar energy. Their platform utilizes 3D simulations and virtual reality to provide hands-on experience, which has been shown to accelerate skill acquisition and improve retention. Studies indicate that such immersive learning environments can lead to higher accuracy and faster completion times in vocational training.

YaizY provides project-based digital career courses in areas like computer science, digital marketing, and game design. Their curriculum is designed to meet state and national standards, preparing students for industry-recognized certifications and enhancing college and career readiness.

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

1. ERWC: <https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc>
2. iLit: <https://mysavvastraining.com/products/ilit>
3. Edmentum Exact Path: <https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>
4. EmpowerU: <https://empoweru.education/secondary/>
5. Goalbook: <https://goalbookapp.com/>
6. Daybreak: <https://www.daybreakhealth.com/>
7. Interplay Learning: <https://www.interplaylearning.com/>
8. YaizY: <https://yaizy-io.framer.website/>

Since implementing and providing students access to our evidence-based interventions—ERWC, iLit, and Edmentum Exact Path—we have continued to see promising growth in key student achievement outcomes. Most notably, our internal one-year graduation rate increased from 80.7% in 2022–23 to 86.2% in 2023–24, reflecting a 5.5 percentage point gain. For Socioeconomically Disadvantaged (FRMP) students, the

graduation rate rose to 85.0%, with Hispanic students at 82.9%. These improvements support our strategic efforts to close the opportunity gap—particularly for English Learners, students with disabilities, and homeless/foster youth.

We will continue to implement these evidence-based interventions to strengthen support for students performing at the urgent intervention level in both Math and English literacy. Exact Path and iLit will remain integral tools for identifying and addressing student skill gaps and building proficiency in foundational academic areas. These supports are aimed not only at increasing student performance on SBAC assessments, but also at preparing students to achieve mastery in grade-level core curriculum. The most recent CA Dashboard data (Fall 2024) indicates that students are currently performing 57.4 points below standard in ELA and 140.8 points below standard in Math, underscoring the continued need for robust academic interventions aligned to student needs.

As previously implemented, the Expository Reading and Writing Course (ERWC) continues to be offered as a key intervention to help students build the reading and writing skills necessary to succeed in college-level coursework—reducing the likelihood of remediation and ensuring that students fulfill their A-G requirements. In tandem with Renaissance Star benchmark assessments, our instructional teams can identify students' performance levels and provide targeted support via Exact Path to increase both SBAC scores and overall ELA/math proficiency.

To further strengthen our support for the whole child and address barriers to academic achievement, we have also integrated Daybreak Health as a short-term mental health support service. This evidence-based teletherapy program offers 6–12-week individualized counseling for students experiencing mental health challenges such as stress, anxiety, and trauma—all of which can impede academic progress. Research supports the implementation of school-based mental health services as a proven strategy to improve student engagement, attendance, and academic success. Daybreak has provided targeted support for our most vulnerable students, including English Learners, students with disabilities, and socioeconomically disadvantaged youth, and will remain a key service in addressing social-emotional needs that directly impact school success.

In addition to academic and mental health supports, we have expanded access to high-quality Career Technical Education (CTE) through partnerships with Interplay Learning and YaizY. In spring 2025, we began implementing Interplay Learning, which provides immersive, simulation-based training in skilled trades such as HVAC, electrical, and solar energy. The platform equips students with industry-aligned, hands-on experience that leads to workforce readiness and aligns with high-wage career sectors. Building on this momentum, we are currently developing implementation plans to launch YaizY in July 2025. YaizY offers project-based digital career courses in fields such as computer science, digital marketing, animation, and game design, aligned to state CTE model curriculum standards. These innovative programs expand pathway access for students in both in-person and online learning environments, with a focus on increasing college and career readiness for our highest-need student groups, including those identified for differentiated assistance on the College and Career Indicator.

Through the continued use of these evidence-based interventions and a commitment to research-based instructional improvement, we anticipate further gains in graduation rates, academic performance, and college/career readiness. We remain focused on helping all students—and especially our highest-need student groups—meet grade-level expectations, graduate on time, and succeed in their postsecondary pathways.

Resource Inequities:

As part of the Charter's ongoing school improvement process, staff were engaged in resource inequity reviews and data analysis during the February 2025 Resource Inequity Review and the Comprehensive Needs Assessment (CNA) process. Teachers, instructional staff, and site

leaders from both the online and in-person programs collaboratively examined student performance data alongside resource allocations. This year's review reaffirmed our commitment to continuous improvement by identifying persistent outcome disparities across key subgroups. The inequities below were identified as critical barriers impacting student progress toward proficiency, graduation, and college/career readiness.

Actionable inequities identified by the LEA during their Resource Inequity Review:

- Extremely low A-G completion among high-need subgroups—0% A-G completion for ELLs and LTELs, and only 25% for SPED students.
- High rates of CCI unpreparedness among ELLs (87.5%) and SPED students (89.1%), due to limited access to dual enrollment, CTE, and A-G-aligned support.
- Inconsistent credit attainment across months, especially for ELL, SPED, and LTEL students, with drops as low as 12% completion for ELLs in Month 8.
- Highly variable Monthly Student Progression (MSP) data for LTEL and Homeless students, indicating inconsistent engagement and attendance.
- Significant gaps between graduation and college/career readiness—students are earning diplomas but often not prepared for postsecondary opportunities

How the LEA plans to address these inequities:

- Implement targeted credit recovery plans for ELLs, SPED, and LTEL students, using Small Group Instruction (SGI), Direct Instruction (DI), and individualized tutoring.
- Conduct ongoing data dives throughout the year to monitor credit attainment, grad pacing, and intervention effectiveness across subgroups.
- Launch a CCI Pathway Tracking system to monitor student progress toward CTE, A-G, and dual enrollment participation and ensure students are on a path to preparedness.
- Establish individualized LTEL support plans aligned to Lexile growth, course completion, and reclassification targets.
- Expand access to A-G courses and dual enrollment, especially for students who do not qualify through SBAC or CTE metrics.
- Continue to strengthen intervention planning for English and Math, especially for Hispanic, FRMP, SPED, and foster/homeless youth subgroups.
- Ensure proactive progress monitoring of resource deployment to surface and address potential inequities earlier in the school year

Educational Partner Involvement Process (Educational Partners included parents/guardians, students, and staff)

The LEA provides the Charter with essential information to guide us in converting Educational Partner input into actionable school goals. We rely on this feedback to reflect on current practices, evaluate progress, and make responsive adjustments to meet the evolving needs of our school community. Throughout the year, we continued to engage parents, students, and staff through meetings, surveys, events, and direct communication to support the development and refinement of our LCAP.

We sustained our efforts to actively recruit parents to participate in both the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC). Despite repeated outreach efforts—including personal invitations, flyers, and consistent messaging during family events—we continue to face challenges with securing parent commitment to regularly participate in these groups. Based on parent feedback, the school implemented several changes to support greater access and convenience: meetings were offered on different days and times, and we piloted a combined format where PAC was held immediately before DELAC to encourage families to attend both. However, parent turnout remained low, and consistent participation has not yet been achieved.

To ensure families of English Learners remained informed and engaged despite low committee participation, we held family events and distributed regular updates regarding English Learner programs, student outcomes, and schoolwide initiatives. These events provided

opportunities for parents to learn about progress toward LCAP goals, offer feedback on school priorities, and contribute ideas to improve engagement across the broader school community. We will continue to explore additional strategies for building trust and sustained involvement, particularly among families of our English Learner, foster, and socioeconomically disadvantaged students.

Teacher feedback was collected from multiple sources and used in developing our LCAP for the upcoming school year. One of the ways in which teacher feedback was collected is through biannual anonymous Educational Partner engagement surveys. Another way teacher feedback was collected was through department meetings, which provide a space for instructional staff members to collaborate, plan and reflect in an effort to improve instruction and student achievement. Teachers also participated in content-specific training on the new curriculum, and provided insight into application and instructional needs for successful implementation. Throughout the year, all staff members are provided updates on LCAP goal progression and are able to collaborate on how to best support students. Through leadership meetings, along with all-staff meetings, the charter is able to provide opportunities for staff to be informed of changes and updates in educational law, available professional development, and updates on various educational topics. Staff feedback is always requested.

Parent feedback was collected through anonymous surveys given to all parents, in both English and Spanish, at least twice during the school year. Survey links were provided, so that parents could access the survey at home or at the school site. Informal feedback collection also took place at Open House meetings and other conversations throughout the school year. In an attempt to garner more parent feedback, the school made the spring family survey available earlier to align with Achievement Chats. This change greatly increased the amount of parent responses.

Student interests and concerns were collected and noted during Achievement Chats and individual student planning, where teachers discuss progress and goal setting with students. They were also recorded in Senior Meetings, where Post-Secondary Counselors and teachers assist seniors in goal setting and tracking their progress toward graduation and preparing for postsecondary options. The largest data source for student feedback came in the form of responses from anonymous Educational Partner engagement surveys, which were administered biannually to all students in the charter. Students in the Student Advisory Committee (SAC) were also presented with identified resource inequities and were given the opportunity to provide feedback and suggestions.

Throughout his school year, Administrators and Special Education personnel worked with the East San Gabriel Valley SELPA, in order to facilitate high-quality academic programs and educational services for students with disabilities, and training for instructional staff and parents. The SELPA also works with county offices to provide resources to area schools and families. On April 23, 2025 Opportunities For Learning Baldwin Park administrators met with Scott Turner from the East San Gabriel SELPA to review achievement data for our students with disabilities and discuss our plans to continue support and improvement for the 2025-2026 school year.

Comprehensive needs assessment (CNA) Educational Partner Engagement

The Comprehensive Needs Assessment (CNA) process for the 2024–25 school year involved a diverse group of Educational Partners representing various roles and perspectives across the charter. Positions involved in this year's process included the Interim Principal, Assistant Principal, Independent Study Teachers, English Language Development Coach, Special Education Specialist, Paraprofessional, Math Small Group Instructor, English Small Group Instructor, Post-Secondary Counselor, and Area Teacher. Staff from both the Ramona center and the online program participated collaboratively in small group settings to ensure that each student group's needs were reviewed and considered equitably.

The OFL Baldwin Park team conducted the CNA protocol on February 21, 2025, with data review and analysis continuing in smaller teams throughout the spring. The CNA process was structured around collaborative data dives, where Educational Partners examined a wide range

of qualitative and quantitative data sources, including CAASPP results, California School Dashboard indicators, internal assessments, ELPAC and RFEP monitoring, graduation and attendance data, and student information system reports. Data was also reviewed and discussed periodically during in-services, staff meetings, and Principal meetings throughout the school year.

These structured sessions not only provided opportunities for collaborative root cause analysis but also supported the development of measurable outcomes and targeted strategies to address performance gaps and resource inequities, particularly for our highest-need student subgroups.

Monitoring and Evaluating Effectiveness

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

To ensure that all Educational Partners remain informed about Opportunities For Learning (OFL) Baldwin Park’s progress toward achieving the goals outlined in the 2024-27 LCAP/SPSA/CSI Plan, the LEA will implement a structured approach to tracking and evaluating key metrics and actions.

Data collection and progress monitoring will occur at multiple levels:

The school will engage in ongoing data collection and review at multiple levels to ensure meaningful progress toward identified goals and to promote continuous improvement.

- Learning Period Tracking: Data will be gathered at the end of each four-week learning period to assess student progress and monitor key academic and engagement indicators aligned to our goals.
- Implementation Reviews and Educational Partner Updates: The charter will regularly review the implementation and impact of planned actions. While formal reviews occur internally on a quarterly basis, updates will be provided to the Parent Advisory Committee (PAC) throughout the year to ensure ongoing communication and invite feedback at key points in the process.
- Board Reporting: The Board of Directors will receive formal progress reports each semester. These updates support transparency and accountability by highlighting outcomes, identifying areas of growth, and informing future planning decisions.

The LEA will continue to evaluate the effectiveness of its CSI plan by analyzing key student performance indicators, including:

- Regular data reviews of SBAC outcomes, Renaissance Star benchmarks, and credit attainment will inform instructional adjustments and targeted interventions to ensure continued progress and equity in outcomes. On the 2024 California School Dashboard, the school demonstrated measurable growth in both the ELA and Math academic indicators, improving to the Yellow (Medium) performance level in both areas. While this reflects positive overall progress, the LEA will continue to disaggregate and analyze subgroup data—particularly for student groups that remain in the Red performance level.
- Increase in the percentage of students identified as College and Career Prepared on the California School Dashboard
- Maintenance of a graduation rate of at least 68%

Data-Driven Decision Making

To ensure timely interventions, student achievement data will be collected and analyzed at the end of each school month. Charter leadership will monitor trends and adjust strategies as needed. Teachers and intervention specialists will track students enrolled in intervention courses, providing regular updates on their progress. English teachers will oversee students in ERWC courses and update leadership and parents at the end of each learning period.

Support for At-Risk Students

OFL–Baldwin Park is committed to ensuring that our most vulnerable students—including foster youth, students experiencing homelessness, and those facing other barriers to success—receive the targeted support and resources they need to thrive both academically and personally. Our Post-Secondary Counselors (PSCs) actively track and document all interactions with foster youth and students experiencing homelessness, ensuring each student has equitable access to academic guidance, graduation planning, and postsecondary opportunities. These documented check-ins help inform personalized support plans and connect students to needed services in a timely manner.

Our school's Social Worker and Family Liaison play a critical role in supporting at-risk students through direct outreach and home visits. They work closely with families to identify and reduce barriers to school engagement, including connecting them to local community resources such as food banks, housing assistance, counseling services, and transportation support. Their work ensures that students and families feel seen, supported, and empowered to re-engage in learning.

Area Teachers also conduct home visits as part of a tiered re-engagement strategy. These visits are designed to check on students who have stopped attending school, verify their well-being, and encourage their return to academic programming. In many cases, these personal visits help reestablish trust and open the door to reengagement by showing families that our school community cares deeply about their students' success and safety.

Together, these coordinated efforts form a safety net of support that is responsive, compassionate, and focused on ensuring every student has the opportunity to succeed—regardless of their circumstances.

Educational Partner Engagement and Continuous Improvement

OFL–Baldwin Park is committed to engaging educational partners in meaningful, ongoing collaboration that drives continuous improvement and supports positive outcomes for all students. We recognize that input from staff, students, families, and community Educational Partners is essential to building a responsive educational program that meets the diverse needs of our school community.

We maintain regular communication and collaboration with educational partners through multiple avenues, including:

- **Staff Meetings and Engagement Sessions:** School staff and leadership meet consistently to share data insights, reflect on student outcomes, and gather input that informs LCAP and CSI planning. These meetings also create space for shared ownership of school goals and strategies.
- **Educational Partner Engagement Meetings:** Held throughout the year, these meetings provide opportunities for families and Educational Partners to learn about school initiatives, review progress, and offer feedback to strengthen program effectiveness.
- **DELAC Meetings:** The District English Learner Advisory Committee continues to play a critical role in advocating for English Learners by identifying areas of need, reviewing data, and providing recommendations for targeted supports.
- **Annual Comprehensive Needs Assessments:** Each year, the charter engages in a thorough review of student performance data, including dashboard indicators and subgroup performance, to identify gaps and prioritize areas for improvement.

To support this work, staff are provided with access to real-time student data, professional development aligned with LCAP and CSI priorities, and opportunities for collaborative planning. These resources help ensure that instruction and intervention strategies are informed, intentional, and aligned to our school goals.

Parents and guardians are also offered multiple opportunities to engage through workshops, school events, and academic support sessions aimed at strengthening home-to-school connections. These events equip families with tools to support their child's learning journey and reinforce academic success outside of the classroom.

As we move forward, OFL–Baldwin Park remains dedicated to refining our systems of monitoring and evaluation. Our goal is to ensure the effectiveness of the CSI plan, promote equitable student outcomes, and close opportunity gaps across all student subgroups.

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
<p>Charter Philosophy on Educational Partner Engagement</p>	<p>The charter embraces a collaborative, inclusive approach to educational partner engagement, recognizing that meaningful input from staff, students, families, and community members is essential to student success and continuous improvement.</p> <p>Engagement is woven into the fabric of school operations and planning—through structured opportunities for feedback, open communication channels, and ongoing reflection on what’s working and where growth is needed. Educational partners are not just consulted; they are active contributors to shaping goals, informing resource allocation, and refining programs.</p> <p>The charter values student voice, elevates staff perspectives, and fosters strong partnerships with families. Advisory groups and public forums create space for deeper conversations around priorities, ensuring transparency and shared ownership in the school’s direction.</p> <p>Ultimately, the charter views engagement not as a one-time activity, but as an ongoing cycle that strengthens trust, promotes equity, and drives schoolwide impact.</p>

Staff (teachers, principals, administrators, other school personnel)

Regular Teacher/Staff Meetings: Assistant Principals met routinely with teachers at each school site to review student progress and charter goal advancement. Weekly or bi-weekly staff gatherings at school sites facilitated discussions on aligning site procedures with overarching charter goals and policies.

Feedback Sessions: One-on-one interactions and staff meetings provided a platform for staff and leadership to exchange insights and feedback on the execution of actions and metrics. These conversations helped refine instructional strategies and ensured that teacher perspectives were continually integrated into the LCAP decision-making process.

In-Services/Huddles: The Ramona learning center conducted in-services and PLCs on 9/6/2024, 10/25/2024, 12/20/2024, 2/21/2025, 5/30/2025, while the Online Program hosted in-services/huddles on 9/13/2024, 12/20/2024, 2/28/2025, and 6/25/2025. These in-services offered dedicated times for collaborative discussion and skill development among staff members. These in-services also provided ongoing training, workshops, and professional development provided further opportunities for teachers to offer input on curriculum, instruction, and best practices. Lastly, the Ramona school site holds weekly staff meetings, and the Online Program staff meets biweekly to focus on academic planning, intervention, and other student supports.

Leadership Meetings: Bi-weekly meetings brought together Charter Leadership, which included the Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist, Lead Post-Secondary Counselor, EL Coach, and Center Coordinator Coaches. Meetings provided an opportunity to discuss department updates, manage resources, and coordinate support services aligned with the charter's overarching goals.

Comprehensive Needs Assessment (CNA): In February 2025, the LEA conducted a CNA to determine areas of focus based on educational partner feedback and data from the previous two school years. Administrators, teachers, post-secondary counselors, program coaches, English language specialists, special education specialists, and support staff participated in the analysis, which highlighted school attendance, graduation rates, dropout rates, and ELA/Math achievement as priority areas.

Staff Surveys: The LEA carried out staff-specific surveys in the fall and spring to gather feedback on instructional practices, program resources, professional development, and overall school climate. This feedback provided insights into staff perspectives and needs.

Students	<p>Student Surveys: The school administers student surveys in the fall and the spring to gather feedback on key areas, including school safety, teacher-student relationships, rigorous academic expectations, school climate, sense of belonging, and overall student engagement. This process helps identify student needs and enables the school to strategically target areas for improvement and address specific student concerns.</p> <p>Student Advisory Committee (Online Program): The Student Advisory Committee continues this year, serving as a structured platform for students in the online program to provide direct feedback. This committee provides an ongoing, opportunity for students to offer direct feedback, and share detailed insights that inform program improvements and targeted student support strategies</p> <p>Achievement Chats: Staff conduct Achievement Chats with students in the fall and spring, during which they actively collect feedback regarding school programs, services, and interventions.</p>
Parents/Guardians	<p>Family Surveys: The school conducted family surveys in the fall and spring to gather parent feedback on areas such as school climate, student engagement, and overall satisfaction. The data collected from these surveys informs targeted actions and strategic improvements in alignment with LCAP goals.</p> <p>Achievement Chats: Staff facilitate Achievement Chats in the fall and spring to engage parents in discussions about student progress, interventions, and available school services. These meetings provide a dedicated platform for families to contribute insights and collaborate with staff, directly influencing supports and programs outlined in the LCAP.</p> <p>Family Engagement Events:</p> <ul style="list-style-type: none"> • Coffee with the AP: 7/1, 8/1, 10/1 – Informal meetings providing parents opportunities to engage directly with the Assistant Principal to discuss school updates, ask questions, and share feedback. • New Year Kick-Off: 7/1 – Featured informational booths to provide key school information including Pathways, CREW, RIZE Credit Union, student clubs, sports, Postsecondary Counselors (PSC), and Parent Advisory Committee (PAC). • Fall Family Engagement: 11/7 – Event focused on parent engagement through workshops and resources including College Corner information, Achievement Chats, a preview of upcoming SBAC testing, food, and raffle prizes. • Spring into 2025: 2/11/25 – Family engagement event dedicated to administering the Spring Climate Survey, allowing parents to provide feedback on school climate and engagement. • Back-to-School Night (Online): 9/10 – Annual event to welcome families back for the new school year, provide key school information, and promote parent-school connections. • Parent Nights (Online): 10/22, 4/17 – Scheduled evenings offering specialized sessions designed to inform and engage parents about school resources, academic progress, and student support services.
PAC	<p>Parent Advisory Committee (PAC): The Parent Advisory Committee (PAC) convened 4 times during the 2024–2025 school year on the following dates: 8/28/24, 12/11/24, 4/17/25, 5/28/25. During these meetings, the school engaged parents in discussions regarding school improvement initiatives, gathered feedback, and reviewed progress on goals outlined in the Local Control and Accountability Plan (LCAP). A draft version of the LCAP goals, metrics, actions, and budget allocations was presented to PAC members on 4/17/24 to obtain comprehensive feedback prior to finalizing the 2025–2026 LCAP.</p>

DELAC	<p>District English Learner Advisory Committee (DELAC): The school established its District English Learner Advisory Committee (DELAC), which met on: 11/4/24, 12/2/24, 4/2/25, and 4/30/25. DELAC meetings were open to all educational partners, including parents, students, and staff, without requiring elected membership. The committee's primary purpose is to address and support the specific needs of English Learner (EL) students and their families. Meeting agendas included topics such as:</p> <ul style="list-style-type: none"> • Criteria and processes for reclassification of English Learners • Review and discussion of the school's English Language Development (ELD) Master Plan • Analysis of relevant legislation affecting English Learners • Review and feedback on the development and annual update of the Local Control and Accountability Plan (LCAP) <p>Throughout these sessions, parents received updates on progress toward achieving the school's LCAP goals and were actively invited to provide their insights and suggestions. A draft version of the LCAP goals, metrics, actions, and budget allocations was presented to DELAC members on 4/30/25 to collect feedback prior to finalizing the 2025–2026 LCAP.</p>
Governing Board	<p>Board of Director Meetings: The LEA provided charter updates and sought council at the Board meetings, held throughout the academic year. Board meeting dates for this year are: 11/18/24, 1/31/25, 3/25/25, 5/19/25, 6/23/25. Each meeting is open to the public, with agendas posted in advance on the school's website and prominently displayed at the school entrance. Educational partners and members of the public are invited and encouraged to offer comments during the designated public comment period. In compliance with Education Code section 52062(a)(3), the LEA provided notice of the opportunity for public comment regarding specific actions and expenditures proposed in the LCAP. This notice was posted publicly at least 72 hours prior to the scheduled Board Meeting on 5/19/2025, which included the LCAP review and public comment session on the agenda.</p> <p>The LEA conducted at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) on 5/19/2025. Following this, the LEA adopted the 2025-2026 LCAP during a public Board Meeting held on 6/23/2025, consistent with Education Code section 52060(b)(2) or 52068(b)(2). The Board formally approved and adopted the LCAP at this meeting after thorough review and consideration of all Educational Partner feedback.</p>

Authorizer/SELPA/COE	<p>SELPA Collaboration: Throughout the current academic year, Opportunities for Learning Baldwin Park administrators and Special Education staff actively collaborated with the East San Gabriel Valley Special Education Local Plan Area (SELPA) to support and enhance instructional programs and educational services tailored specifically for students with disabilities. This ongoing partnership involved targeted professional development for instructional staff, family engagement activities, and coordinated resource distribution through collaboration with county offices. On April 23, 2025, school administrators met with Scott Turner from the East San Gabriel Valley SELPA to review student achievement data pertinent to students with disabilities and to discuss the ongoing implementation and refinement of the 2024-27 Local Control and Accountability Plan (LCAP). An updated draft of the school's LCAP goals, metrics, actions, and resource allocations was shared with SELPA, providing the opportunity for valuable feedback prior to the finalization of the LCAP. During this collaborative meeting, SELPA's feedback affirmed and acknowledged Baldwin Park's targeted initiatives confirming alignment between specific actions for students with disabilities and overarching goals benefiting all student populations.</p> <p>LACOE Professional Development: School leadership representatives participated in professional development sessions hosted by the Los Angeles County Office of Education (LACOE) aimed at strengthening the school's organizational systems for tracking student progress, addressing educational inequities, and effectively supporting identified student subgroups. During the current academic year, staff attended significant training events, including the Charter School Symposium on February 18, 2025, and the 2025 ESSA workshops focused on Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). These workshops were specifically designed for administrators overseeing ESSA compliance.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

<p>The development of the LCAP was directly shaped by valuable input from our educational partners—parents, students, and staff—gathered through interviews, surveys, and the Comprehensive Needs Assessment (CNA). These insights helped identify key student and staff needs, guiding our focus toward providing targeted support and refining our approach to student success.</p> <p>Each LCAP goal was influenced by this engagement process:</p> <p>Goal 1: Expanding College and Career Opportunities</p> <p>Educational partners provided valuable input emphasizing the importance of structured pathways and increased access to college and career readiness opportunities. Students specifically expressed a desire for greater opportunities that would enhance their competitiveness as college applicants. Staff, through the Comprehensive Needs Assessment (CNA), highlighted the necessity of strengthening dual enrollment programs and improving A-G course completion rates. Notably, significant gaps were identified in College and Career Readiness (CCI) for English Learners (ELLs), Special Education (SPED) students, and Long-Term English Learners (LTELs), with 0% of ELLs and LTELs completing A-G requirements in 2023–2024—a trend that continues into 2024–2025 school year, as evidenced by ongoing quarterly data dives. In response, the LEA is implementing comprehensive tracking of college readiness pathways, expanding dual enrollment and A-G course offerings, and refining intervention systems. These strategies will ensure that all student subgroups—particularly those identified through Differentiated Assistance—receive targeted support to improve academic outcomes and post-secondary preparedness.</p>

Goal 2: Strengthening Math Achievement

Through Comprehensive Needs Assessment (CNA) discussions and analysis of CAASPP data, staff identified ongoing areas requiring attention, especially concerning math proficiency among Special Education (SPED) and socioeconomically disadvantaged students. While staff celebrated the continued improvement in the California Dashboard Mathematics indicator, moving from red to orange in the 2023 report, they also recognized the need for further support in student math achievement. In the most recent update, OFL–Baldwin Park progressed into the yellow performance level, showing a 27.3-point increase compared to the previous year. This growth highlights the impact of targeted interventions, while also reinforcing the importance of ongoing efforts to close achievement gaps for all student groups. To address these needs, the LEA has enhanced its data-monitoring strategies, incorporating Grade Level Equivalency (GLE) tracking and detailed analysis of CAASPP 11th-grade math scores. These refined monitoring methods enable more effective differentiation of instructional support and targeted interventions, ensuring continuous improvement in student math outcomes.

Goal 3: Targeted ELA and Math Interventions

Educational partners, through data reviews and Comprehensive Needs Assessment (CNA) discussions, identified distinct academic needs in English Language Arts (ELA) and Mathematics. Analysis of 2023-2024 SBAC data showed 40.59% of students meeting or exceeding standards in ELA, with subgroup performance varying (Hispanic students at 44.4%, socioeconomically disadvantaged (FRMP) at 37.0%, and Special Education (SPED) students at 16.7%). In Mathematics, overall proficiency was 12%, with subgroup proficiency at 11.3% for Hispanic students, 10.0% for FRMP students, and 0% for SPED students.

Educational partners recognized the necessity of tailored intervention strategies for each subject area, recommending focused instructional approaches to address academic vocabulary, reading intervention consistency, and content literacy in ELA. For math, interventions concentrate on addressing foundational skill gaps and ensuring consistent instructional delivery. The LEA has implemented targeted interventions and refined instructional support to effectively address these identified needs, aiming to increase proficiency outcomes for all student groups.

Goal 4: Supporting English Learners and Increasing Reclassification Rates

Educational partners emphasized the ongoing importance of enhancing support for English Learners (ELs), specifically noting areas such as reading proficiency, credit attainment, and overall engagement. The Comprehensive Needs Assessment (CNA) highlighted particular challenges among Long-Term English Learners (LTELs), including inconsistent course completion rates and engagement levels. In response, the LEA has prioritized proactive and individualized support strategies aimed at improving Lexile scores and course completion, ultimately leading to increased reclassification rates. Strategic instructional adjustments, combined with increased opportunities for EL parent engagement, have been implemented to effectively strengthen services and improve outcomes for all English Learners.

Goal 5: Enhancing School Climate and Student Experience

Feedback from School Climate surveys—completed by families, students, and staff—highlighted areas requiring attention to align the school's climate with its intended culture and student experience. By incorporating specific focus areas into the LCAP, the LEA ensures continuous improvement efforts that reflect the concerns and expectations of educational partners.

The evolution of the LCAP, guided by direct educational partner engagement, underscores the collaborative effort in designing initiatives that address students' academic, emotional, and post-secondary needs. By integrating Educational Partner feedback, the school reaffirms its commitment to creating an inclusive, supportive environment where all students can thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Increase the graduation rate and ensure that at least 15% of graduates are considered “Prepared” on the College/Career Indicator within three years through targeted interventions and ongoing monitoring across all student groups, particularly English Language Learners, Homeless, Low Income and Students with Disabilities.	Focus

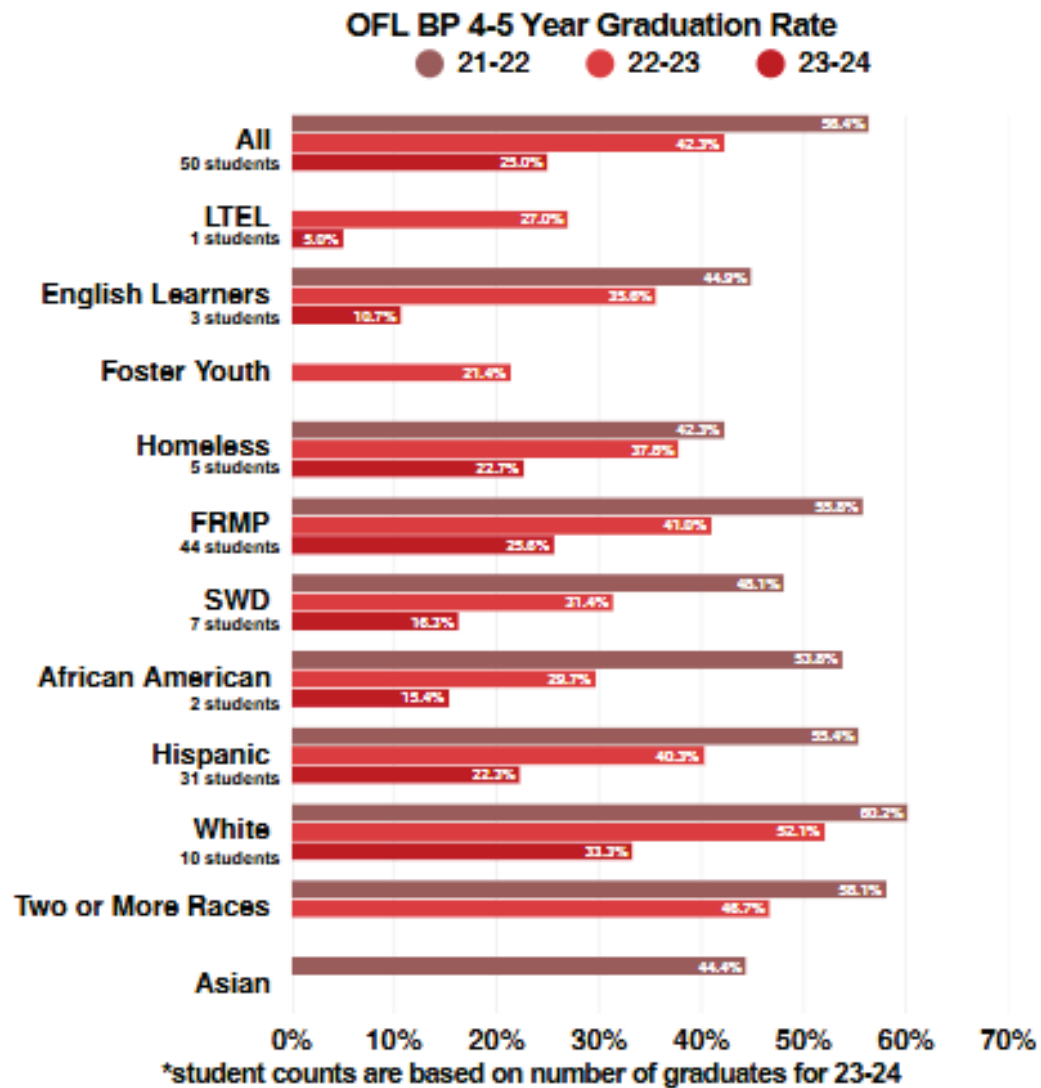
State Priorities addressed by this goal.

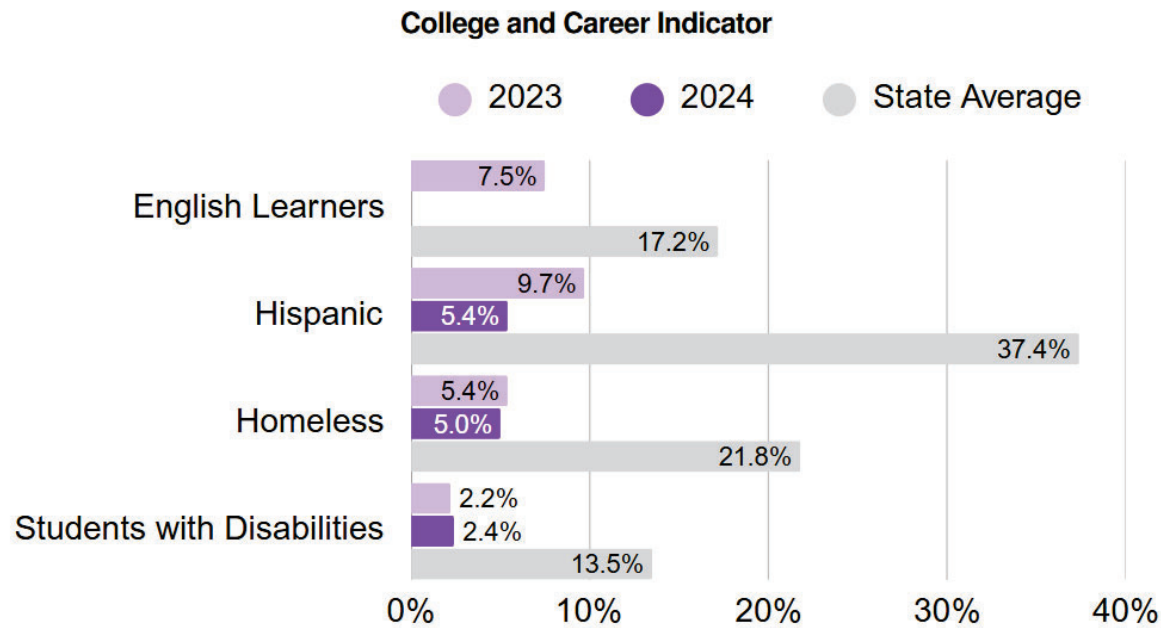
- Priority 2: Implementation of Academic Standards
- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 7: Access to a Broad Course of Study
- Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The LEA established this goal based on a comprehensive analysis of data from the Comprehensive Needs Assessment (CNA) and the California School Dashboard. These sources highlighted significant equity gaps among English Learners, Homeless Youth, Low-Income Students, and Students with Disabilities. Recognizing these disparities, the LEA prioritized this goal to ensure equitable access to educational opportunities and targeted interventions for these student groups.

Additionally, data revealed the need for a more intentional approach to improving key performance indicators, specifically the College and Career Indicator and the Graduation Indicator. By focusing on these areas, the LEA aims to not only close opportunity gaps but also enhance post-secondary readiness and long-term student success.





To address these disparities, the LEA is prioritizing targeted instructional strategies, specialized academic supports, and data-driven interventions designed to improve academic achievement, graduation rates, and college and career readiness particularly for historically underserved student groups. This goal is essential to ensuring equitable access to rigorous academic pathways and increasing successful post-secondary outcomes by the end of the 2027 academic year. Through consultation with educational partners, this goal was identified as a top priority to close opportunity gaps and promote sustained, long-term academic growth for all students.

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 dual enrollment	Spring 2024 Internal Data All students: 5 EL: 0 SWD: 2 Hispanic: 4 Homeless: 0	Spring 2025 Internal Data All students: 9 EL: 0 SWD: 0 Hispanic: 4 Homeless: 0	Not Applicable until 2026	By the end of 2027, increase the number of students completing dual enrollment to: All students: 15 EL: 3 SWD: 5 Hispanic: 7 Homeless: 1	All students: 4 ↑ EL: 0 maintained SWD: 2 ↓ Hispanic: 0 maintained Homeless: 0 maintained
Metric# 2	Increase the DASS one-year grad rate	Fall 2023 CA Dashboard Data: 79.8% - All students 86.7% - EL 73.1% - SWD 81.9% - FRMP 81.8% - Hispanic 62.5% - Homeless	Fall 2024 CA Dashboard Data: 83.1% - All students 86% - FRMP 81% - Hispanic <i>No percent reflected for other student groups.</i>	Not Applicable until 2026	The LEA will have a one-year graduation rate at or above: 81% - all students 87% - English Learners 75% - SWD 84% - FRMP 84% - Hispanic 65% - Homeless	All students: -3.3↑ FRMP: 4.1↑ Hispanic: .8↓
Metric# 3	Increase Credit Attainment	Spring 2024 Internal Data All students: 39% EL: 30% SWD: 28% FRMP: 38% Hispanic: 38% Homeless: 14%	Spring 2025 Internal Data All students: 42.8% EL: 41.4% SWD: 31% FRMP: 40.5% Hispanic: 40.1% Homeless: 17.1%	Not Applicable until 2026	Increase the percentage of students turning in 5+ units a month to: 40% - All students 34.5% - EL 35.5% - SWD 37% - FRMP 38% - Hispanic 28.5% - Homeless	All students: 3.80%↑ EL: 11.40%↑ SWD: 3%↑ FRMP: 2.50%↑ Hispanic: 2.10%↑ Homeless: 3.10%↑

Metric# 4	Increase A-G completion	Spring 2024 Internal Data All students: 42.9% EL:0% SWD: 9.1% FRMP: 32.6% Hispanic:30.4% Homeless:0%	Spring 2025 Internal Data All students: 42.6% EL: 11.10% SWD: 33.3% FRMP: 37.5% Hispanic:46.2% Homeless:0%	Not Applicable until 2026	Increase the average number of students completing the A-G planning guide over the course of the LCAP: 82% - All students 75% - EL 60% - SWD 84% - FRMP 85% - Hispanic 20% - Homeless	All students: .3%↓ EL: 11.1%↑ SWD: 23.9%↑ FRMP: 4.9% ↑ Hispanic:15.8%↑ Homeless:0% maintained
Metric# 5	Increase Core Course completion	Spring 2024 Internal Data All students: English (E) -8.5; Math (M) - 8; Science (S) -7; Social Studies (SS) - 8 Students with Disabilities (SWD): E-7; M-6.5; S-6; SS-6 Low- Income (FRMP): E-8.5; M-8; S-7.5; SS-8; Hispanic: E-8; M-7.5; S-6.5; SS-7.5 • Homeless: E-4; M-2.5; S-2; SS-6	Spring 2025 Internal Data <ul style="list-style-type: none"> All students: English (E) -7.4; Math (M) -6.5; Science (S) -6.3; Social Studies (SS) - 6.9 Students with Disabilities (SWD): E-5.4; M-5.9; S-6.9; SS-5.0 Low- Income (FRMP): E-7.3; M-6.7; S-5.9; SS-7.1; Hispanic: E-7.1; M-6.4; S-6.1; SS-6.7 Homeless: E-2.8; M-5.5; S-1.0; SS-3.0 	Not Applicable until 2026	Increase the average core course completion to the following for each student group: <ul style="list-style-type: none"> All students: E-8; M-7; S-7; SS-8 SWD: E-7; M-7; S-7; SS-8 FRMP: E-8; M-7; S-7; SS-8 Hispanic: E-8; M-7.5; S-8; SS-8 Homeless: E-7; M-7; S-6; SS-7 	All students: English (E) 1.1↑; Math (M) 1.5↑; Science (S) 0.7↑; Social Studies (SS) 1.1↑ <ul style="list-style-type: none"> Students with Disabilities (SWD): E 1.6↑; M 0.6↑; S 0.9↓; SS 1.0↑ Low-Income (FRMP): E 1.2↑; M 1.3↑; S 1.6↑; SS 0.9↑ Hispanic: E 0.9↑; M 1.1↑; S 0.4↑; SS 0.8↑ Homeless: E 1.2↑; M 3.0↓; S 1.0↑; SS 3.0↑

Goal Analysis for 2024-25

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

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

Throughout the 2024–25 academic year, OFL Baldwin Park successfully implemented several key actions under Goal 1 to support student graduation and college/career readiness. These efforts included targeted academic interventions, credit recovery support, postsecondary exposure opportunities, and the expansion of dual enrollment pathways.

Successful Implementation:

OFL Baldwin Park successfully implemented targeted interventions for graduation and college/career readiness. Key actions such as credit recovery (Action 10), core course completion support (Action 5), and postsecondary exposure events were fully executed, contributing to improved outcomes in credit attainment and graduation rates.

The charter also strengthened postsecondary planning and support through expanded dual enrollment partnerships with Mt. San Antonio College and Pathways College (Action 6). As a result, dual enrollment participation increased overall. In-services and data dives focused on disaggregating data by student subgroups particularly English Learners (ELs) and Students with Disabilities (SWDs) to inform instructional decisions and intervention planning. These efforts helped improve student identification, engagement, and participation in college and career readiness activities.

Implementation Challenges:

Participation in dual enrollment remained disproportionately low among EL and SWD student groups. Additionally, while new CTE offerings were introduced through Interplay Learning, overall implementation and student course completion took longer than anticipated. This delay also impacted plans to launch an additional CTE program through YaizY.

The process for formalizing new external partnerships (Action 6) proved lengthy, and building adequate academic support systems for students enrolled in dual enrollment courses presented ongoing challenges. Moreover, due to the simultaneous rollout of other initiatives, the charter was unable to fully implement a new educational software tool under Action 8 with full fidelity.

As the charter transitions into the 2025–26 LCAP cycle, efforts will focus on strengthening support systems for dual enrollment and CTE access, particularly for underrepresented subgroups, while continuing to expand postsecondary preparation initiatives that support all students.

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 effectively implemented the actions outlined in Goal 1 and does not anticipate any significant variance between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending appears to be on track. The LEA will also continue to leverage LREBG funding to support ongoing progress toward achieving Goal 1.

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

The actions implemented under Goal 1 were generally effective, as evidenced by year-over-year growth in several key performance indicators. The one-year DASS graduation rate increased to 83.1%, with gains for FRMP (86%) and Hispanic students (81%). Dual enrollment participation also increased from 5 to 9 students, reflecting improved access to postsecondary pathways.

Targeted supports contributed to increases in credit attainment and A-G completion, particularly for Students with Disabilities, whose A-G completion rose from 9.1% to 33.3%. Despite this growth, A-G completion for English Learners (11.1%) and Homeless students (0%) remains an area of concern.

Although gains were made in graduation and credit metrics, there was a decline in core course completion across all subjects and student groups. This highlights the importance of strengthening instructional support and ongoing progress monitoring to ensure all students remain on track in 2025–26.

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.

The LEA remains committed to the metrics and actions identified in Goal 1 to continue engaging students by providing meaningful, impactful, and innovative educational experiences to expand their post-secondary options through improved Graduation Rates and College & Career Preparedness. No changes were made to the planned goals, metrics or actions for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Support and Instruction for students with disabilities	Students with disabilities will have access to individualized support through Special Education Specialists and para professionals to help aid their mastery of common core state standards.	\$150,000.00	No
Action #2	Foster & Homeless Youth Goal Setting	Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor at least once per semester to review academic progress and post-secondary plans.	\$150,000.00	Yes
Action #3	Professional Development	School staff will be provided opportunities to attend professional development to help strengthen the depth of knowledge in how to best support English Learners, foster youth, homeless students, low income students, and students with disabilities.	\$197,470.00	Yes
Action #4	Experiential Learning	Students will be offered experiential learning including the opportunity to explore post-secondary interests.	\$120,000.00	Yes
Action #5	CTE and Industry-Recognized Certifications	Students will be provided access to industry-recognized coursework and certifications to help provide them exposure to a variety of career pathways	\$100,000.00	Yes
Action #6	College and Community Partnership	Post-Secondary Counselors will develop, implement, and expand College and Community partnerships to prepare students for college and careers.	\$65,000.00	Yes
Action #7	21st Century Technology Integration	The charter will maintain access to and use of classroom technology devices (e.g., Chromebooks and hot spots) for instructional purposes for low income, English Learner, foster, and homeless students.	\$120,000.00	Yes
Action #8	Innovative Software	The Charter will implement innovative software programs to accelerate learning for EL, Foster Youth, and Low-Income students. Programs offer extended support and interventions for EL, Foster Youth, and Low-Income students.	\$90,000.00	Yes
Action #9	Senior Portfolio Completion	Students in their senior year will be offered a Senior Portfolio curriculum to discover their post-secondary options and set their post-secondary goals.	\$50,000.00	Yes

Action #10	Credit Recovery and College Readiness Initiative (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on expanding access to instruction for credit-deficient students. The initiative supports timely credit recovery to ensure grade-level progression, graduation, and improved college eligibility.</p> <p>We will monitor effectiveness through the following LCAP metric:</p> <ul style="list-style-type: none"> LCAP Goal 1 Metric 1 - Increase dual enrollment <p>Research-Based Justification: Research indicates that targeted credit recovery programs, when implemented with personalized learning and teacher support, can significantly increase graduation rates and post-secondary readiness, particularly among underserved populations</p>	\$827,381.60	No
Action #11	Enhanced Academic Support and Assessment (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and provides additional academic services, including diagnostic, benchmark, and progress monitoring assessments to better tailor interventions.</p> <p>We will monitor effectiveness through the following LCAP metrics:</p> <ul style="list-style-type: none"> LCAP Goal 1 Metric 3 - Credit Attainment <p>Research-Based Justification: According to the National Center on Intensive Intervention, ongoing progress monitoring using high-quality assessments leads to more effective instruction and accelerated learning gains, especially for students with learning gaps.</p>	\$827,381.60	No
Action #12	Learning Gap Closure Acceleration (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to accelerate learning for students furthest from grade level through targeted intervention programs, including tutoring, small group instruction, and specialized learning supports.</p> <p>We will monitor effectiveness through the following LCAP metrics:</p> <ul style="list-style-type: none"> LCAP Goal 1 Metric 5 - Increase Core Course completion <p>Research-Based Justification: The Institute of Education Sciences (IES) supports the implementation of tiered intervention systems and high-dosage tutoring as evidence-based strategies to close persistent achievement gaps.</p>	\$827,381.60	No

Goal #	Description	Type of Goal
Goal #2	Increase the percentage of students meeting grade-level standards as measured by the California Dashboard Mathematics Indicator within three years through targeted interventions and ongoing monitoring across all student groups, particularly Hispanic and Low-Income students.	Focus

State Priorities addressed by this goal.

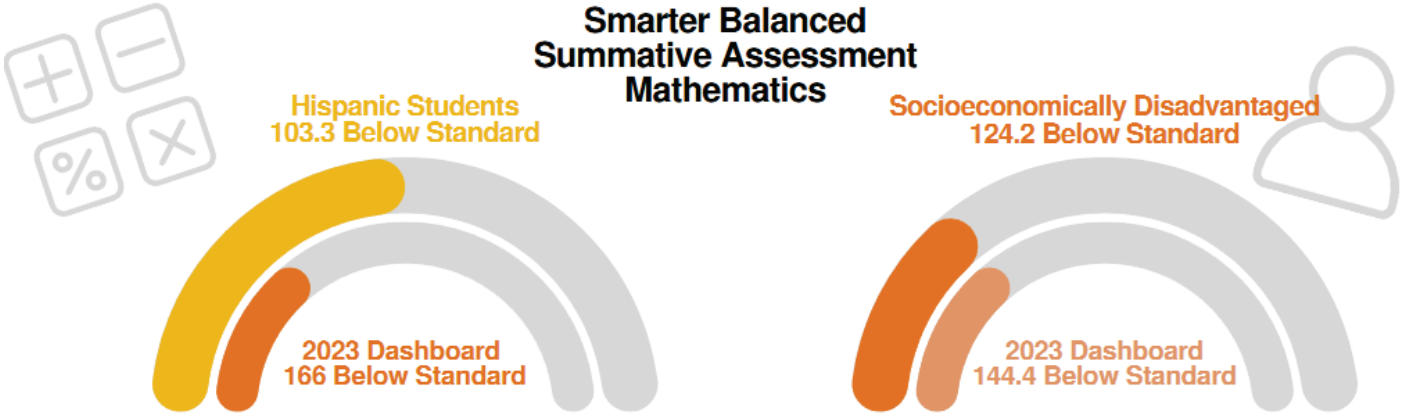
- Priority 2: Implementation of Academic Standards
- Priority 4: Student Achievement
- Priority 7: Access to a Broad Course of Study
- Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed based on a comprehensive analysis of data from the Comprehensive Needs Assessment (CNA) and the California School Dashboard, with a particular focus on the Mathematics Indicator. These assessments revealed a persistent gap in math proficiency, with a significant portion of students—especially Hispanic and Low-Income students—not meeting grade-level standards.

Mathematics proficiency is a critical factor in overall academic success and future career opportunities. Given the long-term impact of early math achievement on college and career readiness, the LEA has prioritized this goal to increase the percentage of students meeting grade-level standards in mathematics within the next three years.

Through consultation with educational partners, including staff, parents, and students, it became clear that targeted interventions, enhanced instructional support, and continuous progress monitoring are essential to closing achievement gaps and improving student outcomes. By implementing intentional, data-driven strategies, the LEA is committed to equipping all students with the math skills and confidence needed for long-term 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	Average grade level equivalency (GLE) Math score	Spring 2024 Internal Data: All student group level: 7.6 FRMP: 7.4 Hispanic: 7.5	Spring 2025 Internal Data: All student group level: 8.8 FRMP: 8.5 Hispanic: 8.5	Not Applicable until 2026	The average grade level equivalency (GLE) Math score for each student groups below be at: All students: 8 FRMP: 8 Hispanic: 8	All student group level: 1.2 ↑ FRMP: 1.1 ↑ Hispanic: 1 ↑
Metric# 2	Average GLE Math score for 11th graders	Spring 2024 Internal Data: All student group level: 8.6 FRMP: 8.2 Hispanic: 8.4	Spring 2025 Internal Data: All student group level: 9.9 FRMP: 9.4 Hispanic: 9.6	Not Applicable until 2026	Average GLE Math score for 11th graders will be at: All students: 8.5 FRMP: 8.5 Hispanic: 8.5	All student group level: 1.3 ↑ FRMP: 1.2 ↑ Hispanic: 1.2 ↑
Metric# 3	Average GLE Math score growth	Spring 2024 Internal Data: All student group level: 1.3 FRMP: 1.2 Hispanic: 1	Spring 2025 Internal Data: All student group level: 1.4 FRMP: 1.3 Hispanic: 1.2	Not Applicable until 2026	Average GLE Math score growth for 11th graders will be at: All students: 0.8 FRMP: 0.8 Hispanic: 0.8	All student group level: 0.1 ↑ FRMP: 0.1 ↑ Hispanic: 0.2 ↑
Metric# 4	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in Math	From 2023 reporting All student group level: Exceeded: 5% Met: 7%	From 2024 reporting All student group level: Exceeded: 1.96% Met: 9.8%	Not Applicable until 2026	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in Math: All students: Exceeded: 6% All Standards Met: 9%	All student group level: Exceeded: 3.04% ↓ Met: 2.8% ↑

Goal Analysis for 2024-25

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

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

Throughout the 2024–25 academic year, OFL Baldwin Park successfully implemented key actions aligned to Goal 2, with a focused emphasis on improving mathematics outcomes for all students—particularly Hispanic and Low-Income students. These actions prioritized math intervention and academic support across both in-person and the online learning settings. The charter delivered math-focused interventions through a multi-tiered system of support, which included the use of benchmark assessments, diagnostic tools such as Exact Path, and targeted small group instruction aligned with student data. This data-driven approach allowed instructional teams to identify learning gaps, monitor progress, and respond with timely, individualized support to increase the percentage of students meeting grade-level expectations in mathematics.

Successful Implementation:

The charter successfully implemented several key actions aimed at improving math proficiency, particularly for English Learners (EL), Foster Youth (FY), Homeless, and Socioeconomically Disadvantaged (FRMP) students. Students accessed intervention and acceleration software, such as Edmentum’s Exact Path, which provided 24-hour access to standards-aligned math instruction. This software was used consistently and served as a foundational support for both remediation and acceleration.

Targeted small group instruction was also implemented throughout the year. These sessions were well-attended and designed to address learning gaps, support student progression, and increase overall engagement in mathematics. Instructional staff incorporated integrated supports for EL students and dedicated time to address attendance issues for FY and Homeless students. These targeted interventions contributed to measurable growth: Math Grade Level Equivalent (GLE) scores improved year-over-year across student groups, with Hispanic students and FRMP students showing notable gains.

Implementation Challenges:

Despite the overall success, the LEA faced challenges in implementing Action 4 as planned. While the benchmark assessments and general intervention structures were in place, the LEA was unable to hire a dedicated Math Intervention Specialist. This limited the depth of targeted support available, particularly for students with the most significant needs, such as those in Special Education. Although tutors were available to provide general assistance, the lack of specialized intervention limited the ability to fully implement a tiered support model.

Moving forward, efforts to recruit and retain qualified Math Intervention Specialists will be critical to further close the achievement gap and support increased SBAC performance and GLE growth among Special Education, Homeless, and other historically underserved 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 effectively implemented the actions outlined in Goal 2 and does not anticipate any significant variance between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending appears to be on track.

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

The actions implemented under Goal 2 were generally effective, as evidenced by measurable increases in grade-level math performance and growth across key student groups. Average GLE math scores improved across the board, with all students increasing from 7.6 to 8.8, FRMP students from 7.4 to 8.5, and Hispanic students from 7.5 to 8.5. Similarly, 11th grade math GLE scores rose significantly for all students (8.6 to 9.9), with FRMP students reaching 9.4 and Hispanic students 9.6—each more than a full grade level increase in one year.

Growth metrics also show positive trends. Overall GLE growth rose slightly from 1.3 to 1.4, with FRMP and Hispanic students both increasing by 0.1 and 0.2 points respectively. These gains suggest that intervention software and small group instruction are having a sustained impact on student outcomes, particularly among student groups identified for support through Differentiated Assistance.

Despite gains in internal performance measures, CAASPP results present a mixed picture. The percentage of students who met the standard in 11th-grade math increased from 7% to 9.8%, indicating more students are reaching grade-level proficiency. However, the percentage of students who exceeded the standard declined from 5% to 1.96%, suggesting that fewer students are demonstrating advanced-level mastery.

These results reinforce that while core interventions are successfully supporting students in meeting foundational standards, additional emphasis is needed on accelerating learning for students who are capable of exceeding grade-level expectations. Continued focus on rigorous instruction, effective use of assessment data, and specialized support for high-performing students will be necessary to close this gap and ensure that all students, including FRMP, EL, and SWD populations, are prepared for postsecondary success.

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.

The LEA remains committed to the metrics and actions outlined in Goal 2. Instructional coaching and differentiated instruction (DI) pacing adjustments will continue as planned. Additional professional development will be provided to strengthen support for students with disabilities and English learners, with a focus on math vocabulary development and problem-solving scaffolds. No changes have been made to the goals, metrics, or actions for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention and Acceleration Software	The charter will provide the appropriate software to support unduplicated students and provide 24-hour access to standards-aligned intervention and acceleration opportunities.	\$30,000.00	Yes
Action #2	Targeted Small Group Instruction	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for EL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	\$65,000.00	Yes
Action #3	Broad course of Study aligned to 21st Century Learning	Educational partners will have access to academic resources that help aid students in their mastery in a broad course of study that is aligned to 21st century that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$60,000.00	Yes
Action #4	Benchmark Assessments and Interventions	The LEA aims to improve Foster Youth, Students experiencing Homelessness, and Low-Income Student achievement through the use of specialized instruction and interventions, which include the administration of triannual benchmark assessments; utilizing research-based intervention programs; and providing Math Intervention Specialists and tutoring services. Having Math Intervention Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers.	\$200,000.00	Yes

Goal #	Description	Type of Goal
Goal #3	Increase the percentage of students meeting grade-level standards as measured by the California Dashboard English Language Arts Indicator within three years through targeted interventions and ongoing monitoring across all student groups, particularly Hispanic and Low-Income students.	Focus

State Priorities addressed by this goal.

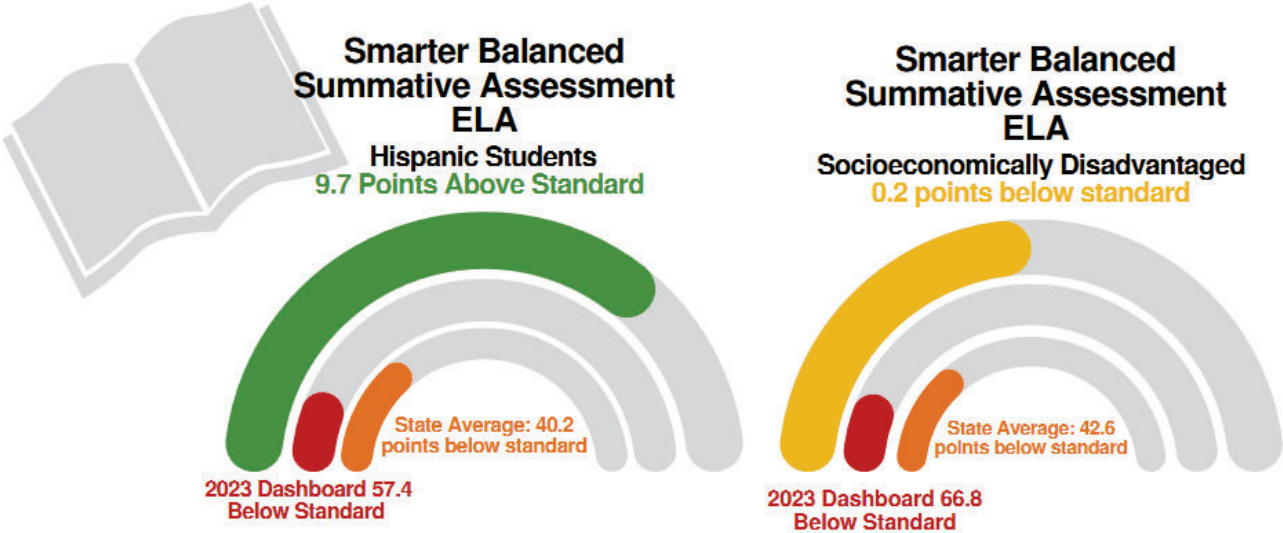
Priority 2: Implementation of Academic Standards
 Priority 4: Student Achievement
 Priority 7: Access to a Broad Course of Study
 Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed in response to data from the Comprehensive Needs Assessment (CNA) and the California School Dashboard, which highlighted a decline in English Language Arts (ELA) performance between the 2022 and 2023 reports. The analysis revealed notable achievement gaps, particularly among Hispanic and Low-Income students, indicating a need for targeted support to improve literacy outcomes. In response, the LEA implemented targeted interventions to address this trend. The 2024 California School Dashboard now reflects a 56-point increase in ELA performance, demonstrating that these efforts are yielding positive results.

Recognizing the foundational role of strong literacy skills in academic success and long-term opportunities, the LEA is prioritizing efforts to enhance ELA performance. The goal is to increase the percentage of students meeting grade-level standards in ELA within the 2024-27 LCAP timeframe, ensuring that students—especially those from historically underserved backgrounds—receive the necessary support to succeed.

Through consultation with educational partners, including teachers, families, and students, the LEA identified the need for strategic interventions, such as expanded literacy programs, instructional support, and data-driven monitoring. By implementing these focused strategies, the LEA is committed to closing achievement gaps, fostering academic confidence, and providing equitable access to high-quality literacy education for all students.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Average Reading grade level equivalency (GLE) score	Spring 2024 Internal Data All student group level: 7.9 FRMP: 7.7 Hispanic: 7.9	Spring 2025 Internal Data All student group level: 9.8 FRMP: 9.5 Hispanic: 9.5	Not Applicable until 2026	Average Reading grade level equivalency (GLE) scores will be at: All students: 8.2 FRMP: 8 Hispanic: 8	All students: 1.9↑ FRMP: 1.8↑ Hispanic: 1.6↑
Metric# 2	Average Reading GLE score for 11th graders	Spring 2024 Internal Data All student group level: 8.5 FRMP: 8 Hispanic: 8.3	Spring 2025 Internal Data All student group level: 10.8 FRMP: 10.5 Hispanic: 10.6	Not Applicable until 2026	Average Reading GLE score for 11th graders will be at: All students: 8.2 FRMP: 8.2 Hispanic: 8	All students: 2.3↑ FRMP: 2.5↑ Hispanic: 2.3↑
Metric# 3	Average Reading GLE score growth	Spring 2024 Internal Data All student group level: 1.2 FRMP: 1.1 Hispanic: 0.9	Spring 2025 Internal Data All student group level: 1.5 FRMP: 1.5 Hispanic: 1.2	Not Applicable until 2026	Average Reading GLE score growth will be at: All students: 1.1 FRMP: 1.2 Hispanic: 1.2	All students: 0.3↑ FRMP: 0.4↑ Hispanic: 0.3↑
Metric# 4	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in ELA	From 2023 CAASPP reporting All student group level: Exceeded: 14.85% Met: 25.74%	From 2024 CAASPP reporting All student group level: Exceeded: 19.61% Met: 27.45%	Not Applicable until 2026	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in ELA: Exceeded: 16% All Standards Met: 28%	All student group level: Exceeded: 4.76% ↑ Met: 1.71% ↑

Goal Analysis for 2024-25

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

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

Throughout the 2024–25 academic year, OFL Baldwin Park successfully implemented key actions within Goal 3. These actions prioritized literacy development and intervention support across both in-person and virtual learning settings. The charter delivered ELA intervention

strategies through a multi-tiered system of support, which included the use of benchmark assessments, diagnostic tools like Exact Path, and tiered small group instruction aligned with student data.

Successful Implementation:

- The Ramona Learning Center maintained a trimester-based pacing schedule for Small Group Instruction (SGI), allowing staff to monitor student progression, address learning gaps, and deliver targeted supports.
- The Online Program implemented a quarter-based pacing structure within Direct Instruction (DI), ensuring consistent ELA intervention services.
- The school expanded access to ELA tutoring services, increasing the availability of instructional supports for students needing additional help in reading and writing.
- Benchmark assessments were administered on a triennial basis, in alignment with Action 4, and used to inform placement in intervention groups and drive instructional decisions.
- Implementation of Exact Path supported personalized learning pathways for students, allowing them to engage with skill-specific instruction aligned to their performance levels.

Implementation Challenges:

OFL Baldwin Park did not experience any significant challenges in the implementation of Goal 3 actions during the 2024–25 school year. All planned supports were executed as scheduled across both the site-based and online programs.

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 effectively implemented the actions outlined in Goal 3 and does not anticipate any significant variance between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending appears to be on track.

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

The effectiveness of Goal 3 and its associated actions is supported by gains observed in reading achievement, including growth in grade-level equivalency (GLE) scores and increased proficiency levels on CAASPP ELA assessments, as indicated in the data. These improvements reflect the impact of targeted interventions, instructional strategies, and professional development designed to strengthen literacy outcomes for all students and key subgroups.

The charter's data shows that the average reading GLE score for all students increased from 7.9 to 9.8, with similar upward trends for socioeconomically disadvantaged (FRMP) students (7.7 to 9.5) and Hispanic students (7.9 to 9.5). Among 11th graders, average reading GLE scores also rose notably—from 8.5 to 10.8 for all students, with FRMP students increasing from 8.0 to 10.5 and Hispanic students from 8.3 to 10.6.

Additionally, GLE growth scores improved across all reported student groups. All students increased from a growth score of 1.2 to 1.5, FRMP students from 1.1 to 1.5, and Hispanic students from 0.9 to 1.2. This indicates that students not only achieved higher grade-level performance but also demonstrated accelerated academic growth compared to the prior year.

CAASPP results further support the effectiveness of these actions. The percentage of 11th-grade students meeting or exceeding the standard in ELA increased from 40.59% in 2023 to 47.06% in 2024, reflecting gains in both the “met” and “exceeded” performance bands.

These trends suggest that the instructional and intervention-based actions under Goal 3 contribute meaningfully to improved reading performance. Continued focus on implementation fidelity and subgroup responsiveness will be important to sustain and build upon this progress.

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

The LEA remains committed to the metrics and actions outlined in Goal 3. Instructional coaching and differentiated instruction (DI) pacing adjustments will continue as planned. The school will scale up ERWC access for 12th graders, continue coaching for online ELA instructors, and deepen vocabulary-focused support for FRMP and EL students. No changes have been made to the goals, metrics, or actions for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention and Acceleration Software	The charter will provide the appropriate software to support unduplicated students and provide 24-hour access to standards-aligned intervention and acceleration opportunities.	\$30,000.00	Yes
Action #2	Targeted Small Group Instruction	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for EL students, as well as labs and added time to target attendance issues for FY and Homeless and Low-Income students.	\$65,000.00	Yes
Action #3	Broad course of Study aligned to 21st Century Learning	Educational partners will have access to academic resources that help aid students in their mastery in a broad course of study that is aligned to 21st century that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.	\$60,000.00	Yes
Action #4	Benchmark Assessments and Interventions	The LEA aims to improve Foster Youth, Students experiencing Homelessness, and Low-Income Student achievement through the use of specialized instruction and interventions, which include the administration of triannual benchmark assessments; utilizing research-based intervention programs; and providing Math Intervention Specialists and tutoring services. Having Math Intervention Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers.	\$200,000.00	Yes

Goal #	Description	Type of Goal
Goal #4	English Learners and Long-Term English Learners will demonstrate proficiency growth as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.	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.

This goal was developed to advance English Learner (EL) progress and increase EL reclassification rates within the LEA. Data from the California School Dashboard and local benchmark assessments indicate the need for continued focus on English proficiency growth, particularly for Long-Term English Learners (LTELs) who face additional challenges in meeting reclassification criteria.

The decision to prioritize this goal is driven by the need to sustain and accelerate progress in EL achievement while addressing the specific barriers that LTELs encounter. By establishing clear benchmarks for proficiency growth and reclassification rates, the LEA ensures a structured approach to monitoring student progress and evaluating the impact of interventions.

Through consultation with educational partners, including teachers, parents, and EL specialists, the LEA identified key areas for improvement, such as enhancing instructional support, implementing targeted interventions, and expanding access to language development resources. Recognizing reclassification as a critical milestone, the LEA is committed to equipping EL students with the necessary support to achieve language proficiency, succeed academically, and transition confidently into college and career pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	EL reclassification rate	Spring 2024 Internal Data: 100% Reclassification Rate	Spring 2025 Internal Data: 83.3% Reclassification Rate (5 of 6 students have reclassified)	Not Applicable until 2026	Maintain or increase the English Learner Reclassification rate to at or above 40%	16.7%↓
Metric# 2	Lexile measure for EL students	Spring 2024 Internal Data: 53.4% of English Learners had an increase in a Lexile measures	Spring 2025 Internal Data: 66.7% of English Learners had an increase in a Lexile measures	Not Applicable until 2026	65% of English Learners will have an increase in a Lexile measure.	13.3% ↑
Metric# 3	EL Core course completion	Spring 2024 Internal Data: English-8 Math-8 Science-7.5 Social Science-8.5	Spring 2025 Internal Data: English-8.5 Math-7.5 Science-6.3 Social Science-8.1	Not Applicable until 2026	By end of 2027, Increase EL core course completion to: 8-English 7-Math 7-Science 8-Social Science	English- 0.5 ↑ Math & Science - 0 maintained Social Science - 0.4↓
Metric# 4	EL students' progress one level of ELPI	Fall 2023 CA Dashboard: Green Rating: 47.4% making progress towards English language proficiency	Fall 2024 CA Dashboard: 37.5% making progress	Not Applicable until 2026	48% ELPI progression by the release of the 2027 CA Dashboard	9.9% ↓
Metric# 5	LTEL Lexile increase	Spring 2024 Internal Data: 54.8% Long-term English Learners had an increase in a Lexile measures	Spring 2025 Internal Data: 54.5% of English Learners had an increase in a Lexile measures	Not Applicable until 2026	A three-year average of 70% of English Learners will have an increase in Lexile measure.	0.3% ↓

Metric# 6	LTEL English core course completion	Spring 2024 Internal Data: English-10 Math-5 Science-5 Social Science-4.5	Spring 2025 Internal Data: English-7.5 Math-7.8 Science-6.9 Social Science-8.8	Not Applicable until 2026	By end of 2027, Increase LTEL core course completion to: 7-English 6.5-Math 6-Science 4-Social Science	English- 2.5 ↓ Math- 2.8 ↑ Science- 1.6 ↑ Social Science- 4.3 ↑
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Goal Analysis for 2024-25

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

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

Successful Implementation:

Key actions under Goal 4 were successfully implemented across sites, with a clear emphasis on improving outcomes for English Learners (EL) and Long-Term English Learners (LTEL). A designated ELD curriculum aligned to state recommendations was provided to support EL students' language acquisition and access to core instruction. Academic Learning Plan (ALP) meetings served as a platform for continued monitoring of EL student needs, with added attention to reclassification criteria and language development.

A major advancement this year was the implementation of a targeted ELD course for LTEL students at the Ramona, designed to address ELPAC skills, study habits, and integrated ELD strategies. The course was created with LTEL needs in mind and will expand to the online program in the coming year. Additionally, site instructional teams implemented a data analysis system tailored to EL and LTEL students. This included packet-based instruction aligned to ALD 1 and 2 and use of ELPAC and internal benchmark data to inform reclassification targets. These efforts ensured that students were uniquely identified, monitored, and supported through designated instructional time with specialists.

Implementation Challenges:

While EL instructional supports were well-developed, the ELD course for LTEL students wasn't ready for the online program this academic year. The online program continued to provide ELD support and monitoring for our LTEL students, but the completion and implementation of the online format was delayed.

Another challenge was family engagement in DELAC and PAC meetings continues to be an area for growth. Although newsletters, Family Night, and Awards Night were used to promote family participation and share progress, consistent engagement of EL families remains a challenge. Increasing parent voice in planning and reclassification discussions will be a continued focus area in 2025–26.

Overall, the charter made meaningful progress toward Goal 4, with improved systems for identifying and supporting EL and LTEL students and growing internal capacity to track and respond to their academic language needs.

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 effectively implemented the actions outlined in Goal 4 and does not anticipate any significant variance between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending appears to be on track. The LEA will also continue to leverage LREBG funding to support ongoing progress toward achieving Goal 4.

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

The actions implemented under Goal 4 yielded mixed results in terms of effectiveness. On the positive side, 66.7% of English Learners demonstrated Lexile growth, exceeding the Year 3 target of 65%, and indicating that designated ELD instruction and progress monitoring systems are supporting literacy development. Long-Term English Learners (LTELs) also showed improvement in course completion across key subject areas, with gains in math, science, and social science compared to the previous year.

However, challenges remain. The percentage of EL students progressing at least one ELPI level declined from 47.4% to 37.5%, suggesting a need for deeper alignment between instructional supports and ELPAC proficiency domains. Additionally, while LTEL English core course completion decreased from 10 units to 7 units, the current rate still exceeds the 2026–27 target benchmarks. This signals that while implementation is on the right trajectory, greater consistency and targeted academic support for LTELs will be necessary to maintain and build on progress in the coming years.

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.

The LEA remains committed to the metrics and actions outlined in Goal 4. To address ELPI regression, the school will increase integrated ELD supports, enhance EL data reviews with our EL team, and expand targeted outreach to LTEL students and families. No changes have been made to the goals, metrics, or actions for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Designated English Language Development	The LEA will provide EL students research-based and/or state recommended designated ELD curriculum designed to develop and strengthen the English language acquisition skills necessary to access core curriculum.	\$90,000.00	Yes
Action #2	English Learner Parent Participation	Through the LEA ELAC/DELAC meetings and the facilitation of Academic Learning Plans, parents of English Learners will participate in planning for and providing feedback on English Learner student achievement. Newsletter, Family Night, family events like Awards night, family surveys	\$30,000.00	Yes
Action #3	Assessment and Progress Monitoring of EL and LTEL Students	Site Instructional Leadership Teams will develop and implement a comprehensive assessment and data analysis system tailored to English Learners, with a specific focus on Long-Term English Learners. This system will include ongoing assessment and progress monitoring strategies to ensure targeted support and consistent tracking of academic growth. It will also involve clearly identifying Long-Term English Learners, setting specific targets for reclassification, and using assessment cycles to inform and drive appropriate classroom interventions.	\$30,300.00	Yes
Action #4	Learning Gap Closure Acceleration (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to accelerate learning for students furthest from grade level through targeted intervention programs, including tutoring, small group instruction, and specialized learning supports.</p> <p>We will monitor effectiveness through the following LCAP metrics:</p> <ul style="list-style-type: none"> LCAP Goal 1 Metric 3 - EL Core Course Completion LCAP Goal 1 Metric 6 - LTEL English Core Course Completion <p>Research-Based Justification: The Institute of Education Sciences (IES) supports the implementation of tiered intervention systems and high-dosage tutoring as evidence-based strategies to close persistent achievement gaps.</p>	\$827,381.60	No

Goal #	Description	Type of Goal
Goal #5	Create an inclusive environment where parents, families, and community Educational Partners are valued partners in supporting student success. The school, in collaboration with the community, pledges to foster safe, culturally responsive learning spaces that promote social-emotional well-being and address the needs of students, families, and staff.	Maintenance of Progress

State Priorities addressed by this goal.

- Priority 1: Basic Services
- Priority 3: Parent and Family Engagement
- Priority 5: Student Engagement
- Priority 6: Local Climate Survey

An explanation of why the LEA has developed this goal.

This goal was incorporated into the LCAP to strengthen partnerships with parents, families, and community Educational Partners—key contributors to student success. Data from educational partner engagement surveys and local needs assessments highlight the need for increased family engagement and community collaboration to support student achievement and well-being.

The decision to prioritize this goal is rooted in the understanding that strong family and community involvement leads to improved academic performance, positive student behavior, and greater motivation. Research and Educational Partner feedback emphasize the importance of fostering safe, inclusive, and culturally responsive learning environments where all educational partners feel welcomed, valued, and respected.

By addressing social-emotional needs, enhancing diversity, equity, and inclusion efforts, and expanding opportunities for meaningful engagement, the LEA aims to deepen relationships between the school, families, and the broader community. This goal reflects the LEA’s commitment to creating a supportive, collaborative educational environment where every student has the opportunity to thrive academically, socially, and emotionally.

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	High School dropout rates	Spring 2024 Internal Data: 3.6% dropout rate	Spring 2025 Internal Data: 4.5% dropout rate	Not Applicable until 2026	The LEA will maintain or reduce the High School dropout rate, at or below 7%.	Increase 0.9% ↑
Metric# 2	Suspension rates	Fall 2023 CA Dashboard: 0.1% suspended at least one day	Fall 2024 CA Dashboard: 0.1% suspended at least one day	Not Applicable until 2026	The LEA will maintain suspension rates at or below 1.5%	Maintained no increase or decline
Metric# 3	School Climate Survey	Spring 2024 Results: School Climate • Family: 98% • Students: 92% School Safety • Family: 86% • Students: 89% Engagement • Family Engagement: 69% • Student School Engagement: 98%	Spring 2025 Results: School Climate • Family: 100% • Students: 100% School Safety • Family: 92% • Students: 90% Engagement • Family Engagement: 99% • Student School Engagement: 90%	Not Applicable until 2026	Parents and students will maintain at least a 90% favorable response to School Climate and School Safety measures. Family engagement will increase to 75%; student engagement will maintain at least 90%.	School Climate • Family: 2% ↑ • Students: 8% ↑ School Safety • Family: 6% ↑ • Students: 1% ↑ Engagement • Family Engagement: 30% ↑ • Student School Engagement: 8% ↓

Metric# 4	Basic Services: Teaching Assignment Monitoring Outcomes	<p>Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes:</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 30.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFL BP, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned above for alternative settings. Using this</p>	<p>2024 CA Dashboard: Teaching Assignment Monitoring</p> <ul style="list-style-type: none"> • Clear (% of teaching FTE): 38.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 <p>At OFL BP, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned above for alternative settings. Using this report in the 2023-24 school year, all OFL BP teachers were appropriately assigned based on their credentials. All staff members meet the</p>	Not Applicable until 2026	<p>Teaching Assignment Monitoring Outcomes: Clear (% of teaching FTE): maintained at or above 31%</p> <ul style="list-style-type: none"> • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 	<p>Teaching Assignment Monitoring: Clear (% of teaching FTE) increased by 8.2%</p> <p>Textbook Insufficiencies, Facilities Inspections, and the number of Uniform Complaints outcomes were unchanged.</p>
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		report in the 2022-2023 school year, all OFL BP teachers were appropriately assigned based on their credentials. All staff members meet the	qualifications of their job duties.			
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Goal Analysis for 2024-25

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

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

All planned actions under Goal 5 were implemented as intended to support inclusive school environments and strengthen partnerships with families and community Educational Partners. Educational Partner engagement opportunities were provided throughout the year, including family workshops, Academic Achievement Chats, and input opportunities tied to school planning and services. Students and families also engaged in school climate surveys, which informed continuous improvement efforts and helped elevate student voice.

Social-emotional supports were offered through access to Daybreak Health, mental health professionals, trauma-informed practices, and social-emotional learning (SEL) activities. These services played a critical role in supporting the needs of students, especially those impacted by poverty, trauma, or disability.

Successful Implementation:

Suspension rates remained low, and staff participation in the school climate survey reached 100%, reflecting strong staff engagement in campus culture. Student participation in the school climate survey increased by 1.9%, and the overall feedback was positive, suggesting students feel connected and safe. Although the dropout rate increased slightly, it remains below the 2026–27 LCAP target of 7%, indicating that whole-child supports and engagement efforts are helping to mitigate risk factors for student disengagement.

Implementation Challenges:

While staff and student participation in engagement opportunities and surveys was strong, parent and guardian response rates remained low—particularly in the online program. The majority of survey responses came from the Ramona center, indicating a need for more targeted outreach and engagement strategies for families in virtual settings. Improving parent voice and representation from all learning environments will be a priority moving forward.

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 effectively implemented the actions outlined in Goal 5 and does not anticipate any significant variance between the budgeted and estimated actual expenditures for the 2024–25 school year, as all spending appears to be on track. The LEA will also continue to leverage LREBG funding to support ongoing progress toward achieving Goal 5.

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

The effectiveness of Goal 5 and its associated actions is supported by strong outcomes in family engagement—except in PAC and DELAC, sustained school safety ratings, and favorable perceptions of school climate, as indicated in the data. These improvements reflect the school’s ongoing efforts to build inclusive, culturally responsive environments and to engage families as key partners in student success. Family perceptions of school safety improved, rising from 86% to 92%, while family satisfaction with overall school climate reached 100%, up from 98%. These results suggest that the school’s strategies to foster positive relationships with families and create welcoming spaces are having the intended impact.

Student perceptions of school safety also increased from 89% to 90%, and suspension rates remained low at 0.1%, well within the target threshold of 1.5%. These data points affirm that the school continues to provide a physically and emotionally safe learning environment.

However, the data also indicate areas for improvement. Student school engagement declined from 98% to 90%, and the dropout rate increased slightly from 3.6% to 4.5%. While both remain within acceptable thresholds, these changes highlight a need for continued investment in student-centered supports that promote consistent engagement and connection to school.

Overall, the actions implemented under Goal 5 appear to be effective in deepening family-school partnerships and maintaining a safe, inclusive climate. Continued monitoring of student engagement and dropout trends will ensure the school remains responsive to evolving student needs.

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.

The LEA remains committed to the metrics and actions identified in Goal 5 to continue fostering a secure and collaborative learning environment that optimizes the collective expertise of all educational partners, thereby enhancing capacity-building initiatives for continuous improvement. Efforts will increase to re-engage students through interest-based extracurriculars, more consistent outreach to foster/homeless youth, and monitoring systems that flag early signs of disengagement. The LEA will also continue to recruit parents for PAC. No changes have been made to the goals, metrics, or actions for the 2025–2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent involvement in Educational Partner engagement	The LEA will provide a variety of Educational Partner engagement opportunities and platforms to obtain feedback and input from Educational Partners on items, including but not limited to instruction, support services, school climate, and operations related to unduplicated students, students with disabilities and general education students.	\$110,000.00	Yes
Action #2	Academic Achievement Chats	Students and parents will meet with their teachers at least twice a year to review assessment data, academic progress, and create individualized attendance and academic goals.	\$55,000.00	Yes
Action #3	Social-Emotional Development	Students will be provided the opportunity to participate in extracurricular activities or courses designed to promote the acquisition of social-emotional skills.	\$80,000.00	Yes
Action #4	School Safety	In successfully implementing the Comprehensive School Safety Plan, the LEA will provide the appropriate personal protective equipment; ensure proper facilities maintenance and cleaning at all school sites; maintain safety equipment; retain safety personnel; and provide training that align with all federal, state and local guidelines.	\$56,308.00	Yes
Action #5	Comprehensive Student Support and Staff Training Initiative (LREBG)	<p>This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and integrates health, counseling, trauma-informed practices, and professional development to support the whole child. Services include access to mental health professionals, expanded meal programs, SEL curriculum, and wraparound support for students and families.</p> <ul style="list-style-type: none"> • LCAP Goal 5 Metric 2 - Suspension Rates • LCAP Goal 5 Metric 2 - School Climate Survey <p>Research-Based Justification: According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), integrated student support systems and SEL frameworks promote student engagement and achievement, especially among students impacted by poverty, trauma, or disability.</p>	\$827,381.60	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,054,078	\$256,308

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.55%	0.00% carryover	\$ 0.00 carryover	37.55%

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
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<p>Goal 1 Action #3 Action #4 Action #5 Action #6 Action #7 Action #8 Action #9</p>	<p>A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in February 2025 identified key challenges impacting English Learners (EL), Long-Term English Learners (LTEL), homeless youth (HY), low-income (LI) students, and students with disabilities (SWD). The findings, supported by data from the 2024 California School Dashboard, data dives throughout the school year, and input from educational partners, highlight specific barriers requiring targeted interventions. While these actions will be implemented schoolwide, they are principally directed toward these student groups to ensure they receive the necessary support to close achievement gaps.</p> <p>Key Needs Identified in 2024-25</p> <ul style="list-style-type: none"> English Learners (EL) & Long-Term English Learners (LTEL): Language barriers continue to impact EL students' engagement and performance across all core subjects, particularly in literacy and mathematics. They require increased access to structured language acquisition programs, bilingual instructional materials, and integrated academic supports. Homeless Youth (HY): Unstable living conditions negatively affect attendance, credit attainment, and overall academic success. Homeless students require increased wraparound services, access to resources, and individualized academic and social-emotional support to ensure continuity in their education. Low-Income Students (LI): Economic barriers contribute to lower access to educational resources, limited technology at home, and reduced participation in enrichment programs. These students need expanded academic interventions, 	<p>Each action is designed to address the specific barriers and conditions faced by unduplicated student groups while also benefiting the broader student population. These actions are principally directed toward our unduplicated student groups in the following ways:</p> <p>Goal 1, Action 3 - Professional Development: How It Addresses Need(s):</p> <ul style="list-style-type: none"> Equips educators with strategies to support EL, foster youth, homeless students, low-income students, and SWD. Enhances the quality of instruction and support, leading to improved academic performance and student engagement. <p>Why LEA-wide?</p> <ul style="list-style-type: none"> Ensures all educators across the LEA receive training to support diverse student populations effectively. Promotes consistency in instructional practices and equitable support for students across all school sites. <p>Goal 1, Action 4 - Experiential Learning How It Addresses Need(s):</p> <ul style="list-style-type: none"> Engages students by providing hands-on learning experiences, including field trips, internships, and project-based learning. Helps students connect academic work to real-world applications and future career interests. <p>Why LEA-wide?</p> <ul style="list-style-type: none"> Ensures equitable access to experiential learning opportunities for all students, regardless of socioeconomic background. Promotes a college and career-ready culture across the charter. 	<p>Metric 1: Increase Dual Enrollment By the end of 2027, increase the number of students completing dual enrollment:</p> <ul style="list-style-type: none"> All students: 15 English Learners (EL): 3 Students with Disabilities (SWD): 5 Hispanic Students: 7 Homeless Students: 1 <p>Metric 2: Increase DASS One-Year Graduation Rate Ensure the one-year graduation rate is at or above:</p> <ul style="list-style-type: none"> All students: 81% EL: 87% SWD: 75% Foster, Reduced-Price Meal Program (FRMP): 84% Hispanic Students: 84% Homeless Students: 65% <p>Metric 3: Increase Credit Attainment Raise the percentage of students earning 5+ units per month to:</p> <ul style="list-style-type: none"> All students: 40% EL: 34.5% SWD: 35.5% FRMP: 37% Hispanic Students: 38% Homeless Students: 28.5% <p>Metric 4: Increase A-G Completion</p>
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access to high-quality instructional materials, and enhanced extracurricular opportunities.

- Students with Disabilities (SWD): SWD students often experience challenges in academic achievement, graduation rates, and college/career readiness. Increased specialized instructional strategies, targeted interventions, and professional development for teachers are necessary to support their learning needs.
- Lack of Structured Monitoring Systems: Gaps were identified in monitoring 4- and 5-year graduation cohorts, tracking student progress toward A-G, CTE, and dual enrollment, and supporting LTELs through reclassification and course completion planning.
- Low and Disproportionate Dual Enrollment Participation: While overall dual enrollment increased from 5 to 9 students, participation remained flat at 0% for English Learners, 0% for Students with Disabilities, and 0% for Homeless students, revealing continued access and support challenges for high-priority groups.

2024-25 Data Trends

- Improved Overall Outcomes Mask Subgroup Variability: Dual enrollment doubled overall (from 5 to 9 students), but English Learners, SWD, and Homeless students had no increase, remaining at 0% participation.
- Credit Attainment Trending Up but Remains Uneven: The overall percentage of students earning 5+ units per month rose to 42.8%. ELs improved from 30% to 41.4%, while Hispanic students increased to 40.1%. However, Homeless students

Goal 1, Action 5 - CTE and Industry-Recognized Certifications

How It Addresses Need(s):

- Prepares students for the workforce by offering career-focused education and skills-based learning.
- Provides alternative post-secondary pathways for students who may not pursue traditional college routes.

Why LEA-wide?

- Ensures all students, regardless of location, have access to CTE programs and certification opportunities.
- Supports economic mobility by providing students with in-demand skills and credentials.

Goal 1, Action 6 - College and Community Partnership

How It Addresses Need(s):

- Bridges the gap for students who may lack post-secondary guidance at home.
- Provides mentorship, resources, and opportunities to support college and career transitions.

Why LEA-wide?

- Ensures all students have access to college and career support, regardless of their school site.
- Promotes equitable opportunities for unduplicated students in accessing college and workforce resources.

Goal 1, Action 7 - 21st Century Technology Integration

Increase the percentage of students completing the A-G planning guide:

- All students: 82%
- EL: 75%
- SWD: 60%
- FRMP: 84%
- Hispanic Students: 85%
- Homeless Students: 20%

Metric 5: Increase Core Course Completion

Improve the average number of core courses completed by student group:

- All students: English: 8, Math: 7, Science: 7, Social Science: 8
- EL: English: 8, Math: 7, Science: 7, Social Science: 8
- SWD: English: 7, Math: 7, Science: 7, Social Science: 8
- FRMP: English: 8, Math: 7, Science: 7, Social Science: 8
- Hispanic Students: English: 8, Math: 7.5, Science: 8, Social Science: 8
- Homeless Students: English: 7, Math: 7, Science: 6, Social Science: 7

	<p>(17.1%) and SWD (31%) continue to lag significantly.</p> <ul style="list-style-type: none"> • A-G Completion Rates Show Gaps Despite Gains: A-G planning completion improved among SWD (up to 33.3%) and Hispanic students (46.2%), aligning with the CNA’s call to expand college-readiness structures. Yet A-G completion for Homeless students (0%) and ELs (11.1%) remain disproportionately low. • Core Course Completion Reflects Urgent Need for Targeted Support: All subgroups improved slightly in average core units completed, but Homeless and SWD students remain substantially off-track, with unit averages 2–3 points below target in multiple content areas. <p>These findings reinforce the need for continued investment in differentiated academic interventions, targeted student support services, and professional learning opportunities to promote equity and success for unduplicated students in 2025-26.</p>	<p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> • Addresses the digital divide by providing students with the necessary technology for learning. • Ensures students develop digital literacy skills essential for academic and career success. <p>Why LEA-wide?</p> <ul style="list-style-type: none"> • Guarantees that all students have equal access to technology and digital learning tools. • Enhances educational equity by removing barriers to digital access. <p>Goal 1, Action 8 - Innovative Software</p> <p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> • Supports personalized learning by providing tailored instruction and intervention. • Enhances student engagement and academic performance through interactive and adaptive learning tools. <p>Why LEA-wide?</p> <ul style="list-style-type: none"> • Ensures all students have access to high-quality learning software, regardless of location. • Maximizes the effectiveness of digital tools in improving student outcomes. <p>Goal 1, Action 9 - Senior Portfolio Completion</p> <p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> • Provides structured guidance for students to develop post-secondary plans. • Encourages goal setting and self-reflection to help students make informed future decisions. <p>Why LEA-wide?</p>	
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		<ul style="list-style-type: none"> • Ensures all seniors, regardless of background, receive structured support in planning for life after high school. • Standardizes senior portfolio requirements to maintain consistency in student preparation. <p>As OFL Baldwin Park transitions from 2024-25 implementation to 2025-26 refinement, actions remain principally directed toward unduplicated students while being implemented LEA-wide for systemic impact. Data collected during 2024-25 will be integrated into ongoing adjustments, ensuring that services evolve in response to student needs and drive measurable academic and engagement growth.</p>	
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<p>Goal 2 Action #1 Action #2 Action #3 Action #4</p>	<p>A Comprehensive Needs Assessment (CNA) conducted in February 2025 identified significant challenges for Hispanics, low-income (LI) students, and English Learners (EL), particularly in the underperformance on the Smarter Balanced Assessment Consortium (SBAC) mathematics assessments. As 2024-25 was an implementation year, real-time data collected through student performance and educational partner feedback continues to highlight the need for targeted interventions. Key barriers contributing to this disparity include:</p> <p>Key Needs Identified in 2024-25</p> <ul style="list-style-type: none"> English Learners (EL) & Long-Term English Learners (LTEL): Require increased academic language support in mathematics, access to bilingual instructional materials, and culturally relevant learning resources to enhance engagement and comprehension. Hispanic Students: Face challenges in math due to language barriers and a lack of culturally responsive teaching strategies tailored to their learning needs. Low-Income Students (LI): Experience disparities in access to math intervention tools, tutoring, and technology, which limits their ability to receive additional support outside of school hours. FRMP and Hispanic students, despite gains, these students continue to face disproportionate barriers and remain a priority for actions that are principally directed toward closing these achievement gaps While average GLE math scores increased across all groups, SWD and Homeless students remain far below proficiency targets, highlighting the need for more intensive and differentiated math supports. 	<p>Each action is principally directed toward the barriers and conditions faced by our unduplicated student groups (e.g., EL, LI, Homeless, Foster Youth, SWD), and is designed to improve outcomes specifically for those groups, even as it also benefits the broader student body. With over 80% of our students identified as unduplicated (including 85.1% Hispanic and 87% low-income), delivering these services LEA-wide ensures that the majority of students who face systemic barriers are supported equitably and consistently. These actions are principally directed toward our unduplicated student groups in the following ways:</p> <p>Goal 2, Action 1 - Math Intervention and Acceleration Software: How It Addresses Need(s):</p> <ul style="list-style-type: none"> Provides unduplicated students with access to standards-aligned intervention and acceleration tools, supporting skill development beyond classroom instruction. Helps bridge learning gaps for students with inconsistent attendance, such as homeless youth, by offering 24/7 access to academic resources. <p>Why LEA-wide?</p> <ul style="list-style-type: none"> Ensures equitable access to intervention software for all students while prioritizing those who require additional support to succeed. Strengthens overall academic performance by integrating digital tools that adapt to individual learning needs. <p>Goal 2, Action 2 - Targeted Small Group Instruction: How It Addresses Need(s):</p> <ul style="list-style-type: none"> Provides focused, personalized instruction to address learning gaps for Hispanic, Low- 	<p>Metric 1: Average Grade Level Equivalency (GLE) Math Score Target GLE Math score for each student group:</p> <ul style="list-style-type: none"> All Students: 8 FRMP: 8 Hispanic: 8 <p>Metric 2: Average GLE Math Score for 11th Graders Target GLE Math score for 11th graders:</p> <ul style="list-style-type: none"> All Students: 8.5 FRMP: 8.5 Hispanic: 8.5 <p>Metric 3: Average GLE Math Score Growth Target growth in GLE Math score for 11th graders:</p> <ul style="list-style-type: none"> All Students: 0.8 FRMP: 0.8 Hispanic: 0.8 <p>Metric 4: Increase in CAASPP 11th Grade Scores (Standard Met/Exceeded in Math) Target increase in CAASPP 11th grade Math scores (Standard Met/Exceeded): All Students: <ul style="list-style-type: none"> Exceeded: 6% Met: 9%</p>
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2024-25 Data Trends

- All students improved in average GLE math scores from 7.6 to 8.8; Hispanic and FRMP students reached 8.5, aligning with LCAP targets.
- GLE growth improved slightly (1.3 to 1.4 overall), with Hispanic students showing the largest gain (+0.2).
- CAASPP math results showed modest improvement: students “Met” the standard increased by 2.8%, but those “Exceeded” dropped by 3%, indicating limited progress in advanced mastery.

These findings reinforce the need for continued investment in targeted academic interventions, culturally responsive instruction, and equitable access to resources to improve math outcomes for unduplicated students in 2025-26.

Income, Homeless, and Foster Youth students.

- Supports language development for EL/LTEL students by incorporating integrated strategies within small-group settings.

Why LEA-wide?

- Allows for a structured approach to differentiated instruction, ensuring all students receive the support they need to succeed.
- Promotes inclusive learning environments while strategically targeting unduplicated students who benefit most from individualized support.

**Goal 2, Action 3 - Broad Course of Study
Aligned to 21st Century Learning:**

How It Addresses Need(s):

- Engages students with a diverse curriculum that connects academic learning to real-world applications, increasing motivation and relevance.
- Supports unduplicated students by integrating culturally relevant materials and hands-on learning experiences that reflect their backgrounds and future aspirations.

Why LEA-wide?

- Ensures all students have access to a well-rounded, future-focused education while directing targeted strategies toward unduplicated student groups.
- Prepares students for college and career success by incorporating 21st-century skills across all subject areas.

**Goal 2, Action 4 - Benchmark Assessments
and Interventions:**

How It Addresses Need(s):

	<ul style="list-style-type: none">• Identifies academic strengths and challenges early, allowing for timely interventions that support student progress.• Provides research-based interventions to unduplicated students, ensuring they receive the additional academic support needed to close achievement gaps. <p>Why LEA-wide?</p> <ul style="list-style-type: none">• Creates a system-wide framework for continuous assessment and intervention, ensuring all students benefit from data-driven instruction.• Prioritizes unduplicated students by tailoring intervention efforts to address their specific learning needs and barriers to success. <p>Implementing these actions LEA-wide is critical, as a substantial percentage of our student body consists of Hispanic and Low-Income students, who face distinct educational challenges. By addressing these challenges consistently across all schools, we ensure equitable access to necessary resources and support for every student. This holistic approach will elevate overall academic performance within the district, create a more inclusive educational environment, and advance equity by making targeted interventions accessible to all students who require them. With a unified and focused effort, we are committed to closing achievement gaps and fostering a culture of high expectations and comprehensive support for every student.</p>	
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<p>Goal 3 Action #1 Action #2 Action #3 Action #4</p>	<p>A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in February 2025 identified persistent ELA achievement gaps for English Learners (EL), Long-Term English Learners (LTEL), foster youth (FY), homeless youth (HY), low-income (LI) students, and students with disabilities (SWD). These findings were substantiated by the 2024 California School Dashboard, CAASPP results, Renaissance Lexile data, and quarterly academic data dives.</p> <p>While these actions are implemented schoolwide, they are principally directed toward the unduplicated student groups most impacted by ELA achievement gaps and literacy development.</p> <p>Key Needs Identified in 2024–25</p> <ul style="list-style-type: none"> English Learners (EL) & Long-Term English Learners (LTEL) require increased academic language development, targeted literacy interventions, and access to bilingual instructional materials to support reading comprehension and writing proficiency. Students with Disabilities (SWD) need differentiated instructional strategies, structured reading support, and consistent progress monitoring to improve SBAC ELA performance and Lexile growth. Low-Income and Homeless Students face barriers to consistent access to reading resources, quiet study environments, and supplemental academic support, impacting credit attainment and assessment outcomes. FRMP and Hispanic students, while demonstrating gains in Lexile and CAASPP performance, still require sustained scaffolding, culturally responsive content, and engagement 	<p>Each action is principally directed toward the needs of unduplicated student groups (including EL, LTEL, LI, FY, HY, and SWD) as identified through our CNA and Dashboard data, and is implemented LEA-wide to ensure equitable access and systemic improvement. Given that over 80% of Baldwin Park’s student population is classified as unduplicated, implementing these literacy supports LEA-wide ensures equitable access for the majority of students most in need of academic intervention. These actions are principally directed toward our unduplicated student groups in the following ways:</p> <p>Goal 3, Action 1 – Intervention and Acceleration Software How It Addresses Needs?</p> <ul style="list-style-type: none"> Provides unduplicated students, especially ELs, SWD, and LI youth, with 24/7 access to standards-aligned, adaptive reading software. Supports skill recovery and vocabulary development outside of direct instructional time. <p>Why LEA-wide?</p> <ul style="list-style-type: none"> Ensures equitable access to reading interventions for all students, regardless of site or program model. Maximizes reach and consistency across instructional platforms. <p>Goal 3, Action 2 – Targeted Small Group Instruction (SGI) How It Addresses Needs?</p> <ul style="list-style-type: none"> Offers high-impact, differentiated ELA instruction to students in need of intensive literacy support, including integrated strategies for ELs and extended time for SWD and HY students. <p>Why LEA-wide?</p>	<p>Metric 1: Average Reading GLE Score Average Reading grade level equivalency (GLE) scores will be at: All students: 8.2 FRMP: 8 Hispanic: 8</p> <p>Metric 2: Average Reading GLE for 11th Graders Average Reading GLE score for 11th graders will be at: All students: 8.2 FRMP: 8.2 Hispanic: 8</p> <p>Metric 3: Average GLE Growth in Reading Average Reading GLE score growth will be at: All students: 1.1 FRMP: 1.2 Hispanic: 1.2</p> <p>Metric 4: CAASPP 11th Grade ELA Proficiency (Met/Exceeded) Increase in CAASPP 11th Grade scores Standard Met/Exceeded in ELA: Exceeded: 16% All Standards Met: 28%</p>
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strategies to close persistent achievement gaps

2024–25 Data Trends

- All students improved in average GLE reading scores from 7.9 to 9.8; Hispanic and FRPM students reached 9.5, exceeding the internal target of 8.2. However, despite growth among EL, LTEL, and SWD students, their average GLE reading scores remained below the 8.2 benchmark, signaling the continued need for targeted literacy support.
- Average GLE growth increased for all students from 1.2 to 1.5, with FRPM students showing the largest gain (+0.4). While Hispanic students met the target growth rate of 1.2, they continue to lag behind the overall student population, indicating a need for sustained academic support.
- CAASPP ELA results showed modest improvement: All students “Met” the standard increased by 1.71%, and those “Exceeded” rose by 4.76%, indicating progress in both proficiency and advanced mastery. However, only 16.7% of SWD met or exceeded ELA standards on the CAASPP, indicating a need for more differentiated instruction and language scaffolds.

- Builds capacity at each site to offer specialized ELA intervention services that meet students where they are.
- Ensures high-need students are identified and supported across the system.

Goal 3, Action 3 – Broad Course of Study Aligned to 21st Century Learning

How It Addresses Needs?

- Connects ELA content with relevant, real-world applications.
- Culturally responsive materials engage ELs and LI students while strengthening reading comprehension and writing skills.

Why LEA-wide?

- Establishes curricular equity by embedding high-quality ELA resources and skills across all grade levels and pathways.

Goal 3, Action 4 – Benchmark Assessments and Interventions

How It Addresses Needs?

- Enables early identification of literacy challenges through Lexile benchmarks and triennial reading diagnostics.
- Provides timely, research-based interventions for unduplicated students.

Why LEA-wide?

- Standardizes progress monitoring across sites, allowing data-driven instruction and equitable access to reading specialists and tutoring.

Implementing these actions LEA-wide ensures alignment with Baldwin Park’s goal of fostering equity for our unduplicated student population. A systems-level approach allows for strategic resource deployment and targeted support, especially for high-priority students needing additional literacy scaffolding.

<p>Goal 5 Action #1 Action #2 Action #3 Action #4</p>	<p>Although implemented schoolwide, these actions are principally directed toward unduplicated students, specifically EL, LTEL, Foster Youth, Homeless Youth, and Low-Income students, to eliminate barriers in access, engagement, and academic support identified through our 2024-25 CNA. These challenges include barriers to academic achievement, school engagement, and access to essential resources. As 2024-25 served as an implementation year, data collected on student performance, attendance, and family engagement will inform refinements for the 2025-26 school year.</p> <p>Key Needs Identified in 2024-25 Family engagement improved overall, but parent participation in PAC and DELAC meetings remained low, particularly in the online program.</p> <ul style="list-style-type: none"> Dropout rate rose slightly to 4.5%, reinforcing the need for sustained student engagement and early intervention. While survey indicators for school climate and safety rose across groups, student engagement dropped from 98% to 90%, indicating a need for renewed focus on student voice, connection, and re-engagement. <p>2024-25 Data Trends</p> <ul style="list-style-type: none"> Family engagement jumped from 69% to 99%, and satisfaction with school safety improved for both families (86% → 92%) and students (89% → 90%). Suspension rate remained low at 0.1%, supporting positive school climate metrics. Student engagement declined by 8%, and homeless/foster student subgroup representation in data is inconsistent, indicating persistent barriers to engagement and access. 	<p>Each action is principally directed toward addressing the needs of unduplicated student groups (EL, LTEL, FY, HY, LI), as identified through our CNA and Educational Partner input, while also benefiting the broader student population. These actions are principally directed toward our unduplicated student groups in the following ways:</p> <p>Goal 5, Action 1 - Parent Involvement in Educational Partner Engagement How It Addresses Need(s):</p> <ul style="list-style-type: none"> Overcoming Language Barriers: Translation services enable EL and LTEL families to engage fully in their children's education, ensuring they can provide meaningful input. Ensuring Inclusive Engagement: Social worker and community agency input ensures Foster Youth, Homeless, and Low-Income families have their unique challenges acknowledged and addressed. <p>Why LEA-Wide?</p> <ul style="list-style-type: none"> Equitable Access: Providing engagement opportunities at various times and in multiple formats ensures all families across the LEA can participate. Consistent Implementation: A unified approach ensures diverse perspectives are incorporated in decision-making across all school sites. <p>Goal 5, Action 2 - Academic Achievement Chats How It Addresses Need(s):</p> <ul style="list-style-type: none"> Supporting EL and LTEL Families: Bilingual materials and language support help families understand assessment data and contribute to student goal-setting. 	<p>Metric 1: Maintain or reduce the High School dropout rate The LEA will maintain or reduce the High School dropout rate, at or below 7%</p> <p>Metric 2: Maintain the suspension rate The LEA will maintain suspension rates at or below 1.5%</p> <p>Metric 3: School Climate Survey</p> <ul style="list-style-type: none"> Parents and students will maintain at least a 90% favorable response to School Climate and School Safety measures. Family engagement will increase to 75%; student engagement will maintain at least 90%.
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These findings highlight the need for continued investment in targeted academic interventions, family engagement strategies, and social-emotional supports to ensure unduplicated students receive the necessary resources to succeed in 2025-26.

- Targeting Barriers to Success: Personalized discussions help identify and address academic obstacles faced by Foster Youth, Homeless, and Low-Income students.

Why LEA-Wide?

- Ensuring Equity: Providing structured academic check-ins for all students promotes equal opportunities for individualized support.
- Standardizing Best Practices: A schoolwide approach fosters a culture of accountability and continuous academic growth.

Goal 5, Action 3 - Social-Emotional Development

How It Addresses Need(s):

- Culturally Responsive Support: Social-emotional programs incorporate culturally relevant content and language support for EL and LTEL students.
- Addressing Emotional Stability: Peer support programs and structured emotional support provide stability for Foster Youth and Homeless students.

Why LEA-Wide?

- Universal Access to SEL Resources: Ensuring all students can participate in social-emotional programs creates an inclusive, supportive school climate.
- Consistent Program Quality: Implementing this action LEA-wide guarantees high-quality SEL opportunities across all schools.

Goal 5, Action 4 - School Safety

How It Addresses Need(s):

- Ensuring Comprehension of Safety Protocols: Multilingual safety training helps

		<p>EL and LTEL students understand emergency procedures.</p> <ul style="list-style-type: none">• Providing Stability and Security: Additional safety and security measures support the well-being of Foster Youth and Homeless students. <p>Why LEA-Wide?</p> <ul style="list-style-type: none">• Uniform Safety Standards: Standardizing safety protocols across all schools ensures equitable access to secure learning environments.• Mitigating Health Barriers: Access to PPE and hygiene supplies ensures Low-Income students can maintain personal and community health.	
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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
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<p>Goal 1 Action #1 Action #2</p>	<p>Through the Comprehensive Needs Assessment (CNA), internal data, data dives throughout the year, and feedback from educational partners, the LEA identified the following unique needs for Homeless students, Foster Youth, and Students with Disabilities (SWD):</p> <p>Unique Needs Identified in 2024-25 for Homeless students, Foster Youth, and Students with Disabilities:</p> <p>Graduation Rates and College/Career Readiness:</p> <ul style="list-style-type: none"> • Unduplicated student groups (Homeless students, Foster Youth, and Students with Disabilities) show lower graduation rates and diminished college/career readiness. • Targeted interventions are needed to address specific barriers and help these students succeed beyond high school. • Year 1 outcomes revealed that Homeless students and Students with Disabilities did not participate in dual enrollment courses and were not disaggregated in the reported one-year graduation rate, highlighting the need for enhanced tracking and access to college and career readiness opportunities. <p>Performance Data Discrepancies:</p> <ul style="list-style-type: none"> • The California School Dashboard reveals performance gaps for these student groups in key indicators. • Additional targeted support is necessary to close these gaps and improve overall academic performance. <p>Credit Attainment and Student Progression Rates:</p> <ul style="list-style-type: none"> • Data shows inconsistencies in credit attainment and progression rates for these student groups 	<p>These actions are principally directed and exclusively provided to Homeless students, Foster Youth, and Students with Disabilities based on data-verified need and legal entitlement to targeted services not available to the broader student population. These actions are based on findings from the Comprehensive Needs Assessment (CNA) conducted in February 2025, which incorporated student achievement data, performance discrepancies, and educational partner feedback from Educational Partners such as the Special Education Department, Foster Youth Services, and Homeless Student Support.</p> <p>Goal 1, Action 1 - Intervention Support and Instruction for Students with Disabilities</p> <p>How It Addresses Need(s):</p> <ul style="list-style-type: none"> • Provides individualized support tailored to meet the academic needs of students with disabilities. • Special Education Specialists and paraprofessionals offer instruction that adapts to each student's learning pace and abilities, ensuring they can meet the Common Core State Standards despite their varied academic needs. • This action targets the specific academic gaps identified in the need's assessment, focusing on students who face additional challenges in mastering content. <p>Why It's Solely for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students with disabilities often require specialized instruction and support to overcome the barriers that hinder their academic progress. • General education services are not enough to meet the specific learning requirements and pace needed by students with disabilities, making individualized support essential for their academic success. 	<p>Metric 1 - Increase Dual Enrollment</p> <p>Target: Increase the number of students completing dual enrollment by the end of 2027:</p> <ul style="list-style-type: none"> • 5% for Students with Disabilities • 1% for Homeless students <p>Metric 3 - Increase Credit Attainment</p> <p>Target: Increase the percentage of students completing 5+ units per month:</p> <ul style="list-style-type: none"> • 35.5% for Students with Disabilities • 28.5% for Homeless students <p>Metric 4 - Increase A-G Completion</p> <p>Target: Increase the percentage of students completing the A-G planning guide over the course of the LCAP:</p> <ul style="list-style-type: none"> • 60% for Students with Disabilities • 20% for Homeless students <p>Metric 5 - Increase Core Course Completion</p> <p>Target: Increase average core course completion rates for each student group:</p> <ul style="list-style-type: none"> • Students with Disabilities:
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- There is a need for more consistent and effective support to ensure these students remain on track for graduation.
- Year 1 data shows stark academic disparities, such as only 17.1% of Homeless students meeting monthly credit attainment targets and 0% completing an A-G planning guide. SWD also underperformed with just 31% meeting monthly credit attainment goals and minimal progress in core subject completion. These results reinforce the need for differentiated instructional support and credit recovery strategies.

Targeted Support Programs:

- There is a critical need for the development and implementation of additional programs specifically designed to meet the academic and socio-emotional needs of unduplicated student groups.
- Additionally, Homeless students showed highly variable engagement as reflected in MSP data, requiring more sustained re-engagement strategies and social-emotional supports. Programs that combine academic and emotional support—such as teletherapy, home visits, and check-ins with Post-Secondary Counselors—are essential for this subgroup.
- Tailored support is essential to ensure academic success and personal growth.

Family and Community Engagement:

- Involving families and communities is vital to student success.
- Workshops, resource fairs, and communication channels are crucial for fostering a supportive network around each student, especially those facing additional challenges.

Goal 1, Action 2 - Foster & Homeless Youth Goal Setting

How It Addresses Need(s):

- Ensures Foster and Homeless Youth have regular meetings with a Post-Secondary Counselor to track their academic progress and plan for post-secondary goals.
- The stability of these meetings helps foster trust and engagement, crucial for students facing high levels of instability.
- Counselors provide personalized guidance, address specific challenges, and help these students stay on track for graduation and future success.

Why It's Solely for Foster and Homeless Youth:

- Foster and Homeless Youth often experience significant disruption in their lives, leading to a lack of continuity in their education and personal support systems.
- These students face unique barriers—such as housing instability and trauma—that require consistent, tailored support to stay engaged and motivated.
- Absent these targeted supports, these students face a significantly increased risk of disengagement, academic regression, and missed post-secondary opportunities.

Each of these actions is specifically designed to meet the unique and complex needs of these unduplicated student groups, providing the specialized support necessary to help them overcome academic barriers and successfully progress through their education.

- English – 7
- Math – 7
- Science – 7
- Social Studies – 8
- Homeless students:
 - English – 7
 - Math – 7
 - Science – 6
 - Social Studies – 7

Foster Youth Monitoring

Although the foster youth population size does not require public reporting, their progress is actively tracked internally to ensure targeted support and progress monitoring.

- Year 1 participation data showed higher family engagement overall, but lower representation from families of unduplicated students (particularly in PAC/DELAC or survey response rates in the online program), reinforcing the need for tailored outreach.

Given these findings, specific actions were designed to address the significant disparities in academic performance and progression among unduplicated student groups.

2024–25 Data Trends

Persistently Low A-G Participation and Completion

- Despite overall increases in A-G planning completion for other groups, Homeless students saw no change, remaining at 0% completion.
- Students with Disabilities increased to 33.3% A-G completion, yet this still represents only 1 in 3 students successfully accessing a college-eligible course sequence.

Academic Isolation in College-Readiness Pathways

- None of the three groups (Homeless, Foster Youth, SWD) had any participation in dual enrollment, and only a small percentage of SWD were CTE-aligned in previous Dashboard data. Year 1 results reflect continued barriers to entry in college-credit or industry certification pathways.
- This trend underscores an urgent need for scaffolded advising, improved recruitment, and dedicated supports to bridge early access gaps.

Academic Pacing and Progression Remain Unstable

<ul style="list-style-type: none">• While schoolwide credit attainment rose, Homeless students' rate (17.1%) was less than half the overall benchmark (42.8%), and SWD trailed at 31%, falling short of monthly pacing goals. This trend highlights persistent struggles with academic consistency and sustained productivity for these subgroups.• Core course data further illustrates pacing gaps, with Homeless students averaging just 1.0 unit in Science and 2.8 in English—well below expectations. <p>These trends highlight not only academic and engagement gaps for Homeless students, Foster Youth, and Students with Disabilities, but also systemic blind spots in data visibility and intervention access. Addressing these disparities requires targeted monitoring, proactive outreach, and intentional alignment of supports to ensure these students are not just served—but truly seen and supported.</p> <p>Based on this assessment, the LEA developed targeted actions that are solely provided to Homeless students, Foster Youth, and Students with Disabilities, as these subgroups face unique systemic and academic barriers that require exclusive, specialized interventions beyond general services.</p>		
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<p>Goal 4 Action #1 Action #2 Action #3</p>	<p>Through the Comprehensive Needs Assessment (CNA), internal data, and educational partner feedback, the LEA identified the following unique needs for EL and LTEL students:</p> <p>Unique Needs Identified in 2024-25 for EL and LTEL Students:</p> <ul style="list-style-type: none"> • ELPI progression dropped from 47.4% to 37.5%, signaling a need to strengthen reclassification supports and integrated ELD strategies. • LTELs had mixed results, with Lexile growth and social studies completion showing improvement, but English course completion regressed by 2.5 units. • The new LTEL course launched in-person but was not yet implemented online, delaying equitable access to structured language and academic support. <p>2024–25 Data Trends</p> <ul style="list-style-type: none"> • Lexile growth among ELs reached 66.7%, exceeding the LCAP target of 65%, while LTEL Lexile growth held steady at 54.5%. • EL students completed 8.5 English units on average, exceeding the 8-unit target. However, Social Science dropped slightly to 8.1, still above the 2026 target. • LTEL students improved in Math (7.8), Science (6.9), and Social Science (8.8), exceeding or nearing targets in all but English (7.5), which dropped from 10 in the prior year. • Continued data review and individualized monitoring is necessary to address inconsistencies in growth and ensure sustained reclassification gains. <p>These needs are specific to EL and LTEL students, and as such, the associated actions are solely provided to these subgroups to directly</p>	<p>These actions are principally directed and exclusively provided to English Learner and Long-Term English Learner students in response to data-verified needs identified in the CNA, CA Dashboard, and educational partner feedback.</p> <p>Goal 4, Action 1 - Designated English Language Development (ELD) How It Addresses Need(s):</p> <ul style="list-style-type: none"> • The designated ELD curriculum targets the gap in language skills, helping students develop the language needed to understand and engage with core curriculum. • The curriculum is research-based, state-recommended, and culturally relevant, making learning more engaging and effective for EL students. <p>Why It's Solely for EL & LTEL Students:</p> <ul style="list-style-type: none"> • EL students require specialized language development to access grade-level content and achieve academic success. <p>Goal 4, Action 2 - English Learner Parent Participation How It Addresses Needs:</p> <ul style="list-style-type: none"> • Parental involvement is essential for understanding the needs of EL students and ensuring they receive adequate support. • The action provides opportunities for parents to engage through Academic Learning Plans, surveys, and feedback, which helps identify necessary resources and adjustments. <p>Why It's Solely for EL Students:</p> <ul style="list-style-type: none"> • EL families often face language and systems-navigation barriers that reduce their ability to engage with academic planning. Tailored outreach and EL-specific tools ensure their input directly informs supports tied to 	<p>Metric 1 - Maintain or Increase EL Reclassification Rate</p> <ul style="list-style-type: none"> • Maintain or increase the English Learner reclassification rate to 40% or higher. <p>Metric 2 - Increase Lexile Measure for EL Students</p> <ul style="list-style-type: none"> • Ensure 65% of English Learners demonstrate an increase in their Lexile measure. <p>Metric 3 - Increase EL Core Course Completion Target: By the end of 2027, increase core course completion for EL students to:</p> <ul style="list-style-type: none"> • 8 – English • 7 – Math • 7 – Science • 8 – Social Science <p>Metric 4 - EL Students' Progression in ELPI</p> <ul style="list-style-type: none"> • Achieve a 48% progression rate for EL students moving up one level in the English Language Proficiency Indicator. <p>Metric 5 - LTEL Lexile Measure Increase</p> <ul style="list-style-type: none"> • Over a three-year period, 70% of Long-Term English Learners
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	<p>address the academic, language development, and course access disparities identified through our CNA and 2024–25 data review.</p>	<p>language development and reclassification readiness.</p> <p>Goal 4, Action 3 - Assessment and Progress Monitoring of EL and LTEL Students</p> <p>How It Addresses Needs:</p> <ul style="list-style-type: none">• Ongoing assessment and monitoring help identify struggles early and guide interventions for EL and LTEL students.• The LEA will track academic growth and progress toward reclassification, ensuring EL and LTEL students are on track for graduation. <p>Why It's Solely for EL and LTEL Students:</p> <ul style="list-style-type: none">• This tailored assessment ensures they receive the right interventions to overcome barriers and achieve language proficiency for reclassification. <p>These actions are tailored to address the unique needs of EL and LTEL students by offering focused support in language development, family involvement, and academic progress monitoring. This targeted approach ensures these students receive the essential resources and interventions needed to overcome language barriers and achieve academic success.</p>	<p>will show an increase in their Lexile measure.</p> <p>Metric 6 - LTEL Core Course Completion</p> <p>Target: By the end of 2027, increase core course completion for LTEL students to:</p> <ul style="list-style-type: none">• 7 – English• 6.5 – Math• 6 – Science <p>4 – Social Science</p>
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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.

Goal 1, Action 2 - Foster & Homeless Youth Goal Setting

Methodology: To determine this action’s contribution to the LEA’s increased or improved services percentage, we calculated 10% of the time allocated by Post-Secondary Counselors and Assistant Principals toward creating systems and scaffolding for individualized support for Foster and Homeless Youth. Activities include academic planning, post-secondary goal setting, and progress check-ins, supported by collaborative input from families and staff.

Estimated Contribution:

- 10% of staff time
- Estimated LCFF S/C equivalent: \$105,400 of LCFF S/C Funding

Justification: This allocation is designed to address the unique needs of Foster and Homeless Youth by providing consistent guidance and ensuring they stay on track for academic success and post-secondary opportunities. It fosters a collaborative approach, involving families and educators in supporting the students' progress.

Goal 4, Action 1 - Designated English Language Development

Methodology: We estimated 30% of ELD teachers' and coaches' time is spent delivering structured, scaffolded English Language Development instruction, a service only available to English Learners. This time allocation directly supports academic language acquisition necessary to access grade-level curriculum and ensuring the instruction delivered is appropriately addressing the needs of these students.

Estimated Contribution:

- 30% of staff time
- Estimated LCFF S/C equivalent: \$60,000

Justification: This targeted instructional time is principally directed and exclusively provided to EL students, meeting their legally required language development needs. The allocation reflects its proportional contribution to the time spent that staff will be focusing on increasing the services for this student group.

Goal 4, Action 2 - English Learner Parent Participation

Methodology: We estimate 20% of ELD teachers' and coaches' time, and 5% of the Assistant Principal of Instruction – Online (APIO)'s time, is dedicated to increasing parent engagement among EL families through Academic Learning Plan meetings, multilingual outreach, and family engagement events.

Estimated Contribution:

- 20% (teachers/coaches) + 5% (APIO)
- Estimated LCFF S/C equivalent: \$23,000

Justification: This service is principally directed and solely provided to English Learner families to build academic partnerships and improve language outcomes. The percentage and time allocated is an approximation of the amount of time staff will be dedicated to building these relationships and placing effort into increasing participation with these parents.

Goal 4, Action 3 - EL and LTEL Progress Monitoring

Methodology: We estimate 10% of ELD teachers' and coaches' time is allocated to monthly data reviews, ALP updates, and monitoring reclassification progress for EL and LTEL students.

Estimated Contribution:

- 10% of staff time
- Estimated LCFF S/C equivalent: \$27,200

Justification: This action is exclusively focused on EL and LTEL students. The time allocation supports early intervention and targeted supports, directly contributing to the LEA's proportional services requirement. Staff will set aside time to understanding and monitoring outcomes for these student groups.

The sum of funds used on these time-based allocations represent 10.5% of the LEA's overall 37.55% goal to provide these supports. Each action contributes toward the LEA's 37.55% increased or improved services percentage by delivering targeted, subgroup-specific services that go beyond those provided to all students. The LEA is confident that with the remaining LEA wide actions that are principally directed at these vulnerable student populations the 37.55% of LCFF funding will be delivered to these groups.

Additional Concentration Grant Funding

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

The LEA plans to utilize the additional concentration grant add-on funding, received due to an unduplicated student enrollment above 55%, to retain and increase the number of certificated and classified staff who provide direct services to English Learners, low-income students, and foster youth. All schools within the LEA serve student populations with an enrollment of unduplicated pupils exceeding 55%. Therefore, staffing increases and retention investments are targeted to the highest-need campuses based on subgroup academic performance, attendance trends, and feedback from educational partners.

Goal 1, Action 3: Staff Retention through Professional Development

Objective: To retain highly qualified certificated and classified staff at schools serving high concentrations of unduplicated students by providing meaningful professional development that improves capacity and job satisfaction.

Use of Funds: Concentration grant add-on funds will be used to support retention by offering professional learning opportunities, workshops, and training designed to improve instructional practices and staff effectiveness when working with unduplicated student groups.

Justification:

- Professional development enhances instructional quality, builds educator capacity, and directly supports students with the highest needs.
- When staff feel prepared and supported, job satisfaction and retention improve — reducing turnover and increasing stability in services for foster youth, English learners, and low-income students.
- This investment helps the LEA retain certificated staff (e.g., teachers) and classified staff (e.g., instructional aides) who provide daily direct services to students.

Goal 2, Action 2: Increase Student Support

Objective: To increase direct support services for English Learners, low-income students, and foster youth through additional credentialed and classified staff.

Use of Funds: The LEA will use concentration grant add-on funds to cover the salaries of **certificated staff** (e.g., English Language Specialists) and **classified staff** (e.g., tutors and academic support aides) who deliver targeted instruction and intervention services.

Justification:

- Hiring additional staff ensures unduplicated students receive timely, targeted academic assistance.
- Increased staffing supports classroom teachers, reduces burnout, and enhances instructional impact.
- This strategy directly aligns with the LEA's goal of increasing equitable access to academic supports and improving outcomes for students facing systemic barriers.

Goal 3, Action 2: Retaining High-Quality Staff

Objective: To retain high-quality staff at schools with a high concentration of unduplicated students by using concentration grant add-on funds to provide additional support and recognition.

Use of Funds: Funds will be used to retain **certificated and classified staff** by offering stipends, resource access, and embedded support structures for those working directly with unduplicated students.

Justification:

- Retention of skilled educators and support personnel ensures continuity in academic and social-emotional services.
- Stable staffing contributes to stronger relationships, improved instructional quality, and better academic outcomes.
- This approach supports the LEA’s commitment to equity and long-term success for its most vulnerable student populations.

The LEA is strategically using the additional concentration grant add-on funding to **retain and increase certificated and classified staff** who provide direct services to unduplicated students, including English Learners, foster youth, and low-income students. Investments in professional development, expanded staffing, and retention support are targeted to school sites with the greatest need, ensuring consistent, high-quality support for student success.

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

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 5,469,666	\$ 2,054,078	37.554%	0.000%	37.554%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,054,078	\$ 4,286,908	\$ -	\$ -	\$ 6,340,986.00	\$ 1,505,900	\$ 4,835,086

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	Intervention Support and Instruction for students with disabilities	Students with Disabilities	No	Limited	N/A	All Schools	On-going	\$ 80,000	\$ 70,000	\$ -	\$ 150,000	\$ -	\$ -	\$ 150,000	0.000%
1	2	Foster & Homeless Youth Goal Setting	Foster Youth and Homeless	Yes	Limited	Foster Youth	All Schools	On-going	\$ 105,400	\$ 44,600	\$ 150,000	\$ -	\$ -	\$ -	\$ 150,000	0.000%
1	3	Professional Development	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 30,000	\$ 167,470	\$ 197,470	\$ -	\$ -	\$ -	\$ 197,470	0.000%
1	4	Experiential Learning	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 15,000	\$ 105,000	\$ 120,000	\$ -	\$ -	\$ -	\$ 120,000	0.000%
1	5	CTE and Industry-Recognized Certification	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 14,600	\$ 85,400	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	0.000%
1	6	College and Community Partnership	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 14,600	\$ 50,400	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000	0.000%
1	7	21st Century Technology Integration	English Learner, Foster Youth, Low Income	Yes	LEA-Wide	All	All Schools	On-going	\$ 31,100	\$ 88,900	\$ 120,000	\$ -	\$ -	\$ -	\$ 120,000	0.000%
1	8	Innovative Software	English Learner, Foster Youth, Low Income	Yes	LEA-Wide	All	All Schools	On-going	\$ 75,000	\$ 15,000	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000	0.000%
1	9	Senior Portfolio	English Learner, Foster Youth, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	0.000%
1	10	Credit Recovery and College Readiness Initiative (LREBG)	English Learner, Foster Youth, Low Income, Students with Disabilities	No	LEA-Wide	N/A	All Schools	On-going	\$ -	\$ 827,382	\$ -	\$ 827,382	\$ -	\$ -	\$ 827,382	0.000%
1	11	Enhanced Academic Support and Assessment	English Learner, Foster Youth, Low Income, Students with Disabilities	No	LEA-Wide	N/A	All Schools	On-going	\$ -	\$ 827,382	\$ -	\$ 827,382	\$ -	\$ -	\$ 827,382	0.000%
1	12	Learning Gap Closure Acceleration (LREBG)	English Learner, Foster Youth, Low Income, Students with Disabilities	No	LEA-Wide	N/A	All Schools	On-going	\$ -	\$ 827,382	\$ -	\$ 827,382	\$ -	\$ -	\$ 827,382	0.000%
2	1	Intervention and Acceleration Software	English Learner, Foster Youth, Low Income	Yes	LEA-Wide	All	All Schools	On-going	\$ 20,000	\$ 10,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
2	2	Targeted Small Group Instruction	English Learner, Foster Youth, Homeless, Low Income	Yes	LEA-Wide	All	All Schools	On-going	\$ 50,000	\$ 15,000	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000	0.000%
2	3	Broad Course of Study aligned to 21st Century Learning	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 40,000	\$ 20,000	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	0.000%
2	4	Benchmark Assessments and Interventions	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 160,000	\$ 40,000	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.000%
3	1	Intervention and Acceleration Software	English Learner, Foster Youth, Low Income	Yes	LEA-Wide	All	All Schools	On-going	\$ 20,000	\$ 10,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
3	2	Targeted Small Group Instruction	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 50,000	\$ 15,000	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000	0.000%
3	3	Broad Course of Study aligned to 21st Century Learning	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	Limited	N/A	All Schools	On-going	\$ 40,000	\$ 20,000	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000	0.000%
3	4	Benchmark Assessments and Interventions	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	N/A	All Schools	On-going	\$ 160,000	\$ 40,000	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.000%
4	1	Designated English Language Development	English Learners	Yes	Limited	All	All Schools	On-going	\$ 60,000	\$ 30,000	\$ 90,000	\$ -	\$ -	\$ -	\$ 90,000	0.000%
4	2	English Learner Parent Participation	English Learners	Yes	Limited	All	All Schools	On-going	\$ 23,000	\$ 7,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
4	3	Assessment and Progress Monitoring of EL and LTEL Students	English Learners	Yes	Limited	All	All Schools	On-going	\$ 27,200	\$ 3,100	\$ 30,300	\$ -	\$ -	\$ -	\$ 30,300	0.000%
4	4	Learning Gap Closure Acceleration (LREBG)	English Learners	No	Limited	All	All Schools	On-going	\$ -	\$ 827,382	\$ -	\$ 827,382	\$ -	\$ -	\$ 827,382	0.000%
5	1	Parent Involvement in Educational Partner Engagement	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 100,000	\$ 10,000	\$ 110,000	\$ -	\$ -	\$ -	\$ 110,000	0.000%
5	2	Academic Achievement Chats	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 30,000	\$ 25,000	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000	0.000%
5	3	Social-Emotional Development	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 20,000	\$ 60,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
5	4	School Safety	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-Wide	All	All Schools	On-going	\$ 40,000	\$ 16,308	\$ 56,308	\$ -	\$ -	\$ -	\$ 56,308	0.000%
5	5	Comprehensive Student Support and Staff Training Initiative	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	No	LEA-Wide	All	All Schools	On-going	\$ 250,000	\$ 577,382	\$ -	\$ 827,382	\$ -	\$ -	\$ 827,382	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,469,666	\$ 2,054,078	37.554%	0.000%	37.554%	\$ 2,054,078	0.000%	37.554%	Total:	\$ 2,054,078
								LEA-wide Total:	\$ 1,693,778
								Limited Total:	\$ 360,300
								Schoolwide Total:	\$ -
Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)	
1	2	Foster & Homeless Youth Goal Setting	Yes	Limited	Foster Youth	All Schools	\$ 150,000	0.000%	
1	3	Professional Development	Yes	LEA-Wide	All	All Schools	\$ 197,470	0.000%	
1	4	Experiential Learning	Yes	LEA-Wide	All	All Schools	\$ 120,000	0.000%	
1	5	CTE and Industry-Recognized Certification	Yes	LEA-Wide	All	All Schools	\$ 100,000	0.000%	
1	6	College and Community Partnership	Yes	LEA-Wide	All	All Schools	\$ 65,000	0.000%	
1	7	21st Century Technology Integration	Yes	LEA-Wide	All	All Schools	\$ 120,000	0.000%	
1	8	Innovative Software	Yes	LEA-Wide	All	All Schools	\$ 90,000	0.000%	
1	9	Senior Portfolio	Yes	LEA-Wide	All	All Schools	\$ 50,000	0.000%	
2	1	Intervention and Acceleration Software	Yes	LEA-Wide	All	All Schools	\$ 30,000	0.000%	
2	2	Targeted Small Group Instruction	Yes	LEA-Wide	All	All Schools	\$ 65,000	0.000%	
2	3	Broad Course of Study aligned to 21st Century Learning	Yes	LEA-Wide	All	All Schools	\$ 60,000	0.000%	
2	4	Benchmark Assessments and Interventions	Yes	LEA-Wide	All	All Schools	\$ 200,000	0.000%	
3	1	Intervention and Acceleration Software	Yes	LEA-Wide	All	All Schools	\$ 30,000	0.000%	
3	2	Targeted Small Group Instruction	Yes	LEA-Wide	All	All Schools	\$ 65,000	0.000%	
3	3	Broad Course of Study aligned to 21st Century Learning	Yes	Limited	N/A	All Schools	\$ 60,000	0.000%	
3	4	Benchmark Assessments and Interventions	Yes	LEA-Wide	N/A	All Schools	\$ 200,000	0.000%	
4	1	Designated English Language Development	Yes	Limited	All	All Schools	\$ 90,000	0.000%	
4	2	English Learner Parent Participation	Yes	Limited	All	All Schools	\$ 30,000	0.000%	
4	3	Assessment and Progress Monitoring of EL and LTEL Students	Yes	Limited	All	All Schools	\$ 30,300	0.000%	
5	1	Parent Involvement in Educational Partner Engagement	Yes	LEA-Wide	All	All Schools	\$ 110,000	0.000%	
5	2	Academic Achievement Chats	Yes	LEA-Wide	All	All Schools	\$ 55,000	0.000%	
5	3	Social- Emotional Development	Yes	LEA-Wide	All	All Schools	\$ 80,000	0.000%	
5	4	School Safety	Yes	LEA-Wide	All	All Schools	\$ 56,308	0.000%	

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,012,423.00	\$ 2,751,116.45

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	Intervention Support and Instruction for students with disabilities	No	\$ 150,000	\$ 350,194
1	2	Foster & Homeless Youth Goal Setting	Yes	\$ 125,000	\$ 145,840
1	3	Professional Development	Yes	\$ 182,123	\$ 350,939
1	4	Experiential Learning	Yes	\$ 70,000	\$ 123,329
1	5	CTE and Industry-Recognized Certifications	Yes	\$ 75,000	\$ 149,422
1	6	College and Community Partnership	Yes	\$ 65,000	\$ 136,969
1	7	21st Century Technology Integration	Yes	\$ 90,000	\$ 34,452
1	8	Innovative Software	Yes	\$ 90,000	\$ 14,910
1	9	Senior Portfolio Completion	Yes	\$ 50,000	\$ 74,164
1	10	Credit Recovery and College Readiness Initiative (LREBG)	No	\$ 250,000	\$ 1,882
1	11	Enhanced Academic Support and Assessment (LREBG)	No	\$ 250,000	\$ -
1	12	Learning Gap Closure Acceleration (LREBG)	No	\$ 250,000	\$ 33,100
2	1	Intervention and Acceleration Software	Yes	\$ 50,000	\$ 128,425
2	2	Targeted Small Group Instruction	Yes	\$ 125,000	\$ 124,289
2	3	Broad course of Study aligned to 21st Century Learning	Yes	\$ 100,000	\$ 134,319
2	4	Benchmark Assessments and Interventions	Yes	\$ 400,000	\$ 208,726
3	1	Intervention and Acceleration Software (Duplicated Action: Goal 2, Action 1)	Yes	\$ -	\$ -
3	2	Targeted Small Group Instruction (Duplicated Action: Goal 2, Action 2)	Yes	\$ -	\$ -
3	3	Broad course of Study aligned to 21st Century Learning (Duplicated Action: Goal 2, Action 3)	Yes	\$ -	\$ -
3	4	Benchmark Assessments and Interventions (Duplicated Action: Goal 2, Action 4)	Yes	\$ -	\$ -
4	1	Designated English Language Development	Yes	\$ 90,000	\$ 97,671
4	2	English Learner Parent Participation	Yes	\$ 30,000	\$ 86,350
4	3	Assessment and Progress Monitoring of EL and LTEL Students	Yes	\$ 30,300	\$ 92,666
4	4	Learning Gap Closure Acceleration (LREBG) (Duplicated Action: Goal 1, Action 12)	No	\$ -	\$ -
5	1	Parent involvement in Educational Partner engagement	Yes	\$ 110,000	\$ 149,200
5	2	Academic Achievement Chats	Yes	\$ 55,000	\$ 76,444
5	3	Social-Emotional Development	Yes	\$ 80,000	\$ 145,721
5	4	School Safety	Yes	\$ 45,000	\$ 86,063
5	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	No	\$ 250,000	\$ 6,042

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,692,854	\$ 1,862,423	\$ 2,751,116	\$ (888,693)	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	2	Foster & Homeless Youth Goal Setting	Yes	\$ 125,000	\$ 145,839.91	0.000%	0.000%
1	3	Professional Development	Yes	\$ 182,123	\$ 350,939.48	0.000%	0.000%
1	4	Experiential Learning	Yes	\$ 70,000	\$ 123,328.70	0.000%	0.000%
1	5	CTE and Industry-Recognized Certifications	Yes	\$ 75,000	\$ 149,421.68	0.000%	0.000%
1	6	College and Community Partnership	Yes	\$ 65,000	\$ 136,968.78	0.000%	0.000%
1	7	21st Century Technology Integration	Yes	\$ 90,000	\$ 34,452.22	0.000%	0.000%
1	8	Innovative Software	Yes	\$ 90,000	\$ 14,910.11	0.000%	0.000%
1	9	Senior Portfolio Completion	Yes	\$ 50,000	\$ 74,163.69	0.000%	0.000%
2	1	Intervention and Acceleration Software	Yes	\$ 50,000	\$ 128,424.75	0.000%	0.000%
2	2	Targeted Small Group Instruction	Yes	\$ 125,000	\$ 124,289.33	0.000%	0.000%
2	3	Broad course of Study aligned to 21st Century Learning	Yes	\$ 100,000	\$ 134,318.97	0.000%	0.000%
2	4	Benchmark Assessments and Interventions	Yes	\$ 400,000	\$ 208,725.68	0.000%	0.000%
3	1	Intervention and Acceleration Software (Duplicated Action: Goal 2, Action 1)	Yes	\$ -		0.000%	0.000%
3	2	Targeted Small Group Instruction (Duplicated Action: Goal 2, Action 2)	Yes	\$ -		0.000%	0.000%
3	3	Broad course of Study aligned to 21st Century Learning (Duplicated Action: Goal 2, Action 3)	Yes	\$ -		0.000%	0.000%
3	4	Benchmark Assessments and Interventions (Duplicated Action: Goal 2, Action 4)	Yes	\$ -		0.000%	0.000%
4	1	Designated English Language Development	Yes	\$ 90,000	\$ 97,670.96	0.000%	0.000%
4	2	English Learner Parent Participation	Yes	\$ 30,000	\$ 86,349.68	0.000%	0.000%
4	3	Assessment and Progress Monitoring of EL and LTEL Students	Yes	\$ 30,300	\$ 92,665.89	0.000%	0.000%
5	1	Parent involvement in Educational Partner engagement	Yes	\$ 110,000	\$ 149,199.63	0.000%	0.000%
5	2	Academic Achievement Chats	Yes	\$ 55,000	\$ 76,444.19	0.000%	0.000%
5	3	Social-Emotional Development	Yes	\$ 80,000	\$ 145,721.42	0.000%	0.000%
5	4	School Safety	Yes	\$ 45,000	\$ 86,063.01	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,837,346	\$ 1,692,854	0.000%	34.996%	\$ 2,751,116	0.000%	56.872%	\$0.00 - No Carryover	0.00% - No Carryover

RESOURCE INEQUITY REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
OFL Baldwin Park	2/24/25

Guidance and Instructions: As an integral component of the Comprehensive Needs Assessment (CNA) process, schools are required to conduct a Resource Inequities Review. It is important to emphasize that responses to **questions 1 through 3 should be actionable**. In the context of addressing resource inequities, **"actionable" implies solutions** that fall within your sphere of influence, enabling you to implement specific actions, services, resources, etc., to address and rectify the identified issues. It is crucial to note that the **identification of resource inequities is a decision made at the LEA level**, ensuring that it remains under local control and determination.

<ul style="list-style-type: none"> What actionable inequities were identified by the Charter during their Resource Inequity Review? 	<p>Low A-G Completion for High-Need Subgroups:</p> <ul style="list-style-type: none"> 0% completion rate for ELLs and LTELs in 2023–2024. Disproportionate gap compared to overall 12th grade completion (27.6%) . <p>Limited CCI Readiness Among Subgroups:</p> <ul style="list-style-type: none"> 87.5% of ELLs and 89.1% of SPED students were not prepared for college/career. These students lack access to CTE, dual enrollment, or strong A-G support . <p>Inconsistent Credit Attainment Among Subgroups:</p> <ul style="list-style-type: none"> ELL credit attainment dropped to 12% in Month 8 (2023–24). SPED and LTEL students showed frequent months of <30% credit completion . <p>Engagement and Attendance Gaps:</p> <ul style="list-style-type: none"> MSP (Monthly Student Progression) for LTELs and Homeless students showed highly erratic engagement (dropping as low as 33.3%) .
<ul style="list-style-type: none"> Which inequities are priorities for the Charter to address in their School Improvement Plans? 	<ul style="list-style-type: none"> College and Career Access Gaps for ELLs and SPED Students A-G Completion & Monitoring for LTELs and ELLs Credit Recovery and Acceleration Systems for High-Need Subgroups Proactive Reclassification Follow-Up for LTELs (Post-RFEP students underperform in credit and Lexile)

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

RESOURCE INEQUITY REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
OFL Baldwin Park	2/24/25
	<ul style="list-style-type: none"> Improving Consistent Instructional Support in Math and Literacy and foster youth. Intervention planning for English and Math for all students with a concentration on our Hispanic and Socioeconomically Disadvantaged students. More regular monitoring of our resources in order to identify possible inequities sooner.
<ul style="list-style-type: none"> How does the Charter plan on addressing these inequities? 	<p>Targeted Credit Recovery Plans for ELLs, SPED, and LTEL students using SGI/DI, and tutoring.</p> <p>Data dives throughout the year to monitor monthly credit attainment and grad pace.</p> <p>Create a CCI Pathway Tracking to help ensure students have a path to Preparedness.</p> <p>Create a better system of monitoring and supporting LTEL Students with individualized support plans tied to Lexile growth and course completion.</p> <p>Expand Access to A-G and Dual Enrollment Options, especially for students who do not qualify through SBAC or CTE.</p>
<ul style="list-style-type: none"> If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below. 	NA

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

Comprehensive Needs Assessment (CNA) Addendum

Date: February 21, 2025

Charter: Baldwin Park

Educational Partners

Who are the Educational Partners involved in the Comprehensive Needs Assessment?

How were Educational Partners involved in the Comprehensive Needs Assessment?

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

The Opportunities For Learning-Baldwin Park teachers, administration, and staff participated in data dive sessions that included the Comprehensive Needs Assessment. Team members from the Ramona center and the online program worked together in groups to look at our charter data through the lens of a specific focus in order to ensure consideration and advocacy for planning occurred for all student groups.

As a charter, we reviewed and analyzed information from different sources like Tableau, the California Dashboard, Renaissance (RenStar), and SBAC reports.

The team of individuals that attended data dive sessions and contributed to the root cause analysis included staff from the following positions:

- Interim Principal
- Assistant Principal
- Independent Study Teacher
- English Language Development Coach
- Special Education Specialist
- Paraprofessional
- Math Small Group Instructor
- English Small Group Instructor
- Post-Secondary Counselor
- Area Teacher

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did Educational Partners review (qualitative and quantitative)?

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

Comprehensive Needs Assessment (CNA) Addendum

Date: February 21, 2025

Charter: Baldwin Park

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)

Data was gathered from the following sources:

- California Dashboard
- CAASPP data (ELA & Math)
- Local assessment data
- ELPAC
- RFEP monitoring
- Graduation rate
- Attendance reports
- Surveys
- Interviews
- Tableau
- Our Student Information System.

RESULTS / Phase 2 (Data Dive Summary Table)

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

Through our detailed evaluation of student academic data in the CNA process, here's what we've discovered:

California Dashboard Data

Graduation Rate (4- and 5-Year Combined)

- All Students: Dropped from 56.4% (2022) to 42.3% (2023).
- ELLs: Dropped from 44.9% to 35.6%.
- FRPM: Declined from 55.8% to 41.0%.
- Special Education: Decreased from 48.1% to 31.4%.
- Foster Youth: Very low in both years—41.4% (2022) to 21.4% (2023).
- Hispanic: Declined from 55.4% (2022) to 40.3% (2023)

DASS One-Year Grad Rate

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

Comprehensive Needs Assessment (CNA) Addendum

Date: February 21, 2025

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- ELLs improved significantly: 52.4% (2022) → 92.9% (2023).
- All Students: Increased from 70.7% to 79.3%.
- FRPM: Improved from 68.8% to 81.2%.

Dropout Rates

- All Students: Improved from 32.7% (2022–23) to 10.7% (2023–24).
- ELLs: Dramatic improvement from 48.2% to 7.5%.
- FRPM: Improved from 30.9% to 11.2%.
- Special Ed: Dropped from 27.9% to 7.5%.

CAASPP: SBAC and CAST Data

ELA: Overall ELA performance declined slightly. The most concerning drop was among White students, who fell from 66% to 28%. Hispanic students showed slight improvement.

Math: Math performance improved across most student groups, especially for Hispanic students (+6.65%). However, Special Ed students dropped to 0% meeting standards.

Science (CAST): Overall science proficiency slightly declined, with a significant drop for Hispanic students (–10.17%). White students slightly improved.

Performance Indicator Data

- While Lexile growth was strong in 2023–2024, the Fall 2024 scores show a regression, especially among ELLs (↓ to 42.3%) and LTELs (↓ to 33.3%), suggesting possible summer learning loss or instructional gaps.
- Overall GLE dropped, showing students are performing below expected grade level.
- ELLs showed strong growth (+2.63), but started from a lower baseline (6.1).
- SPED growth was minimal.
- ELL and LTEL students showed the most inconsistency in credit completion. Periods of very low productivity indicate engagement or support issues.
- Monthly Student Progression (MSP) trends show progress, but ELLs and LTELs show high month-to-month variability, indicating inconsistent engagement or attendance habits.
- ELL students are completing more units than the schoolwide average.
- LTEL students lag in Science and Social Studies, with especially low Social Studies completion (3.1).

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

Comprehensive Needs Assessment (CNA) Addendum

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Charter: Baldwin Park

PRIORITIZED NEED

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

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

Based on our data dive and Differential Assistance Identification, we've identified the following as prioritized needs:

Low Graduation Rates

- In 2023, Hispanic (40.3%), FRMP (41.0%), and especially SPED (31.4%) students had graduation rates well below the all-student rate of 42.3%.
 - Our One-Year DASS Graduation Rate shows notable gains for Hispanic (80.3%) and FRMP students (81.2%), with SPED students at 70.8%.
 - While we're seeing improvement under DASS metrics, SPED students remain significantly behind and need targeted support and transition planning.
 - 4- and 5-year graduation rate dropped from 56.4% (2022) to 42.3% (2023); ELLs dropped to 35.6%, SPED to 31.4%, and African American students to 29.7%.
- Our goal is to have grad rates above 70% for all subgroups, aligned with state expectations.
- Prioritized Need: Systems that ensure credit pacing, timely intervention, and personalized graduation planning—especially for high-need students.

College & Career Readiness (CCI) Deficiency

- In 2023, 87.5% of ELLs and 89.1% of SPED students were not college/career prepared. 0% of ELLs and LTELs completed A-G requirements or qualified through SBAC or CTE.
- Only 9.7% of Hispanic, 12.0% of FRMP, and just 2.2% of SPED students were classified as "Prepared" in the 2023 CCI measure.
- Most students meeting "Prepared" status did so through A-G completion and SBAC scores, areas where our priority groups are underrepresented.
- A-G Completion remains low: 21.6% for FRMP and 25.0% for SPED.
- Our goal is to provide broad access and participation in A-G, CTE, dual enrollment, and improved SBAC outcomes.
- Prioritized Need: A structured and monitored CCI pathway that ensures all students, especially ELLs and SPED, have early and ongoing

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

Comprehensive Needs Assessment (CNA) Addendum

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access to opportunities for college and career alignment.

Inconsistent Credit Attainment & Course Completion

- Credit completion for ELLs fell to 12% in some months; LTELs completed only 3.1 units in Social Studies in 2023–24.
- Our goal is to have consistent credit completion of 5+ units/month for 80%+ of students.
- Prioritized Need: Monitoring systems to track and respond to low credit production, with SGI, tutoring, and re-engagement strategies for off-track students.

Low SBAC Proficiency in ELA and Math

- In 2023, only 12% of students met/exceeded math standards, and 40.59% in ELA, with ELL scores too low to report due to small sample sizes or non-proficiency.
- Only 11.3% of Hispanic, 10.0% of FRMP, and 0% of SPED students met or exceeded standards in Math.
- ELA scores were modestly better, but still below target: 44.4% Hispanic, 37.0% FRMP, and 16.7% SPED met or exceeded standards.
- Our goal is to have 50%+ of tested students meeting or exceeding standards.
- Prioritized Need: Targeted support in ELA and math for SPED and low-performing student groups, academic vocabulary development, and content literacy supports.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

What are the potential root causes of the needs or concerns the team has prioritized?

Please list the Measurable Outcomes identified for each Root Cause.

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

As we analyze the data on our students' progress, the following are some root causes behind the trends we've observed:

Comprehensive Needs Assessment (CNA) Addendum

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ELA and Literacy (Lexile & SBAC ELA)

- Lack of consistent reading interventions or follow-up between assessment windows.
- Inadequate familiarity with SBAC ELA question types or insufficient academic language practice.
- Reading growth not translating into test performance, especially for ELLs.
- Measurable Outcome: SBAC ELA “Met or Exceeded” rate will increase 5%.

Math (GLE & SBAC Math)

- Low baseline math skills, especially for new/credit-deficient students.
- High variability in math instructional delivery (online vs. SGI vs. independent).
- Insufficient differentiated math support, especially for SPED and ELL students.
- Students may be making short-term progress in coursework but not mastering long-term concepts needed for SBAC success.
- Measurable Outcome: SBAC Math “Met or Exceeded” rate will increase 5%.

College and Career Indicator (CCI) and Graduation Rate

- Limited access or support for CTE pathways, AP courses, or dual enrollment.
- Language barriers and late entry into the school reduce time to meet CCI standards.
- Focus may be heavier on graduation, not holistic college/career planning.
- Academic recovery gaps following the pandemic.
- Credit and pacing inconsistencies that compound over time.
- Measurable Outcome: Create a monitoring system to identify 4-to-5-year graduate cohorts and increase CTE pathway and dual enrollment offerings.

Trends / Themes - (Data Dive Summary Table)

What concerns or challenges were identified?

What trends were noticed over time in schoolwide, sub-group or grade-level data?

We've been studying how our students are performing, and understanding these trends helps us develop strategies to ensure every student in our Charter gets the right support to succeed.

Here's what we've found:

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

Comprehensive Needs Assessment (CNA) Addendum

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Trends

- Achievement and progress gaps are widening for ELL, SPED, and LTEL students.
- Students may be earning credits, but are not mastering standards or becoming college/career ready.
- Academic gains are not sustained, especially across summer or assessment transitions.
- There is a disconnect between graduation and CCI readiness—students are graduating, but not prepared for what comes next.

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

