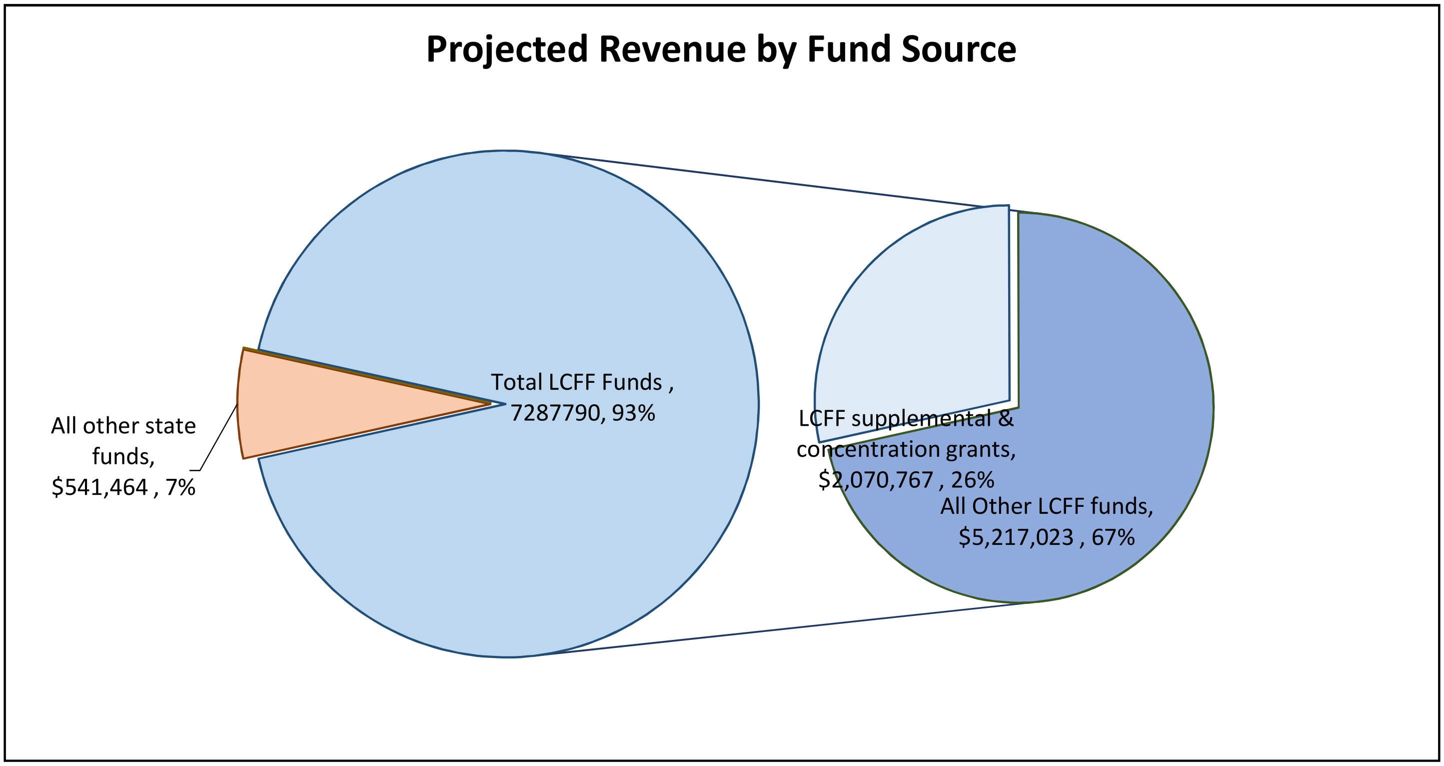
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Opportunities For Learning Baldwin Park
CDS Code: 19 64287 1996479
School Year: 2026-27
LEA contact information: Megan Betry, Principal - mbetry@ofy.org (626)720-7165

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

Budget Overview for the 2026-27 School Year



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 $7,829,254.00, of which $7,287,790.00 is Local Control Funding Formula (LCFF), $541,464.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $7,287,790.00 in LCFF Funds, $2,070,767.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

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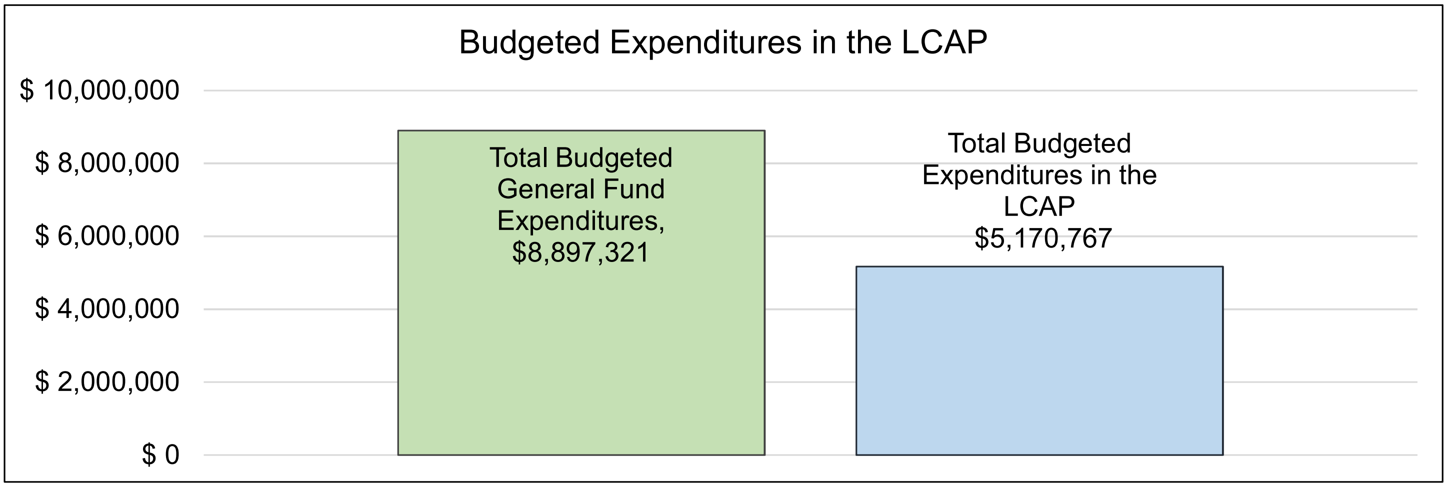


This chart provides a quick summary of how much Opportunities For Learning Baldwin Park plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Opportunities For Learning Baldwin Park plans to spend $8,897,321.00 for the 2026-27 school year. Of that amount, $5,170,767.00 is tied to actions/services in the LCAP and $3,726,554.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

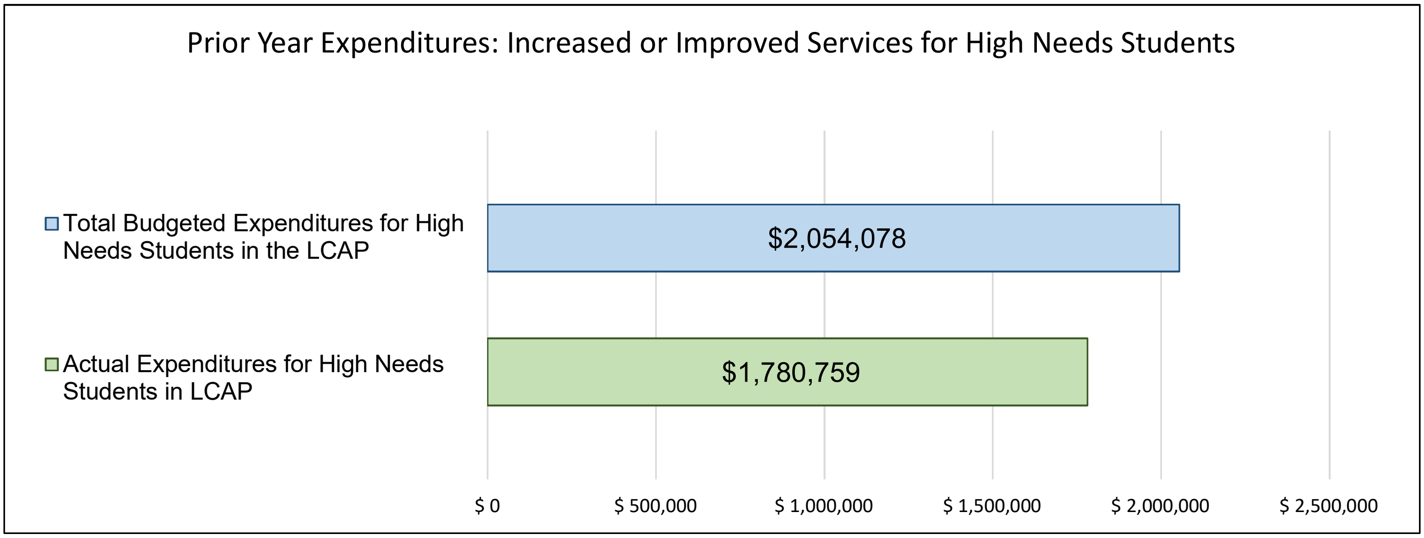
While the LCAP focuses on actions directly tied to student outcomes, the General Fund also supports essential operational and infrastructure costs that are not captured in the LCAP. These expenditures include compensation for non-LCAP-supported staff roles, facility maintenance and utilities, technology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

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

In 2026-27, Opportunities For Learning Baldwin Park is projecting it will receive $2,070,767.00 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 $2,070,767.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Opportunities For Learning Baldwin Park's LCAP budgeted $2,054,078.00 for planned actions to increase or improve services for high needs students. Opportunities For Learning Baldwin Park actually spent $1,780,759.41 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $273,318.59 had the following impact on Opportunities For Learning Baldwin Park's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2026). The LEA budgeted $2,054,078 for high needs students in our LCAP. As of March 2026, we have spent $1,780,759.41. Several planned activities, services, and salaries are to be taken into account for the remaining months.

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning Baldwin Park	Megan Betry, Principal	mbetry@ofy.org (626)720-7165

Plan Summary 2026-27

General Information

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

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. The school serves a diverse student population, including students with disabilities, socioeconomically disadvantaged students, English learners, and students experiencing homelessness. These students are supported through both the OFL-Baldwin Park 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): 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 6 key areas:

1. Helping students catch up academically
2. Supporting student and staff wellness
3. Accelerating progress to close learning gaps
4. Addressing barriers to learning through integrated supports
5. Increasing access to instruction for credit-deficient students
6. Providing additional academic services and assessments

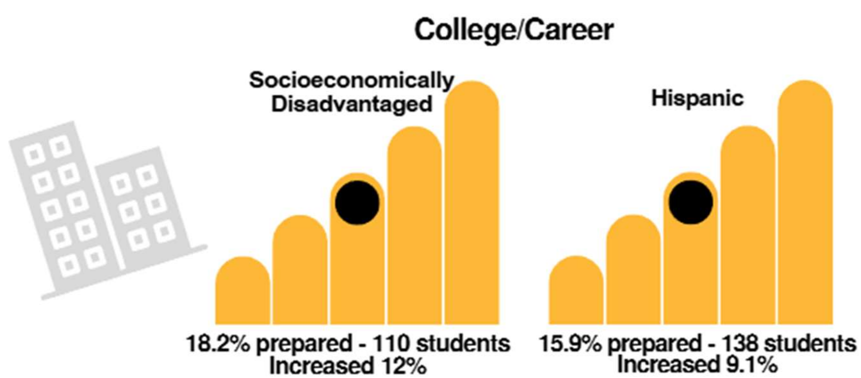
These investments are aligned with the goals and actions outlined in our LCAP, especially our focus on increasing graduation rates and college and career readiness for student groups most impacted by the pandemic—including students with disabilities, English learners, and socioeconomically disadvantaged 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.

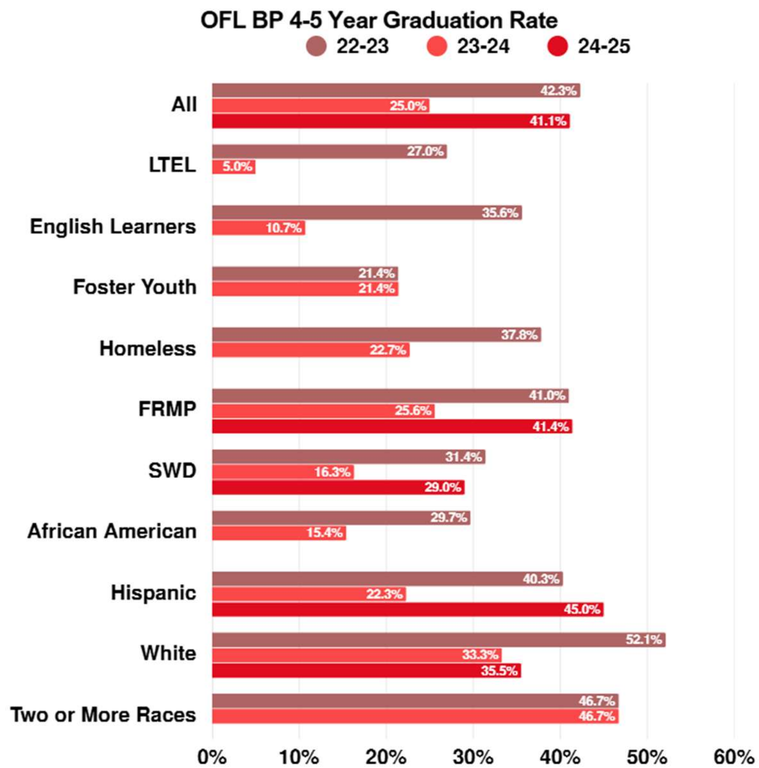
Following the outcomes revealed by the Fall 2023 California Dashboard, OFL Baldwin Park attained a red or very low rating in the performance indicators of Graduation Rates, English language Arts and College/Career.

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.

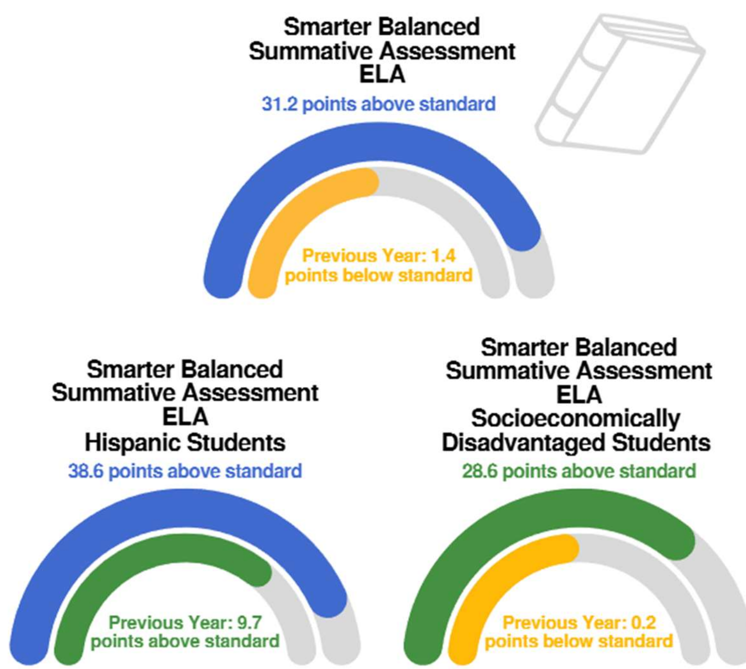
Support for these plans are found in:
Goal 1, Action 1: Dual Enrollment
Goal 1, Action 4: A-G Completion



As a school, we remain focused on strengthening graduation outcomes by prioritizing core course completion and increasing expectations for overall completion rates. We will establish clear goals and monitoring systems for key student groups—including African American, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and white students—to ensure consistent progress toward graduation. To support timely intervention, the school will conduct quarterly reviews of each subgroup's progress and provide additional supports as needed.

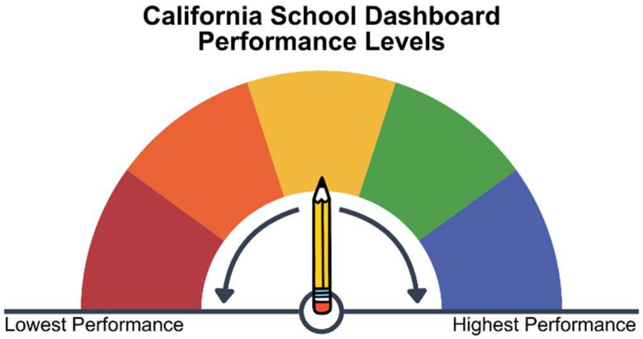
Given the nature of our program, many students enroll significantly behind in credits and are off track from a traditional four- to five-year graduation timeline. To address this, the school will conduct quarterly reviews to identify students approaching this timeframe and implement targeted interventions to help them get back on track whenever possible. These supports may include graduation planning meetings with the Post-Secondary Counselor (PSC), teachers, and/or Student Engagement Specialists (SES), regular progress check-ins, and additional tutoring opportunities.

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 expand direct instruction classes to support a greater number of students in successfully completing their English courses. These classes will incorporate test-taking strategies to better prepare students for Smarter Balanced assessments, with an emphasis on strengthening writing skills. To ensure Hispanic and Socioeconomically Disadvantaged students are making consistent progress, the school will monitor these student groups at least once per quarter. Progress will be tracked using Renaissance Star assessments, with targeted supports including Exact Path, direct instruction classes, and tutoring.

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



Following a review of the 2025 California School Dashboard and local data, OFL Baldwin Park identified the following areas of strength:

English Language Arts (ELA) – Blue Performance Level (increased 2 performance levels)
ELA performance significantly increased by 32.6 points, resulting in an overall status of 31.2 points above standard. Notable improvements were observed among the following student groups:
- Socioeconomically Disadvantaged: 28.6 points above standard (↑ 28.8 points)
- Hispanic: 38.6 points above standard (↑ 29 points)

Mathematics – Yellow Performance Level (maintained performance level)
Mathematics performance improved by 32.7 points; however, overall performance remains 80.9 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:
- Socioeconomically Disadvantaged: 28.6 points above standard (↑ 28.8 points)
- Hispanic: 38.6 points above standard (↑ 29 points)

College/Career – Yellow Performance Level (increased 2 performance levels)
The College/Career indicator increased by 9.1 percentage points, with 15.4% of students demonstrating college or career readiness. Gains were evident among the following student groups:
- Socioeconomically Disadvantaged: 15.9% prepared (↑ 9.1%)
- Hispanic: 18.2% prepared (↑ 12%)

Graduation Rate – Red Performance Level (maintained performance level)
The graduation rate increased by 16.1 percentage points, with 41.1% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:

- Hispanic: 45% graduated (↑ 22.7%)
- Socioeconomically Disadvantaged: 41.4% graduated (↑ 15.9%)
- Students with Disabilities: 29% graduated (↑ 12.8%)
- White: 35.5% graduated (↑ 2.2%)

Learning Recovery Emergency Block Grant (LREBG) Fund:
OFL Baldwin Park has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year. Actions funded in whole or in part with LREBG funds are identified in Goal 1, Actions 10, 11, and 12. Additional funded actions also in Goal 5, Action 5. Additional detail regarding the rationale for these actions is provided within the corresponding action descriptions.

Reflections: Technical Assistance

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

Not Applicable

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 2026-27 academic year. The LEA plans to reflect upon current practices and adjust our program as needed. Our reflection process includes sharing CA Dashboard Performance data results from the 2025 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 41%, which represents a 16.1 percentage point increase from the prior year and continues to place the school in the Red performance level on the Dashboard2025 Grad rate.

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

- Hispanic students: 45% graduation rate, increased 22.7%
- Socioeconomically Disadvantaged students: 41.4% graduation rate, increased 15.9%
- Students with Disabilities: 29% graduation rate, increased 12.8%
- White students: 35.5% graduation rate, increased 2.2%

Opportunities For Learning Baldwin Park's plans to integrate data from our 2025-26 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 a comprehensive analysis of student performance data as part of the CNA process, several key insights have emerged:

California Dashboard Data
<u>Graduation Rate (4- and 5-Year Combined)</u>
All Students: Increased from 25% (2024) to 41.1% (2025).
ELLs: Increased from 10.7% to 41.4%.
FRPM: Increased from 25.6% to 41.4%.
Special Education: Increased from 16.3% to 29%.
Hispanic: Increased from 22.2% (2024) to 45% (2025)

<u>DASS One-Year Grad Rate</u>
Hispanic students improved: 81% (2024) → 93.8% (2025).
All Students: Increased from 83.1% to 91.8%.
FRPM: Improved from 86% to 91.5%.

<u>Dropout Rates</u>
All Students: Improved from 10.7% (2023–24) to 5.0% (2024-25).
ELLs: Worsened from 7.5% to 11.3%.
FRPM: Improved from 11.2% to 5.4%.
Special Ed: Dropped from 7.5% to 5.8%.

CAASPP: SBAC and CAST Data

ELA: Overall ELA performance increased significantly. The most considerable increase was among Hispanic students, who grew from 28% to 38.6%. Socioeconomically disadvantaged students also showed improvement.

Math: Math performance improved across most student groups, especially for Hispanic students (+15.8%). However, Socioeconomically disadvantaged students declined.

Science (CAST): Overall science proficiency slightly declined, with Hispanic and Socioeconomically disadvantaged students maintaining performance scores.

Performance Indicator Data

- Lexile growth remains strong overall, with 67.9% of students demonstrating growth in 2025, an improvement from 62.7% in 2024; ELL students maintained consistent growth at 68.0%, aligning with the school average and LTEL students showed declining growth (60.0%) compared to 76.9% in 2024, indicating a need for targeted literacy support; Homeless students show lower and inconsistent growth (50.0%), suggesting continued variability in outcomes.
- Overall Grade Level Equivalency (GLE) improved, but many students are still performing below grade level expectations; Reading GLE increased from 7.9 (2024) to 9.5 (2025); Math GLE increased from 7.6 to 8.5, with average growth of 1.5 grade levels.
- ELL students demonstrated strong growth (+2.0 in Math GLE), but continue to perform below grade level overall.
- Special Education students show lower Math GLE (6.2), indicating continued academic gaps.
- Credit attainment remains inconsistent across student groups, despite some improvement.
- Only ~40–54% of students complete 5+ credits monthly, indicating uneven pacing toward graduation; Special Education students consistently show lower credit attainment rates; LTEL and Homeless students demonstrate greater variability month-to-month, reflecting inconsistent engagement.
- Monthly Student Progression (MSP) remains strong overall but uneven across subgroups.
- Schoolwide MSP averages ~85–89%, indicating consistent overall progress; ELL students show moderate variability throughout the year and LTEL students demonstrate greater inconsistency, with dips as low as the mid-60% range in some months; Special Education students remain below average, typically in the mid-to-high 70% range.
- Core course completion is improving overall, but subgroup gaps remain; ELL students show strong completion gains, including English (10.0 credits) and Math (9.1 credits) and LTEL students show improvement in Math (8.4) and Science (7.7), but continue to lag in earlier years and in some content areas; Special Education students have lower averages in Math (6.7) and Social Studies (5.4); Homeless students show lower completion in Social Studies (4.4) and variable performance across subjects.

Comprehensive Needs Assessment Root Cause Analysis Findings:

Analysis of student outcome data indicates that the following root causes contribute to the observed performance trends:

<u>ELA and Literacy (SBAC ELA)</u>

- High concentration of students in “Not Met” and “Nearly Met” categories.

- Reading growth exists but is inconsistent across grades and groups.
- Grade-level equivalency shows many students well below grade level.
- White students are the only group consistently meeting standards.

Measurable Outcome: SBAC ELA “Met or Exceeded” rate will increase specifically in student subgroups: Hispanic, Socioeconomically disadvantaged, and Students with Disabilities.

<u>Math (SBAC Math)</u>
- Many students remain below standard despite some growth.
- Course completion is improving overall but not equitably.
- ELs and Foster Youth face the greatest barriers.
- Stronger results where early intervention and staffing increased.

Measurable Outcome: SBAC Math “Met or Exceeded” rate will increase specifically in student subgroups: Hispanic, Socioeconomically disadvantaged, and Students with Disabilities.

<u>College and Career Indicator (CCI) and Graduation Rate</u>
- Focus may be heavier on graduation, not holistic college/career planning.
- Credit and pacing inconsistencies that compound over time.
- Students with highest needs graduate at lower rates.
- Dropout risk remains elevated for EL and SPED students.
- Credit attainment varies widely by subject (notably social studies).
- Month-by-month progress tracking is inconsistent.
- Many students are not meeting “Prepared” benchmarks, indicating a need to strengthen foundational readiness supports.
- SPED, EL, and economically disadvantaged students are disproportionately underrepresented in prepared outcomes.
- Prepared status relies heavily on SBAC + A–G, with limited alternative pathways (dual enrollment, AP, CTE).
- College & Career Guide completion is inconsistent, especially in 12th grade when readiness tasks are most urgent.

Measurable Outcome: Track 4-to-5-year cohorts and expand CTE and dual enrollment opportunities.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:
Based on our data dive we’ve identified the following as prioritized needs and trends:

<u>Low Graduation Rates</u>
- In 2025, SPED (29%) students had graduation rates well below the all-student rate of 41.1%.
- Our One-Year DASS Graduation Rate remains consistent for Hispanic (92.5%) and FRMP students (92.3%), with SPED students at 83.3%.
- 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 improved from 25.0% (2024) to 41.1% (2025); ELLs increased to 41.4%, and SPED to 29%
- Our goal is to have grad rates above 70% for all subgroups, aligned with state expectations.

Priority Need: Develop effective systems that promote steady credit progress, provide timely interventions, and ensure personalized graduation planning for students with the greatest academic needs.

College & Career Readiness (CCI) Deficiency

- In 2025, 15.4% of students were considered “Prepared” for college or career, an increase from 4.8% in 2024.
- 14.4% of students were “Approaching Prepared.”
- However, 70.5% of students were still categorized as “Not Prepared,” indicating continued need for expanded college and career pathways. Including 65.5% of Hispanic students who were “Not Prepared”, 71.4% of ELL students and 88.9% of Students with Disabilities.
- SBAC performance contributed to readiness for 39.1% of prepared students.
- A–G completion remained a major pathway for demonstrating readiness.
- The State Seal of Biliteracy increased significantly, reaching 34.8% in 2025 among prepared students.
- College credit coursework and career pathway participation remain limited, indicating an opportunity to expand these options.

Prioritized Need: A clearly defined and monitored CCI pathway that provides early and ongoing college and career readiness opportunities for all students, especially English Learners and students with disabilities.

Inconsistent Credit Attainment & Course Completion

- Overall Monthly Student Progression (MSP) rates are relatively high (~85–89%)
- Performance varies month-to-month rather than remaining steady, with only ~40–54% of students complete 5+ credits monthly.
- For 2025, Special Education students show lower MSP (~mid-70% range) as well as lower credit completion rates compared to their peers and LTEL, Homeless, and Foster Youth students show: greater variability month-to-month and less consistent credit accumulation
- Gains in English and Math core course completion show positive trends overall.
- Our goal is to have consistent credit completion of 5+ units/month for 80%+ of students.

Prioritized Need: Data-informed systems to monitor credit completion, identify gaps, and deploy supports such as SGI, tutoring, and re-engagement strategies for students at risk of falling behind.

Low SBAC Proficiency in ELA and Math

- Math achievement is the greatest academic need: 58.2% of students did not meet SBAC Math standards (2025), 91.7% of Special Education students did not meet standard
- ELA is significantly improving, but many students are still below proficiency: ~56–57% of students met or exceeded ELA standards while 14.9% still not meeting standard
- Our goal is to have 50%+ of tested students meeting or exceeding standards.

Prioritized Need: Data-informed support in ELA and math for SPED and struggling student groups, emphasizing academic language development and content literacy.

Through ongoing analysis of student performance data, we have identified key trends that are guiding our efforts to strengthen support systems and improve outcomes for all students within our charter. These findings highlight several areas of need:

- Achievement and growth gaps continue to persist and are widening among English Learners, students receiving special education services, and Long-Term English Learners (LTELs).

- While students are earning credits, there is a need to ensure deeper mastery of standards and stronger preparation for college and career readiness.
- Academic progress is not consistently sustained over time, particularly during transitional periods such as summer and between assessment cycles.
- There is a misalignment between graduation outcomes and College and Career Indicator (CCI) readiness, as some students are completing graduation requirements without being fully prepared for post-secondary pathways.

Data Utilized to conduct our Comprehensive Needs Assessment:
Quantitative data analyzed for the CNA included California Dashboard data, CAASPP results, local assessment data (Renaissance Star), EL reclassification data, graduation rates, and core course completion rates. Qualitative data sources included Educational Partner surveys and staff feedback.

Evidence-Based Interventions:
The LEA will continue and expand the use of evidence-based interventions identified through the Comprehensive Needs Assessment (CNA) and supported by positive trends in internal data, including growth in literacy, math progress, and student engagement. School staff will continue to engage in collaborative data analysis and action research cycles to evaluate and refine interventions that meet the needs of all students, particularly English Learners, LTELs, Students with Disabilities, and other high-need groups. Evidence-based practices will continue to be informed by sources such as the What Works Clearinghouse and Evidence for ESSA to ensure alignment with research-based strategies.

Expository Reading and Writing Curriculum (ERWC) – Tier 2: The LEA will continue implementing ERWC as a targeted intervention for 12th-grade students to strengthen reading, writing, and analytical thinking skills. ERWC emphasizes rhetorical analysis and engagement with complex texts, supporting students in developing the literacy skills necessary for graduation and postsecondary success. Continued use of ERWC will support improved ELA outcomes, credit completion, and English Learner reclassification, particularly in an independent study model where strong reading and writing skills are essential.

iLit – Tier 1: The LEA will continue using iLit to support literacy development and English language acquisition, particularly for English Learners. iLit’s digital platform provides high-interest texts and real-time data to differentiate instruction and accelerate reading growth. Based on evidence of effectiveness, iLit will continue to be used to support vocabulary development, comprehension, and overall literacy gains, contributing to improved academic outcomes and reclassification readiness.

Exact Path – Tier 1: The LEA will continue implementing Exact Path to provide personalized, data-driven instruction in mathematics and reading, with a particular emphasis on addressing persistent math achievement gaps. Through diagnostic assessments, individualized learning pathways, and real-time feedback, Exact Path supports targeted skill development and progress monitoring. Continued use of this tool will support accelerated math growth and improved proficiency outcomes, particularly for students performing below grade level.

EmpowerU – Tier 1 & Tier 2: The LEA will continue to implement EmpowerU to support social-emotional learning (SEL), student engagement, and mental health. This program combines digital SEL curriculum with individualized coaching to improve student resilience and well-being. Continued implementation will support students disproportionately impacted by learning disruptions, including English Learners, Foster Youth, and Low-Income students, and contribute to improved engagement, attendance, and academic performance.

Goalbook – Instructional Planning Support: The LEA will continue using Goalbook to support teachers in designing standards-based, differentiated instruction aligned to Universal Design for Learning (UDL). Goalbook will support educators in meeting the needs of diverse learners, including Students with Disabilities and English Learners, by providing evidence-based instructional strategies and goal-setting tools that improve access to grade-level content.

Daybreak Health – Mental Health Support: The LEA will continue partnering with Daybreak Health to provide short-term, evidence-based teletherapy services for students and families. These services address mental health needs such as anxiety, depression, and trauma, and support improved student engagement, behavior, and attendance. Continued access to these services will support a positive school climate and student well-being.

Math Yogis – High-Dosage Tutoring: The LEA will continue implementing Math Yogis to provide high-dosage, small-group math tutoring, an evidence-based approach shown to accelerate learning for students below grade level. This intervention will support foundational skill development, increased math proficiency, and closing achievement gaps, particularly for Hispanic, Low-Income, and high-need student groups.

Interplay Learning – CTE Pathways: The LEA will continue expanding Interplay Learning to provide career technical education (CTE) pathways through simulation-based training in skilled trades. These programs support college and career readiness by providing hands-on, industry-aligned learning experiences and opportunities such as OSHA-10 certification. Continued implementation will focus on increasing student participation and completion of CTE pathways.

YaizY – Career Exploration & Pathways: The LEA will continue implementing YaizY to expand project-based career exploration and CTE pathway opportunities in areas such as technology, digital media, and computer science. These courses are aligned to state and national standards and support industry certification and postsecondary readiness. Continued expansion will focus on increasing equitable access and participation, particularly for underrepresented student groups.

Evidence-Based Interventions incorporated into our CSI Plan/SPSA/LCAP:
ERWC: https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc
iLit: https://mysavvastraining.com/products/ilit
Edmentum Exact Path: https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132
EmpowerU: https://empoweru.education/secondary/
Goalbook: https://goalbookapp.com/
Daybreak: https://www.daybreakhealth.com/
The Math Yogis: https://www.themathyogis.com/high-dosage-tutoring
Interplay Learning: https://www.interplaylearning.com/
YaizY: https://yaizy-io.framer.website/

Since continuing the implementation of evidence-based interventions—including ERWC, iLit, and Edmentum Exact Path—the LEA has observed continued improvement in key student outcomes. Most notably, the one-year graduation rate has increased to over 90%, reflecting sustained progress in supporting students toward completion. Improvements in internal academic indicators, including Lexile growth (67.9%) and Math GLE growth (approximately 1.5 years), further demonstrate the positive impact of targeted interventions and data-driven instructional practices across student groups.

The LEA will continue to implement and refine these evidence-based interventions to support students performing below grade level in both mathematics and English language arts. Exact Path and iLit will remain critical tools for identifying and addressing skill gaps, supporting differentiated instruction, and accelerating student learning. While internal growth measures have improved, SBAC results indicate that a majority of students are still not meeting grade-level standards—particularly in math—highlighting the continued need for sustained, targeted intervention and increased instructional rigor.

The Expository Reading and Writing Course (ERWC) will continue to be implemented as a key Tier 2 intervention to strengthen reading, writing, and analytical skills for 12th-grade students. In combination with Renaissance Star benchmark assessments and ongoing progress monitoring, instructional teams will continue to use data to provide targeted support and improve both literacy outcomes and college readiness.

To address barriers to learning and support the whole child, the LEA will continue to provide access to Daybreak Health, an evidence-based teletherapy program that offers short-term mental health support. These services contribute to improved student engagement, attendance, and overall well-being, as reflected in a low dropout rate (5%) and very low suspension rates, and remain essential for supporting high-need student groups.

In addition to academic and social-emotional support, the LEA has expanded access to Career Technical Education (CTE) pathways through Interplay Learning and YaizY. These programs provide industry-aligned, hands-on and project-based learning experiences that support workforce readiness and postsecondary success. Continued implementation will focus on increasing student participation and completion of these pathways to address current gaps in college and career readiness (15.4% Prepared), particularly among English Learners, Students with Disabilities, and other underserved groups.

Through the continued implementation and strengthening of these evidence-based interventions, the LEA anticipates further gains in academic achievement, graduation outcomes, and college and career readiness. The LEA remains committed to using data-driven strategies and research-based practices to ensure all students—especially those most impacted by learning disruptions—are supported in meeting grade-level expectations and achieving long-term success.

Resource Inequities:
As part of the Charter's ongoing school improvement process, staff were engaged in resource inequity reviews and data analysis during the January 2026 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.

<u>Actionable inequities identified by the LEA during their Resource Inequity Review:</u>

● Low college and career readiness, with only 15.4% Prepared and 70.5% Not Prepared; highest gaps for SPED (88.9%), LTEL (76.5%), and ELL (71.4%).

● Limited access to readiness pathways, with low participation in dual enrollment, CTE, and college credit, and reliance on SBAC as the primary measure.

● Inconsistent credit attainment, with only ~40–54% of students earning 5+ credits monthly, and lower rates for SPED, LTEL, and Homeless students.

● Variable Monthly Student Progression (MSP), averaging ~85–89% overall, but lower for SPED (70s) and fluctuating for LTEL (as low as 60%).

● Persistent subgroup gaps in academic performance and course completion for ELL, LTEL, SPED, and Homeless students.

● Gap between graduation and readiness, with 90%+ graduation rates but most students not meeting college and career readiness benchmarks.

<u>How the LEA plans to address these inequities:</u>

● Strengthen credit attainment systems by implementing structured monthly monitoring, early intervention triggers, and targeted support (SGI, DI, tutoring) for students not meeting 5+ credit benchmarks, with a focus on SPED, LTEL, and Homeless students.

● Enhance data-driven decision making by conducting regular data reviews (monthly/quarterly) to monitor credit pacing, MSP trends, subgroup performance, and intervention effectiveness, ensuring timely adjustments to supports.

● Expand college and career pathway access and tracking, including increased opportunities for dual enrollment, CTE pathways, and College & Career Guide completion, supported by a system to monitor student progress toward readiness benchmarks.

● Strengthen targeted supports for diverse learners, including coordinated case management and individualized support plans for ELL, LTEL, SPED, Foster Youth, and Homeless students aligned to literacy growth, course completion, and graduation progress.

● Improve Tier 1 instruction and intervention alignment, with a focus on math and academic language development, ensuring consistent scaffolding and access to grade-level content for high-need student groups.

● Increase proactive progress monitoring of resources and supports, ensuring staffing, interventions, and instructional time are aligned to identified student needs and adjusted early to address emerging inequities.

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

Opportunities For Learning-Baldwin Park is committed to a collaborative and inclusive approach to educational partner engagement and uses feedback and key information 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 the 2025–26 school year, administrators and Special Education personnel collaborated with the East San Gabriel Valley SELPA to support high-quality academic programs and services for students with disabilities, as well as provide training and resources for instructional staff and families. The SELPA also continued to partner with county offices to provide additional support to schools and the community. On April 23, 2026, Opportunities for Learning Baldwin Park administrators met with representatives from the East San Gabriel Valley SELPA to review student achievement data for students with disabilities and discuss plans to strengthen supports and improve outcomes for the 2026–27 school year.

Comprehensive needs assessment (CNA) Educational Partner Engagement
The Comprehensive Needs Assessment (CNA) process for the 2025–26 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 January 23, 2026, 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 all Educational Partners remain informed about OFL Baldwin Park's progress toward achieving the goals outlined in the 2024-27 LCAP/CSI Plan, the LEA will implement a structured system for tracking and evaluating key metrics, actions, and outcomes.

Data Collection and Progress Monitoring
Progress will be monitored at multiple levels to support continuous improvement:

- Learning Period Tracking: Student data will be collected at the end of each four-week learning period to monitor academic progress and engagement indicators aligned to LCAP goals.
- Implementation Reviews and Educational Partner Updates: The LEA will conduct quarterly internal reviews of action implementation and outcomes. Updates will also be shared with the Parent Advisory Committee (PAC) throughout the year to maintain transparency and gather feedback.
- Board Reporting: Formal progress reports will be provided to the Board of Directors each semester, highlighting outcomes, identifying areas for growth, and guiding future planning.

Evaluating CSI Effectiveness
The effectiveness of the CSI plan will be evaluated using multiple student performance indicators, including:

- SBAC outcomes, Renaissance Star benchmarks, and credit attainment to guide instructional adjustments and interventions
- Dashboard indicators for English Language Arts (ELA), Mathematics, and College/Career readiness, with a continued focus on subgroup performance
- Graduation rates, with an emphasis on maintaining or improving current benchmarks

Data-Driven Decision Making
Leadership and staff will analyze student achievement data monthly to inform timely interventions. Teachers and intervention specialists will track students in targeted courses and programs, providing regular updates on progress. English teachers will continue monitoring students in ERWC courses and reporting outcomes to leadership and families at the end of each learning period.

Support for At-Risk Students
OFL Baldwin Park remains committed to providing targeted support to vulnerable students, including foster youth, students experiencing homelessness, and those facing other barriers. Post-Secondary Counselors, Social Workers, and the Family Liaison will document check-ins, provide guidance, and connect students and families to needed resources. Tiered re-engagement strategies, including home visits by staff, will continue to ensure equitable access and support for all students.

Educational Partner Engagement and Continuous Improvement
Educational Partners will remain actively engaged in the monitoring and evaluation process through:

- Staff meetings and engagement sessions to review data and inform planning
- Family and community meetings, workshops, and events to strengthen home-to-school connections
- DELAC and other advisory committees to review student outcomes and recommend targeted supports
- Annual Comprehensive Needs Assessments to identify gaps, prioritize improvements, and inform future planning

Through these coordinated efforts, OFL Baldwin Park will ensure effective monitoring, data-informed decision making, and continuous improvement, promoting equitable outcomes for all students and closing opportunity gaps across 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
Charter Philosophy on Educational Partner Engagement	Opportunities For Learning-Baldwin Park is committed to a collaborative and inclusive philosophy when it comes to educational partner engagement. Opportunities For Learning-Baldwin Park recognizes that input from staff, students, families, and community members plays an important role in supporting student success and continuous improvement. Engagement is embedded through ongoing opportunities for feedback, open lines of communication and reflection. Educational partners are not only invited to share input, but are also actively involved in decisions around resources, and shaping school priorities. Opportunities For Learning-Baldwin Park always seeks to prioritize student voice, value staff insight, and build meaningful partnerships with families. Through advisory groups, surveys, public meetings, data dives, committees, and community meetings, Opportunities For Learning-Baldwin Park creates multiple opportunities for dialogue, promotes transparency, and fosters a shared ownership of goals. This is part of our ongoing process to build trust, support equity, and help guide continuous improvement with all educational partners.

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 focusing on academic planning, intervention, and other student support, as well as 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 ensure that staff perspectives were continually integrated into the LCAP decision-making process. **In-Services/Huddles**: Opportunities For Learning-Baldwin Park conducted in-services and PLCs on July 11, 2025, August 8, 2025, September 12, 2025, October 24 and 31, 2025, March 13, 2026, May 8, 2026 and June 30, 2026. 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. **Leadership Meetings**: Bi-weekly meetings brought together Charter Leadership, which included the Principal, Assistant Principals, Instructional Coaches, Lead Special Education Specialist, Lead Postsecondary 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 January 2026, Opportunities For Learning-Baldwin Park 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**: Opportunities For Learning-Baldwin Park 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	**Student Surveys**: Opportunities For Learning-Baldwin Park 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. **Student Advisory Committee**: The Student Advisory Committee continues this year, serving as a structured platform for students 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 **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.

Parents/Guardians	**Family Surveys:** Opportunities For Learning-Baldwin Park conducted family surveys in the fall and spring to gather parent/guardian 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. **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 support and programs outlined in the LCAP. **Family Engagement Events:** • **Parent Night (Online):** 7/30/25– Specialized session designed to inform and engage parents about school resources, academic progress, and student support services • **Community Connection Event:** 8/21/25 – Featured informational booths from community partners including RIZE Credit Union, Baldwin Park Public Library, Baldwin Park Parks & Recreation, City of Hope, Mt SAC, Foothill Unity Center, and Pacific Clinics. The event also featured local businesses and donations for the campus community from ReadyPac, Raising Cane's, Mamma's Juicery, La Princesa Taqueria, and Golden Crust pizzeria. • **Back-to-School Night (Online):** 9/17/25– Annual event to welcome families back for the new school year, provide key school information, and promote parent-school connections including • **25 Year Ribbon Cutting**: 5/6/26 – Community and family engagement event hosted by the Irwindale Chamber of Commerce, celebrating the 25th anniversary of the Baldwin Park charter and school site. Local business owners and elected officials participated in a presentation and student ambassadors offered school tours while students, alumni and families enjoyed light refreshments. **College Signing & Awards Brunch:** 5/29/26 Family engagement event to celebrate student academic achievements and post-secondary commitments. Provides families an opportunity to celebrate and recognize student success and academic journey.

PAC	**Parent Advisory Committee (PAC):** The Parent Advisory Committee (PAC) convened 6 times during the 2025–2026 school year on the following dates: 9/25/2025, 11/13/2025, 2/26/2026, 3/26/2026, 4/23/2026, and 5/21/2026. During these meetings, Opportunities For Learning-Baldwin Park 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 4/23/26 to obtain comprehensive feedback prior to finalizing the 2026–2027 LCAP. In addition to the LCAP process, PAC meetings serve as an ongoing space for families to engage in broader conversations around school programs, student supports, and schoolwide priorities. Opportunities For Learning-Baldwin Park provided updates on academic initiatives, shared student data, highlighted available resources, while also creating opportunities for parents to ask questions and provide input.
DELAC	District English Learner Advisory Committee (DELAC): The school established its District English Learner Advisory Committee (DELAC), which met on: 9/10/25, 10/13/25 , and 4/23/2026. 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: • 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) 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 4/23/26 to collect feedback prior to finalizing the 2026–2027 LCAP.

Governing Board	Board of Director Meetings: Opportunities For Learning-Baldwin Park provided charter updates and sought council at the Board meetings, held throughout the academic year. Board meeting dates for this year were held on: 9/22/25, 11/17/2025, 1/26/2026, 3/23/2026, 5/18/2026, 6/22/2026. 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), Opportunities For Learning- Baldwin Park 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 5/18/2026, which included the LCAP review and public comment session on the agenda. The LEA conducted at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) on 5/18/2026. Following this, the LEA adopted the 2026-27 LCAP during a public Board Meeting held on 6/22/2026, consistent with Education Code section 52060(b)(2) or 52068(b)(2).
Authorizer/SELPA/COE	**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 23,2026, 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. **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 17, 2026, and the 2026 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. Lastly, staff attended MTSS training provided by LACOE on 4/13/2026 to strengthen systems of academic and behavioral support.

Insert or delete rows, as necessary.

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

The development of the LCAP was shaped by insightful input from our educational partners, including parents, students, and staff, gathered through interviews, surveys, and the Comprehensive Needs Assessment (CNA). Their feedback helped identify key student and staff needs, guiding Opportunities For Learning- Baldwin Park focus on targeted support and refining strategies to promote student success.

Each LCAP goal reflects this engagement process:

Goal 1: Expanding College and Career Opportunities
CNA findings reflected meaningful growth and progress in graduation rates that were recognized and celebrated by educational partners. Data showed that graduation rates increased from 25% to 41.1% for all students in the 2025 California Dashboard with notable improvement amongst student groups including hispanic students (45%) and socioeconomically disadvantaged students (41.4%) however data also showed a need for improvement particularly amongst our students with disabilities whose graduation rate increased to 29%. Educational partner feedback emphasized the need to reflect on current tracking systems and build towards clearer systems monitoring student progress towards graduation and college and career readiness. Lastly, while dual enrollment participation increased from 5 students in the 2024-2025 school to 29 students in the 2025-2026 school year, participation remained at 0 for English language learners and homeless students, highlighting a need for continued work in increasing equitable access to college-level opportunities for these student subgroups. As a result, Opportunities For Learning-Baldwin Park has prioritized allocations in college and career initiatives, dual enrollment partnerships, and CTE pathway development to address identified needs.

Goal 2: Strengthening Math Achievement
While staff celebrated the California Dashboard Mathematics indicator improving from red to orange in 2023, orange to yellow in 2024, and maintained a yellow performance level in 2025, they recognized the continued need for enhanced math support. In response, Opportunities For Learning-Baldwin Park refined its data monitoring approach by incorporating Grade Level Equivalency tracking and detailed analysis of CAASPP 11th-grade scores to better identify and address intervention needs. Additionally, allocations are also being directed to help with targeted instructions, and staffing supports to address foundational skill gaps and improve equitable access to math achievement.

Goal 3: Targeted ELA and Math Interventions
Educational partners noted overlapping but distinct needs in math and ELA. Separating these goals allows for a more focused and intentional approach to supporting each subject. While Mathematics demonstrated steady improvement across the 2023, 2024, and 2025 Dashboard cycles, English Language Arts showed meaningful growth in 2024 and 2025, resulting in a two-performance-level increase, with the California Dashboard reflecting a blue performance level and all students performing 31.2 points above standard. However, educational partner feedback noted that despite gains, many students continue to perform below grade level. These trends affirm the impact of recent instructional strategies while underscoring the importance of sustaining and refining supports in both content areas.

Goal 4: Supporting English Learners and Increasing Reclassification Rates

CNA findings show that while EL reclassification rates improved to 100% and ELPI progress increased to 63.3%, educational partners emphasized the need for continued and more targeted supports for all English learners but particularly for Long-Term English Learners (LTELs).Opportunities For Learning-Baldwin Park remains committed to enhancing support for English Learners (ELs),expanding targeted literacy supports and outcomes for Long-Term English Learners (LTELs), and sustaining supports to maintain 100% reclassification rates. Strategic instructional adjustments and increased EL parent engagement are helping to strengthen EL services and improve student outcomes.

Goal 5: Enhancing School Climate and Student Experience
Feedback from school climate surveys, completed by families, students, and staff, highlighted the importance of student engagement, belonging, and emphasized areas needing attention to align school culture with the intended student experience. By integrating these focus areas into the LCAP, Opportunities For Learning-Baldwin Park ensures that continuous improvement efforts reflect the priorities and expectations of educational partners. Additionally, allocations remain focused on social-emotional supports, student and family engagement opportunities.

The evolution of the LCAP, guided by direct engagement with educational partners, underscores the collaborative effort to design initiatives that address students' academic, emotional, and post-secondary needs. By integrating educational partner feedback with data and strategic actions, Opportunities For Learning-Baldwin Park reaffirms its commitment to continuous improvement and 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.

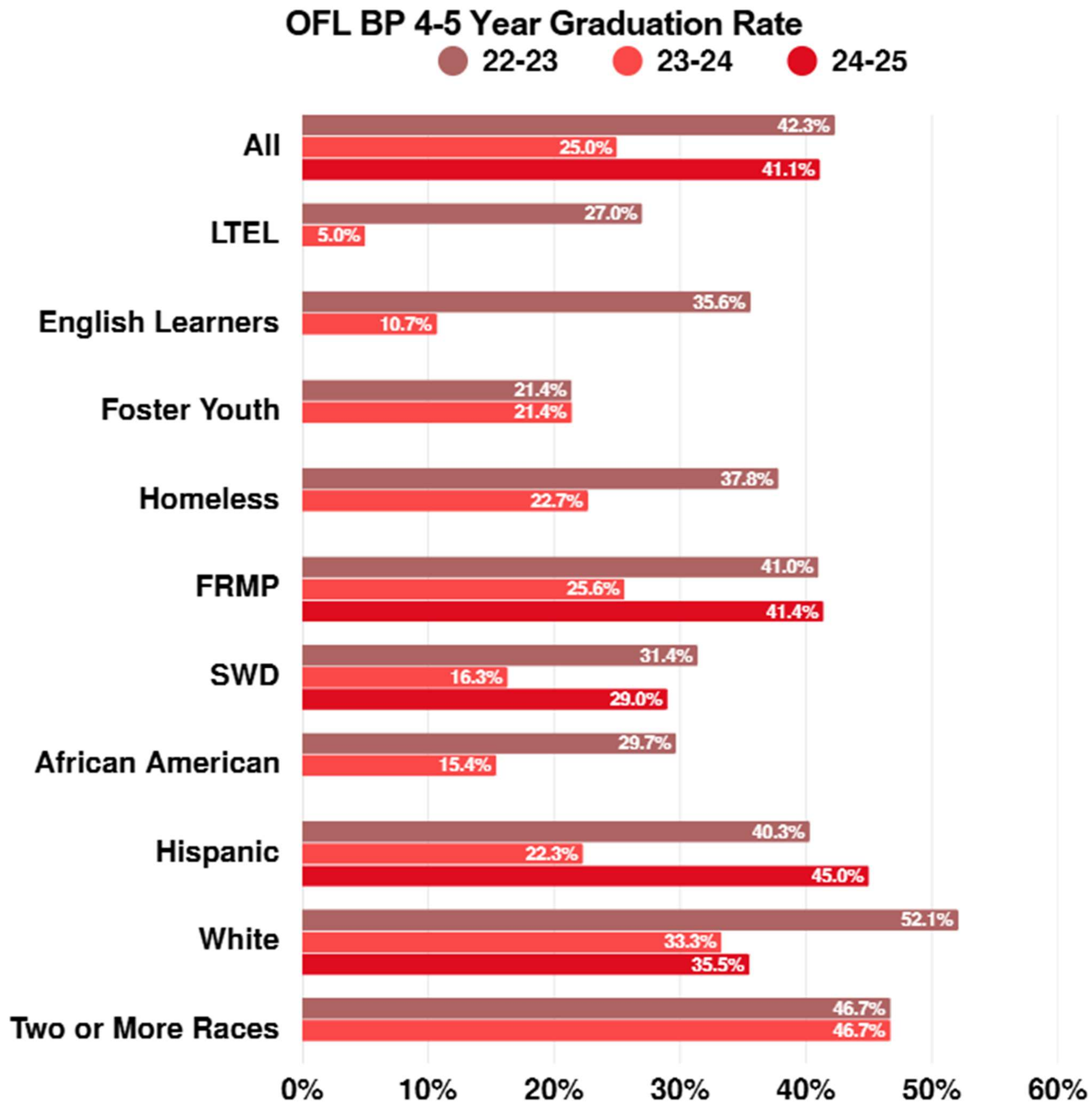
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The LEA established this goal based on a comprehensive review of findings from the CNA and the California School Dashboard. Analysis of these data sources identified persistent equity gaps among English Learners, Homeless Youth, Low-Income Students, and Students with Disabilities. In response, the LEA prioritized this goal to ensure equitable access to high-quality instruction, targeted supports, and meaningful academic opportunities for these student groups.

Data also highlighted the need for a more strategic focus on improving key performance indicators, particularly the College and Career Indicator and the Graduation Indicator. Strengthening performance in these areas is essential to closing opportunity gaps and improving post-secondary readiness and long-term student success.

To address identified disparities, the LEA is implementing targeted instructional strategies, specialized academic supports, and data-driven interventions designed to improve academic achievement, graduation outcomes, and college and career readiness—particularly for historically underserved students. Through consultation with educational partners, this goal was affirmed as a priority area for accelerating progress, promoting equitable outcomes, and ensuring sustained academic growth through the end of the 2027 academic year.


OFL BP 4-5 Year Graduation Rate
22-23
23-24
24-25
All
42.3%
25.0%
41.1%
LTEL
27.0%
5.0%
English Learners
35.6%
10.7%
Foster Youth
21.4%
21.4%
Homeless
37.8%
22.7%
FRMP
41.0%
25.6%
41.4%
SWD
31.4%
16.3%
29.0%
African American
29.7%
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45.0%
White
52.1%
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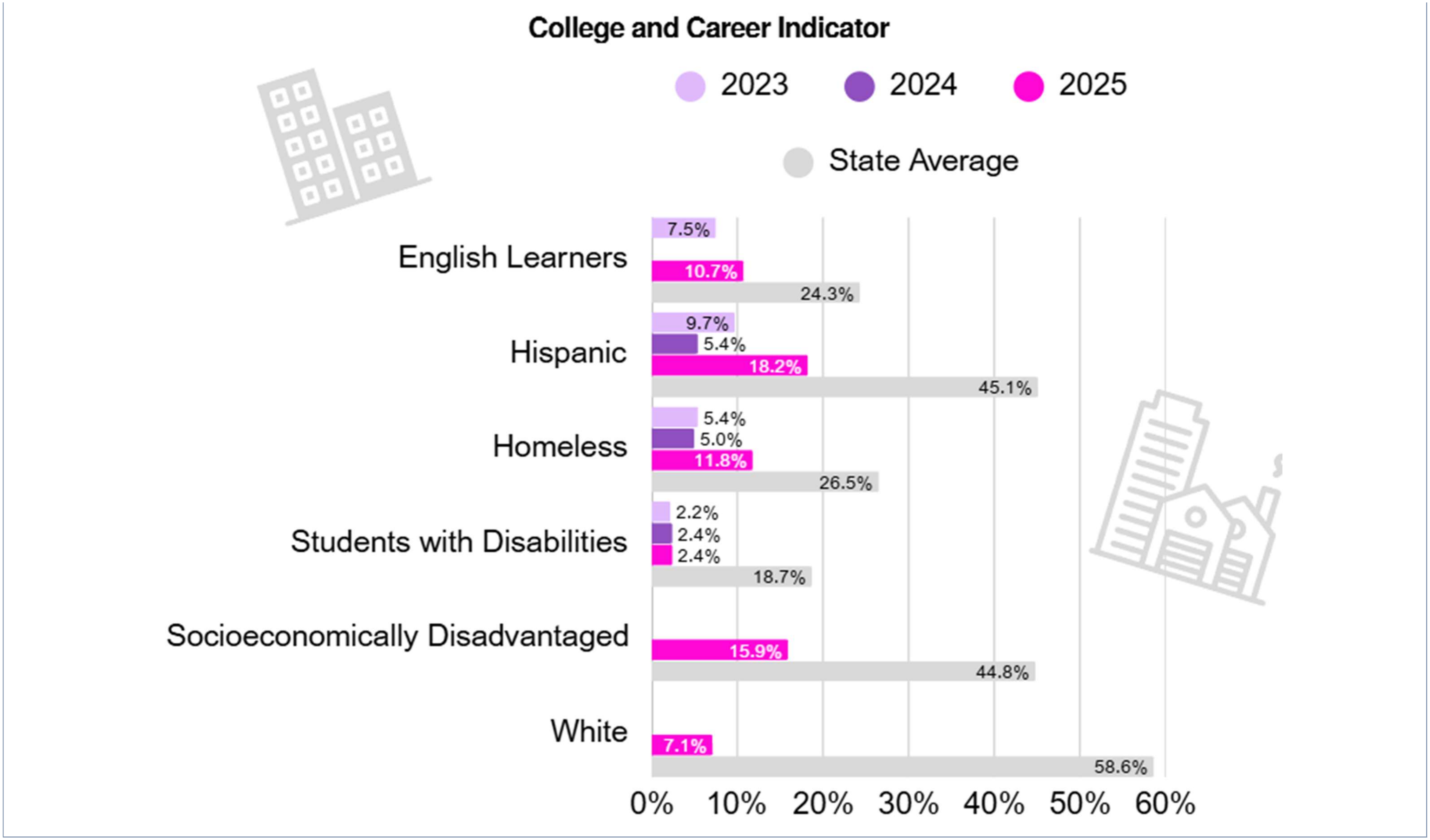
60%


College and Career Indicator
2023
2024
2025
State Average
English Learners
7.5%
10.7%
24.3%
Hispanic
9.7%
5.4%
18.2%
45.1%
Homeless
5.4%
5.0%
11.8%
26.5%
Students with Disabilities
2.2%
2.4%
2.4%
18.7%
Socioeconomically Disadvantaged
15.9%
44.8%
White
7.1%
58.6%
0%
10%
20%
30%
40%
50%
60%

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	Spring 2026 Internal Data All students: 29 EL: 0 SWD: 2 Hispanic: 19 Homeless: 0	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	Internal Data All students: 20↑ EL: No change SWD: No change Hispanic: 15↑ Homeless: No change
Metric #2	Increase the DASS one-year grad rate	Fall 2023 CA Dashboard Data: All student: 79.8% EL: 86.7% SWD: 73.1% FRMP: 81.9% Hispanic: 81.8% Homeless: 62.5%	Fall 2024 CA Dashboard Data: All students: 83.1% FRMP: 86% Hispanic: 81% *No percent reflected for other student groups.*	Fall 2025 CA Dashboard Data: All students: 57.6% EL: 75% SWD: 54.5% FRMP: 61.1% Hispanic: 57.1% Homeless: 75%	The LEA will have a one-year graduation rate at or above: All students: 81% EL: 87% SWD: 75% FRMP: 84% Hispanic: 84% Homeless: 65%	Dashboard Data: All students: 25.5%↓ FRMP: 24.9%↓ Hispanic: 23.9%↓
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%	Spring 2026 Internal Data All students: 50.1% EL: 56.3% SWD: 41.7% FRMP: 47.4% Hispanic: 47.1% Homeless: 33.3%	Increase the percentage of students turning in 5+ units a month to: All Students : 40% EL: 34.5% SWD: 35.5% FRMP: 37% Hispanic: 38% Homeless: 28.5%	Internal Data All students: 7.3%↑ EL: 14.9%↑ SWD: 10.7% ↑ FRMP: 6.9%↑ Hispanic: 7%↑ Homeless: 16.2%↑

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%	Spring 2026 Internal Data All students: 45.3% EL: 44.4% SWD: 36.4% FRMP: 36.6% Hispanic:31.8% Homeless:0%	Increase the average number of students completing the A-G planning guide over the course of the LCAP: All Students: 82% EL: 75% SWD: 60% FRMP: 84% Hispanic: 85% Homeless: 20%	Internal Data All students: 2.4%↑ EL: 44.4% ↑ SWD: 27.3% ↑ FRMP: 4% ↑ Hispanic: 1.4% ↑ Homeless: no change
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 SWD: E-7; M-6.5; S-6; SS-6 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 All students: English (E) -7.4; Math (M) -6.5; Science (S) -6.3; Social Studies (SS) - 6.9 SWD: E-5.4; M-5.9; S-6.9; SS-5 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	Spring 2026 Internal Data All students: English (E) 8.5; Math (M) 7.2; Science (S) 6.7; Social Studies (SS) 6.6 SWD: E-7.2; M-6.7; S-6.4; SS-6.4 FRMP: E-9.4; M-8; S-7.2; SS-6.5; Hispanic: E-7.1; M-6.4; S-6.1; SS-6.7 Homeless: E-9.7; M-3.5; S-4.7; SS-7.6	Increase the average core course completion to the following for each student group: 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	Internal Data All students: English (E) 1.1↑; Math (M) 7.2↑; Science (S) 6.7↑; Social Studies (SS) 6.6↓ SWD: E-1.8↑; M-0.8↑; S-0.5↑; SS-1.4↑ FRMP: E-2.1↑; M-1.3↑; S-1.3↑; SS-0.6↑; Hispanic: E-1.4↓; M-0.7↓; S-0.4↓; SS-0.5↑ Homeless: E-6.81↑; M-no change; S-3.66↑; SS-4.53↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025–26 academic year, OFL Baldwin Park focused on implementing Goal 1 actions designed to improve graduation rates and expand college and career preparedness. The school provided targeted academic interventions, strengthened credit recovery systems, increased postsecondary exposure experiences, and expanded access to dual enrollment opportunities.

Successful Implementation:
All Goal 1 actions were substantially implemented as described in the adopted LCAP. No material deviations in implementation occurred during the 2025–26 school year.

During the 2025–26 academic year, OFL Baldwin Park continued implementing Goal 1 actions designed to improve graduation outcomes, accelerate credit attainment, strengthen core course completion, and expand college and career readiness opportunities for students demonstrating unfinished learning and academic risk factors, including Learning Recovery Emergency Block Grant (LREBG)-funded Actions 10–12.

Through Action 10, the Credit Recovery and College Readiness Initiative, the LEA expanded access to credit recovery opportunities, individualized academic planning, and postsecondary readiness supports for credit-deficient students. Continued partnerships with Mt. San Antonio College and Pathways College supported student participation in dual enrollment coursework and increased exposure to postsecondary pathways.

Action 11, Enhanced Academic Support and Assessment, strengthened the LEA’s use of benchmark assessments, diagnostic tools, Monthly Student Progression (MSP) monitoring, and ongoing data analysis to identify learning gaps and tailor interventions to student needs. Staff utilized subgroup data reviews to inform instructional adjustments and targeted support planning, particularly for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and students demonstrating inconsistent academic progression.

Through Action 12, Learning Gap Closure Acceleration, the LEA continued implementing targeted tutoring, small group instruction, differentiated academic intervention, and specialized learning supports designed to accelerate learning recovery and improve core course completion. These supports contributed to improved student engagement, expanded intervention access, and continued progress toward graduation and college and career readiness outcomes.

Implementation Challenges:
Inconsistent student attendance, variable engagement, and interrupted academic progression continued to impact credit attainment and pacing toward graduation for some students, particularly among Students with Disabilities (SWDs), Long-Term English Learners (LTELs), Homeless Youth, and other high-need student groups.

The LEA identified ongoing challenges related to increasing participation in dual enrollment opportunities and maintaining consistent participation in intervention, tutoring, and credit recovery supports among students requiring intensive academic assistance.

Variability in student participation and pacing continued to impact the effectiveness of some intervention and acceleration supports, particularly for students experiencing housing instability, chronic absenteeism, or gaps in foundational academic skills.

Educational partner feedback and internal data reviews highlighted the continued need to strengthen coordination between intervention services, progress monitoring systems, and individualized student support planning to ensure students furthest from grade level receive timely and sustained academic intervention.

The LEA will continue refining data-informed intervention practices, strengthening coordinated support systems, and expanding targeted academic supports to improve graduation readiness, core course completion, and college and career preparedness outcomes for high-need 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 1 and does not anticipate any significant variance between budgeted and estimated actual expenditures for the 2025–26 school year, as spending remains aligned with planned activities. The LEA will 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 in supporting progress toward improved graduation outcomes, credit attainment, and college and career readiness. The one-year graduation rate increased to over 90%, reflecting continued growth across student groups. Participation in college and career planning activities also expanded, with A-G planning guide participation exceeding 80% and senior completion rates significantly increasing compared to the prior year.

LREBG-funded Actions 10–12 contributed to these outcomes by expanding targeted academic intervention, credit recovery access, and progress monitoring systems for students demonstrating unfinished learning and academic risk factors.

Action 10, Credit Recovery and College Readiness Initiative, increased access to credit recovery opportunities, individualized academic planning, and postsecondary exposure experiences for credit-deficient students. The action contributed to improved graduation progression and increased student participation in college and career planning activities. However, inconsistent attendance, pacing, and engagement continued to limit the effectiveness of these supports for some Students with Disabilities (SWDs), Long-Term English Learners (LTELs), and Homeless Youth.

Action 11, Enhanced Academic Support and Assessment, strengthened the LEA's use of diagnostic assessments, benchmark monitoring, and Monthly Student Progression (MSP) data to identify learning gaps and guide targeted intervention planning. These systems improved staff capacity to monitor student progress and provide differentiated academic support. Despite these improvements, subgroup data continued to reflect inconsistent credit attainment and academic progression among high-need student groups, indicating the need for continued refinement of intervention implementation and coordinated monitoring systems.

Action 12, Learning Gap Closure Acceleration, supported targeted tutoring, small group instruction, and specialized intervention designed to accelerate learning recovery and improve core course completion. The action contributed to overall gains in core course completion, particularly in English and Mathematics. However, only approximately 40–54% of students consistently completed five or more credits monthly, with lower performance persisting among SWDs, LTELs, and Homeless Youth, demonstrating the need for sustained intervention and individualized academic support.

While measurable progress occurred in graduation rates, credit attainment, and academic growth, college and career readiness remains an ongoing area of need. Only 15.4% of students met the "Prepared" level on the College and Career Indicator, while the majority of students—particularly English Learners, LTELs, SWDs, and Homeless Youth—remained within the "Not Prepared" category. These findings indicate that although Goal 1 actions have positively impacted academic progression and intervention access, continued strengthening of postsecondary readiness pathways, dual enrollment participation, targeted intervention systems, and individualized student support remains necessary to improve long-term outcomes for high-need student groups.

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

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 that expand postsecondary opportunities through improved graduation rates and college and career readiness. Based on current data and reflection on implementation, the LEA will continue to focus on strengthening the consistency and fidelity of existing actions, including targeted interventions, progress monitoring, and expanded access to college and career pathways. No changes were made to the planned goal, metrics, or actions for the 2026–2027 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.	$500,000	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.	$80,767	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.	$150,000	Yes
Action #4	Experiential Learning	Students will be offered experiential learning including the opportunity to explore post-secondary interests.	$90,000	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	$60,000	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.	$80,000	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.	$90,000	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.	$20,000	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.	$120,000	Yes

Action #10	Credit Recovery and College Readiness Initiative (LREBG)	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. We will monitor effectiveness through the following LCAP metric: • LCAP Goal 1 Metric 1 - Increase dual enrollment 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	$500,000	No
Action #11	Enhanced Academic Support and Assessment (LREBG)	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. We will monitor effectiveness through the following LCAP metrics: • LCAP Goal 1 Metric 3 - Credit Attainment 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.	$500,000	No

Action #12	Learning Gap Closure Acceleration (LREBG)	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. We will monitor effectiveness through the following LCAP metrics: • LCAP Goal 1 Metric 5 - Increase Core Course completion 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.	$500,000	No

Insert or delete rows, as necessary.

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.

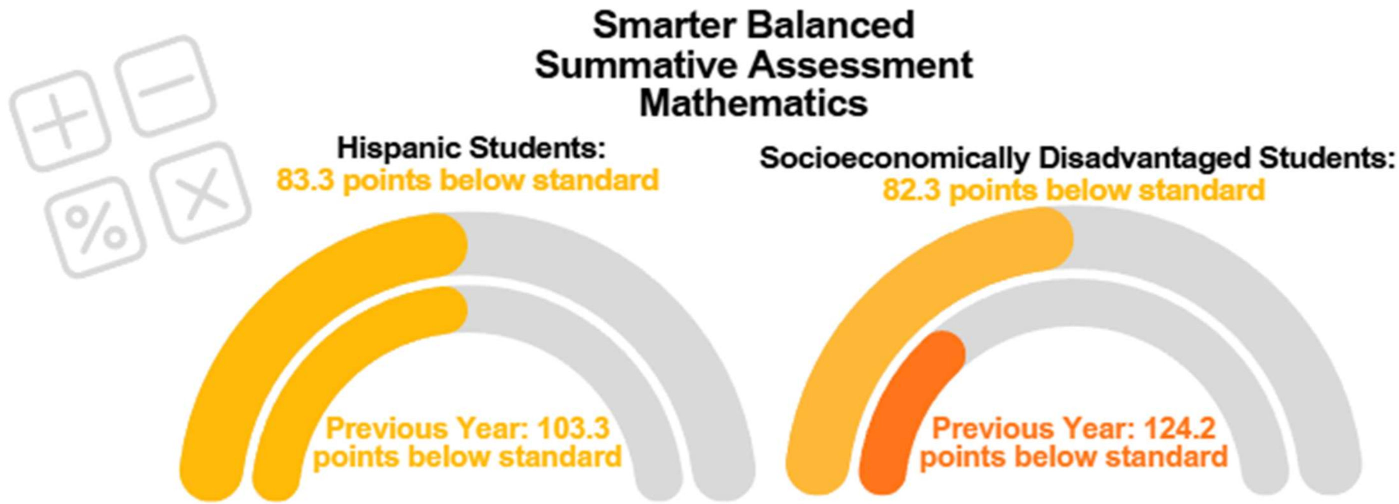
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed following a comprehensive review of findings from the Comprehensive Needs Assessment (CNA) and the California School Dashboard, with particular attention to the Mathematics Indicator. Analysis of these data sources identified ongoing gaps in mathematics performance, with a disproportionate number of students—especially Hispanic and Low-Income students—not meeting grade-level standards.

Mathematics achievement is foundational to overall academic progress and long-term college and career readiness. Recognizing the strong connection between early math proficiency and future success, the LEA has prioritized this goal to increase the percentage of students meeting grade-level standards in mathematics over the next three years.

Through consultation with educational partners, including staff, parents, and students, the need for strengthened instructional practices, targeted interventions, and consistent progress monitoring was clearly identified. In response, the LEA is implementing intentional, data-informed strategies designed to close achievement gaps, accelerate learning, and ensure all students build the mathematical skills and confidence necessary for sustained academic success.



Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	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	Spring 2026 Internal Data: All student group level: 6.8 FRMP: 6.6 Hispanic: 6.8	The average grade level equivalency (GLE) Math score for each student groups below be at: All students: 8 FRMP: 8 Hispanic: 8	Internal Data: All student group level: 0.8 ↓ FRMP: 0.8 ↓ Hispanic: 0.7 ↓
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	Spring 2026 Internal Data: All student group level: 7.8 FRMP: 7.7 Hispanic: 7.9	Average GLE Math score for 11th graders will be at: All students: 8.5 FRMP: 8.5 Hispanic: 8.5	Internal Data: All student group level: 0.8 ↓ FRMP: 0.5↓ Hispanic: 0.5↓
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	Spring 2026 Internal Data: All student group level: 1.02 FRMP: 1.02 Hispanic: 1.04	Average GLE Math score growth for 11th graders will be at: All students: 0.8 FRMP: 0.8 Hispanic: 0.8	Internal Data: All student group level: 0.27 ↓ FRMP: 0.18 ↓ Hispanic: 0.04 ↑
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%	From 2025 reporting All student group level: Exceeded: 20.9% Met: 4.48%	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in Math: All students: Exceeded: 6% All Standards Met: 9%	All student group level: Exceeded: 15.9%↑ Met: 2.52%↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Throughout the 2025–26 academic year, OFL Baldwin Park implemented all Goal 2 actions as planned in the adopted LCAP, and no substantive differences in implementation were identified during the 2025–26 school year. Goal 2 actions continued to focus on improving mathematics achievement through targeted intervention, differentiated instruction, benchmark assessment systems, and data-informed academic supports across both in-person and online instructional settings.

The LEA maintained a multi-tiered system of support utilizing benchmark assessments, diagnostic tools such as Exact Path, targeted small group instruction, and ongoing progress monitoring to identify learning gaps and provide timely intervention. These supports were designed to strengthen foundational mathematics skills, increase academic growth, and improve access to grade-level content for all students, particularly Hispanic students, English Learners, Low-Income students, and other high-need student groups.

Successful Implementation:
The LEA successfully implemented mathematics intervention supports, including consistent use of Exact Path, benchmark assessments, differentiated instruction, and targeted small group intervention to support both remediation and acceleration.

Continued use of data-informed instructional practices strengthened staff capacity to identify learning gaps, monitor progress, and provide targeted academic intervention aligned to individual student needs.

Internal mathematics performance measures reflected continued academic growth, with overall Math GLE increasing to 8.5 and students demonstrating approximately 1.5 years of growth.

English Learners demonstrated particularly strong growth in mathematics, suggesting that targeted instructional supports, academic language scaffolds, and differentiated intervention strategies positively impacted student progress.

Instructional strategies emphasizing differentiation, intervention access, and academic language development contributed to increased student engagement and improved access to grade-level mathematics content across student groups.

Implementation Challenges:
Despite improvements in internal growth measures, SBAC Mathematics proficiency remained low, with many students continuing to perform below grade-level standards.

Persistent subgroup gaps remained evident among Students with Disabilities (SWDs), Homeless Youth, and other high-need student groups, indicating the continued need for intensive intervention and differentiated instructional support.

Variability in attendance, pacing, and consistent engagement impacted the effectiveness of some intervention supports and limited sustained mathematics progression for certain students.

Ongoing refinement of Tier 1 instructional rigor, intervention consistency, and coordinated progress monitoring systems remains necessary to support long-term mathematics achievement and college and career readiness outcomes.

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

The LEA has effectively implemented the actions outlined in Goal 2 and does not anticipate any significant variance between budgeted and estimated actual expenditures for the 2025–26 school year, as expenditures remain aligned with planned activities.

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 continued growth in internal math performance measures across student groups. Average Math GLE scores improved from 7.6 (2024) to 8.5 (2025), indicating overall academic progress. Growth trends were also positive, with students demonstrating approximately 1.5 years of math growth, and English Learners showing particularly strong gains (approximately +2.0 GLE growth), suggesting that targeted interventions and instructional support are contributing to increased skill development.

These gains indicate that intervention programs, small group instruction, and progress monitoring systems are having a positive impact on student growth, particularly among historically underserved groups such as Low-Income students and English Learners. However, despite improvements in internal growth metrics, students continue to perform below grade-level expectations overall.

CAASPP results continue to reflect significant gaps in math proficiency. In 2025, approximately 58.2% of students did not meet standard, while only about 25% met or exceeded standard, indicating that a majority of students are still not reaching grade-level benchmarks. Subgroup data shows more pronounced gaps, particularly among Students with Disabilities, where over 90% of students did not meet standard.

These results reinforce that while current actions are effective in supporting academic growth, additional emphasis is needed on accelerating learning to close proficiency gaps. Continued focus on strengthening Tier 1 instruction, increasing rigor, and expanding targeted intervention—particularly for Hispanic, Low-Income, and high-need student groups—will be necessary to ensure more students meet and exceed grade-level expectations.

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, as current strategies are demonstrating continued growth in math performance. The focus for the coming year will be on strengthening implementation of existing practices, including Tier 1 instruction, differentiated instruction, and targeted interventions, with continued support for English Learners and Students with Disabilities. No changes have been made to the goal, metrics, or actions for the 2026–2027 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.	$15,000	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.	$100,000	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.	$100,000	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.	$180,000	Yes

Insert or delete rows, as necessary.

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.

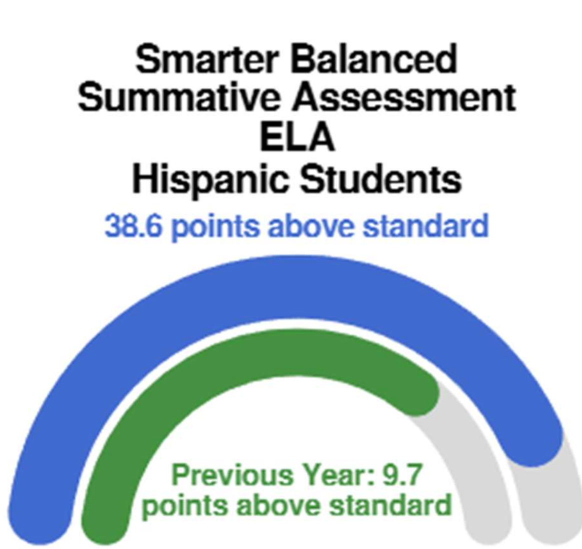
Priority 2: Implementation of Academic Standards
Priority 4: Student Achievement
Priority 7: Access to a Broad Course of Study
Priority 8: Student Outcomes

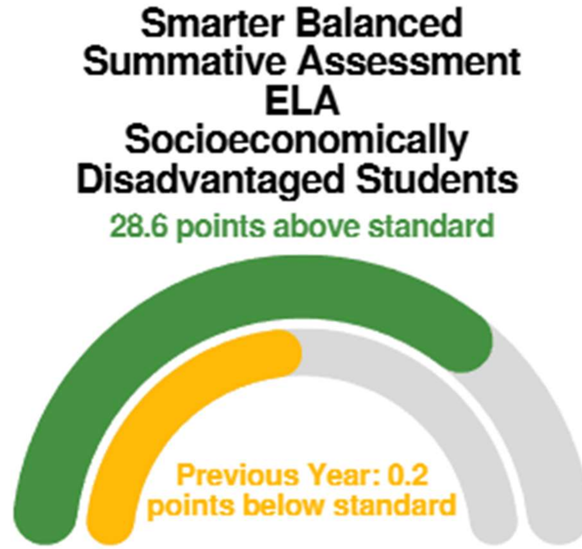
An explanation of why the LEA has developed this goal.

This goal was developed in response to findings from the Comprehensive Needs Assessment (CNA) and the California School Dashboard, which identified historic challenges in English Language Arts (ELA) performance and highlighted achievement gaps among student groups. While earlier Dashboard data showed ELA performance below standard, implementation of targeted literacy supports yielded strong improvement. The 2025 California School Dashboard reports ELA performance 31.2 points above standard, representing an increase of 32.6 points, demonstrating that focused interventions are producing measurable gains.

Strong literacy skills are foundational to overall academic achievement and long-term college and career readiness. Recognizing this, the LEA prioritized efforts to improve ELA outcomes for all students—especially those from historically underserved backgrounds—by integrating strategic supports, instructional enhancements, and ongoing progress monitoring throughout the 2024–27 LCAP cycle.

Through consultation with educational partners, including teachers, families, and students, the LEA identified the need for expanded literacy programming, strengthened instructional practices, and data-driven progress monitoring. By continuing to implement these intentional strategies, the LEA is committed to closing remaining achievement gaps, fostering academic confidence, and ensuring equitable access to high-quality literacy instruction for all students.


Smarter Balanced
Summative Assessment
ELA
Hispanic Students
38.6 points above standard
Previous Year: 9.7
points above standard


Smarter Balanced
Summative Assessment
ELA
Socioeconomically
Disadvantaged Students
28.6 points above standard
Previous Year: 0.2
points below standard

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	Spring 2025 Internal Data All student group level: 9.7 FRMP: 9.5 Hispanic: 9.2	Average Reading grade level equivalency (GLE) scores will be at: All students: 8.2 FRMP: 8 Hispanic: 8	Internal Data All student group level: 1.8↑ FRMP: 1.8↑ Hispanic: 1.3↑
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	Spring 2026 Internal Data All student group level: 10.4 FRMP: 10.2 Hispanic: 10.0	Average Reading GLE score for 11th graders will be at: All students: 8.2 FRMP: 8.2 Hispanic: 8	Internal Data All student group level: 1.9↑ FRMP: 2.2↑ Hispanic: 1.7↑
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	Spring 2026 Internal Data All student group level: 1.2 FRMP: 1.3 Hispanic: 1.3	Average Reading GLE score growth will be at: All students: 1.1 FRMP: 1.2 Hispanic: 1.2	Internal Data All student group level: no change FRMP: 0.2↑ Hispanic: 0.4↑
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%	From 2025 CAASPP reporting All student group level: Exceeded: 20.8% Met: 29.2%	Increase in CAASPP 11th Grade scores Standard Met/Exceeded in ELA: Exceeded: 16% All Standards Met: 28%	CAASPP reporting All student group level: Exceeded: 5.95%↑ Met: 3.46%↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

During the 2025–26 school year, OFL Baldwin Park continued implementation of Goal 3 actions focused on improving student performance on the California Dashboard English Language Arts (ELA) Indicator through targeted literacy intervention, benchmark assessment systems, differentiated instruction, and ongoing progress monitoring. The LEA maintained a multi-tiered system of support designed to strengthen reading comprehension, academic vocabulary, writing proficiency, and overall literacy development for all students, particularly Hispanic students, English Learners, and Low-Income student groups.

All Goal 3 actions were implemented as described in the adopted LCAP, with no substantive deviations in implementation during the 2025–26 school year.

Successful Implementation:
The LEA's brick-and-mortar learning center continued implementation of a trimester-based pacing structure for Small Group Instruction (SGI), resulting in improved student retention, reduced time to credit completion, and increased full-course completion rates to 93.09% year-to-date.

The online instructional program maintained a quarter-based pacing structure within Direct Instruction (DI), supporting consistent, standards-aligned literacy intervention responsive to individual student needs and academic progression.

The LEA consistently administered triannual ELA benchmark assessments to monitor literacy growth, identify learning gaps, and guide intervention placement, differentiation, and instructional planning aligned to LCAP actions.

Exact Path continued to support personalized, skill-based literacy intervention aligned to individual student performance levels, while Expository Reading and Writing Course (ERWC) curriculum implementation strengthened college-preparatory reading, writing, and academic discourse skills.

Continued emphasis on differentiated instruction, literacy intervention, and academic language development contributed to strong ELA outcomes, including maintaining "Blue" status on the California Dashboard ELA Indicator at 31.2 points above standard.

Implementation Challenges:
Although overall ELA performance remained strong, subgroup inconsistencies persisted among Students with Disabilities (SWDs), Long-Term English Learners (LTELs), and students demonstrating inconsistent attendance or academic progression.

Variability in student engagement, pacing, and participation in intervention opportunities continued to impact literacy growth for some high-need student groups.

Sustaining long-term growth on the California Dashboard ELA Indicator will require continued expansion of evidence-based literacy interventions, targeted academic language supports, and consistent progress monitoring systems across instructional programs.

Continued refinement of intervention implementation and differentiated instructional practices remains necessary to ensure all student groups maintain access to rigorous literacy instruction and academic support.

All Goal 3 actions were implemented as described in the adopted LCAP, with no substantive deviations in implementation during the 2025–26 school year.

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

The LEA has effectively implemented the actions outlined in Goal 3 and does not anticipate any significant variance between budgeted and estimated actual expenditures for the 2025–26 school year, as expenditures remain aligned with planned activities.

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

The actions implemented to support this goal have been effective, as evidenced by continued gains in grade-level equivalency (GLE) scores and strong performance on CAASPP ELA assessments. The LEA achieved a “Blue” performance level on the California Dashboard ELA Indicator, with students performing 31.2 points above standard, reflecting strong overall achievement.

Intervention and acceleration software (Action #1) have been implemented in conjunction with targeted small group instruction (Action #2) to ensure that students have more opportunities to maximize skill growth. Students are thus able to participate in high quality targeted instruction through independent study, strategic cohorts, or direct classroom instruction. From the 2025 SBAC data socioeconomically disadvantaged students increased to 28.6 points above standard and Hispanic students increased to 38.6 points above standard.

Access to high-quality, standards-aligned instruction across content areas (Action #3) has supported improved core course completion rates (93.09% year-to-date) and increased student engagement. Gains were also observed among key student groups, including Hispanic and Socioeconomically disadvantaged students, who demonstrated improved reading performance and course completion trends.

Additionally, the consistent use of benchmark assessments (Action #4) has strengthened progress monitoring and instructional decision-making. Growth in Renaissance Star scaled scores and GLE data indicates that these actions are supporting improved student outcomes and increasing mastery of grade-level standards across student groups.

Overall, the implementation of these actions has contributed to measurable academic growth, demonstrating their effectiveness in making progress toward the goal, particularly for historically underserved student populations.

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, as current strategies are demonstrating continued growth in ELA performance. The focus for the coming year will be on strengthening implementation of existing practices, including Tier 1 literacy instruction, differentiated supports, and targeted interventions, with continued emphasis on English Learners, LTEL students, and Students with Disabilities. No changes have been made to the goal, metrics, or actions for the 2026–2027 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.	$15,000	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.	$100,000	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.	$100,000	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.	$180,000	Yes

Insert or delete rows, as necessary.

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 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 established to advance English Learner (EL) progress and increase reclassification rates across the LEA. Data from the California School Dashboard and local benchmark assessments demonstrate continued growth in English language proficiency, with 63.3% of English Learners making progress and a 25.8 percentage point increase reported in the most recent Dashboard cycle. The data also indicates the need to sustain momentum—particularly for Long-Term English Learners (LTELs), who saw a progress of 40% and a smaller growth increase of 4.3 percentage points in the most recent Dashboard cycle.

The decision to prioritize goal 4 reflects the LEA's commitment to accelerating language acquisition and ensuring EL students meet proficiency benchmarks in a timely manner. By establishing clear targets for English proficiency growth and reclassification rates, the LEA maintains a structured, data-driven approach to monitoring progress and evaluating the effectiveness of supports and interventions.

Through consultation with educational partners, including teachers, parents, and EL specialists, the LEA identified the importance of strengthening designated and integrated English Language Development (ELD), expanding targeted interventions for LTELs, and increasing access to language development resources. Recognizing reclassification as a critical milestone linked to long-term academic success, the LEA remains committed to equipping EL students with the skills and confidence needed to achieve language proficiency, perform at grade level, and transition successfully 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)	Spring 2026 Internal Data: 100% Reclassification Rate (7 of 7 students have reclassified)	Maintain or increase the English Learner Reclassification rate to at or above 40%	Internal Data: no change Reclassification Rate
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	Spring 2026 Internal Data: 63.9% of English Learners had an increase in a Lexile measures	65% of English Learners will have an increase in a Lexile measure.	10.5%↑
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	Spring 2026 Internal Data: English-8.6 Math-7.3 Science-6.7 Social Science-6.6	By end of 2027, Increase EL core course completion to: 8-English 7-Math 7-Science 8-Social Science	Internal Data: English-0.6 ↑ Math-0.7 ↑ Science-0.8 ↑ Social Science-1.9↓
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	Fall 2025 CA Dashboard: 63.3% making progress	48% ELPI progression by the release of the 2027 CA Dashboard	Dashboard: 15.9%↑ making progress
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	Spring 2026 Internal Data: 52.9% of English Learners had an increase in a Lexile measures	A three-year average of 70% of English Learners will have an increase in Lexile measure.	1.9%↓

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	Spring 2026 Internal Data: English-10.7 Math-7.9 Science-8.3 Social Science-6.9	By end of 2027, Increase LTEL core course completion to: 7-English 6.5-Math 6-Science 4-Social Science	Internal Data: English-0.7 ↑ Math-2.9 ↑ Science-3.3 ↑ Social Science-2.4↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All Goal 4 actions were implemented as described in the adopted LCAP, with no substantive differences in implementation during the 2025–26 school year.

The OFL Baldwin Park Charter has continued its strides towards meeting the diverse needs of all English Learners, including Newcomer and Long-Term English Learners (LTEL). Designated and Integrated ELD instruction effectiveness has remained at the forefront of our ELD program, which this year saw an increased emphasis in embedding language development strategies and scaffolds across all content areas. Across all actions, implementation has led to improved structures and supports for EL and LTEL students, including more intentional instruction and increased staff capacity. Overall, implementation reflects meaningful progress while highlighting areas for continued refinement to ensure all EL students are effectively supported.

Successful Implementation:
Key actions under Goal 4 continue to be implemented across sites, with a clear emphasis on improving outcomes for English Learners (EL) and Long-Term English Learners (LTEL). Designated ELD instruction is aligned to state recommendations, given in multiple modalities, and provided across all content areas to support EL students' language acquisition and access to core instruction.

Targeted ELD curriculum for LTEL students, Academic Language Development (ALD), became available in our online platform this year, now making it accessible to our online program students and any student who would benefit from the embedded scaffolds and integrated links through the digital version of this course. The ALD curriculum is designed to address ELPAC skills, study habits, and integrated ELD strategies, as well as progress monitoring towards reclassification targets for LTEL students. ALD curriculum is separate from the existing iLit ELD curriculum which targets all English Learners from Newcomer Level 1 to low Level 3 in accordance with the English Language Proficiency Assessment of California.

Individualized student success meetings called Academic Learning Plans (ALP) occur regularly with all student stakeholders and serve as a platform for continued monitoring of EL student needs. Specialized attention is given therein to the number of years a student has been in ELD (Newcomer to LTEL), progress towards reclassification criteria is reviewed, language development goals in accordance with the California ELD Standards are set, and designated supports are agreed upon.

Intentional scaffolding is directly tied to individually documented student language development goals and provided in a small group setting. Additional appointment hours are mandated for all English Learners to help minimize achievement gaps, and are determined on the level of evidence-based intervention needed and years in ELD to date.

Specialized RenSTAR benchmark assessment progress is tracked and monitored triennially by an additional credentialed staff member, the ELD Specialist, to ensure student progress remains central to the program and no student gets lost in a general education setting.

LREBG-Supported Implementation
LREBG-supported intervention and progress monitoring systems contributed to expanded academic support opportunities for English Learners and LTEL students through additional intervention access, benchmark assessment monitoring, targeted literacy support, and differentiated instructional planning. Supplemental intervention supports, small group instruction, and individualized progress monitoring strengthened the LEA’s ability to address unfinished learning and provide targeted language development support aligned to student performance data and reclassification goals.

These supports contributed to improved intervention access, stronger progress monitoring systems, and increased staff capacity to provide differentiated academic language support. However, variability in attendance, pacing, and sustained intervention participation continued to impact the rate of progress for some EL and LTEL students, particularly students requiring intensive literacy and language development support.

Implementation Challenges:
While English Learner supports are well-established, scheduling considerations for LTEL students enrolled in the non-A–G ALD course require balancing targeted language development with opportunities to earn core English credit, where strong language gains are also observed.

Additionally, family engagement in DELAC and PAC meetings is low due to small ELD enrollment numbers. Although family engagement efforts are made, consistent participation from our EL families remains a challenge. Increasing parent voice in planning and reclassification discussions will be a continued focus area in 2026–27.

Overall, the charter made meaningful progress toward Goal 4 through strengthened systems for identifying, monitoring, and supporting EL and LTEL students, while continuing to build staff capacity and expand targeted academic language interventions designed to improve literacy development, reclassification readiness, and long-term academic outcomes.

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

The LEA has effectively implemented the actions outlined in Goal 4 and does not anticipate any significant variance between the budgeted and estimated actual expenditures for the 2025–26 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 have yielded moderately effective results in supporting English Learners (ELs) and Long-Term English Learners (LTELs). On the positive side, internal data shows continued Lexile growth overall (67.9%), indicating that designated ELD instruction, benchmark assessments, and progress monitoring systems are supporting literacy development. EL students demonstrated comparable growth (approximately 68%), and LTEL students showed improved access to core instruction.

Improvements are also reflected in core course completion trends across subject areas. EL students averaged approximately 6.1 units in English and 6.0 in Math, with similar progress in Science, while LTEL students demonstrated lower but improving completion rates, including approximately 5.0 in English, 5.2 in Math, 4.0 in Science, and 3.1 in Social Studies. These patterns suggest that while students are increasingly accessing and completing coursework, there are still gaps in consistent completion across content areas, particularly for LTEL students.

LREBG-funded intervention and progress monitoring supports contributed to the overall effectiveness of Goal 4 actions by expanding access to targeted literacy intervention, benchmark assessment systems, small group instruction, and individualized academic support for EL and LTEL students. These supplemental supports strengthened the LEA’s ability to monitor student progress, identify language acquisition gaps, and provide differentiated intervention aligned to literacy development and reclassification goals. The use of targeted intervention programs, progress monitoring systems, and additional academic support opportunities contributed to overall Lexile growth and improved access to core coursework. The effectiveness of these supports did vary among student groups, particularly for LTEL students demonstrating inconsistent attendance, pacing, and participation in intervention opportunities, indicating the continued need for intensified academic language development and coordinated intervention systems.

However, challenges remain in achieving consistent language acquisition outcomes. ELPAC progress continues to show variability across student groups, indicating a need for stronger alignment between ELD instruction and ELPAC domains. Additionally, LTEL students continue to demonstrate inconsistency in English course completion and overall academic progress, reflecting ongoing challenges in balancing targeted language development with access to A–G aligned coursework.

While systems for identifying and supporting EL and LTEL students have strengthened, the data suggests that greater consistency in implementation and more targeted support are needed to accelerate progress toward English proficiency and reclassification. Overall, the actions under Goal 4 are establishing a strong foundation, but continued refinement will be necessary to ensure more consistent and sustained outcomes across all student groups.

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

The LEA remains committed to the metrics and actions outlined in Goal 4. To address variability in ELPI outcomes, the school will continue to strengthen integrated ELD supports, deepen EL data analysis through ongoing collaboration with the EL team, and expand targeted outreach to LTEL students and families. No changes have been made to the goal, metrics, or actions for the 2026–2027 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	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	$70,000	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.	$30,000	Yes
Action #4	Learning Gap Closure Acceleration (LREBG) (Duplicated Action: Goal 1, Action 12)	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. We will monitor effectiveness through the following LCAP metrics: • LCAP Goal 1 Metric 3 - EL Core Course Completion • LCAP Goal 1 Metric 6 - LTEL English Core Course Completion 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.	$500,000	No

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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.

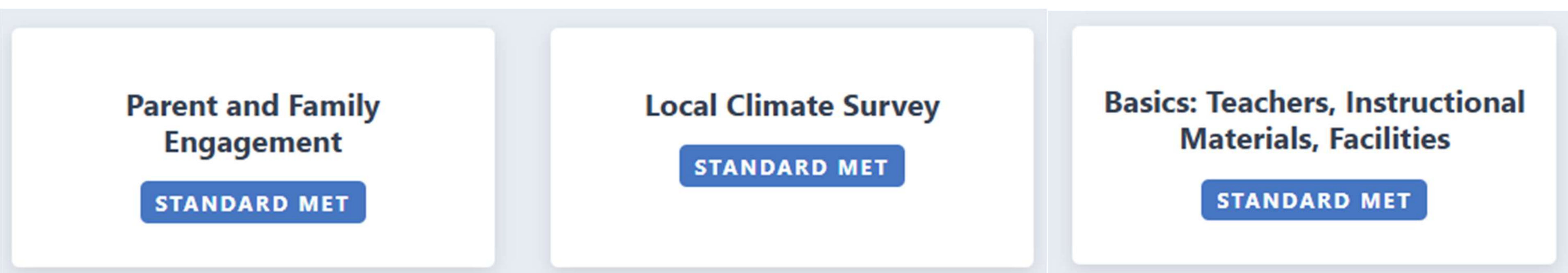
Priority 1: Basic Services
Priority 3: Parent and Family Engagement
Priority 5: Student Engagement
Priority 6: Local Climate Survey

An explanation of why the LEA has developed this goal.

This goal was included in the LCAP to strengthen partnerships with parents, families, and community Educational Partners—essential contributors to student success. Data from family engagement surveys and local needs assessments indicate a need for increased collaboration and meaningful involvement to support student achievement and well-being.

The LEA prioritized this goal recognizing that strong family and community engagement positively impacts academic performance, student behavior, and motivation. Feedback from Educational Partners, along with research, highlights the importance of fostering safe, inclusive, and culturally responsive environments where all partners feel welcomed, valued, and respected.

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



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	Spring 2025 Internal Data: 2.1% dropout rate	The LEA will maintain or reduce the High School dropout rate, at or below 7%.	1.5%↓
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	Fall 2025 CA Dashboard: 0.1% suspended at least one day	The LEA will maintain suspension rates at or below 1.5%	No change
Metric# 3	School Climate Survey	Spring 2024 Results: School Climate • Family: 98% • Students: 92% School Safety • Family: 86% • Students: 89% Engagement • Family: 69% Student: 98%	Spring 2025 Results: School Climate • Family: 100% • Students: 100% School Safety • Family: 92% • Students: 90% Engagement • Family: 99% Student: 90%	Fall 2026 Results: School Climate • Family: 93.2% • Students: 83.6% School Safety • Family: 93.2% • Students: 83.6% Engagement • Family: 95.5% • Student: 69.3%	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: 4.8%↓ Students: 8.4%↓ School Safety Family: 7.2%↑ Students: 5.4%↓ Engagement Family: 26.5%↑ Students: 28.7%↓

Metric# 4	Basic Services: Teaching Assignment Monitoring Outcomes	2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): 30.3% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 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.,	2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): 38.5% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 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.,	2025 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): 39.1% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 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.,	Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): maintained at or above 31% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% Number of Uniform Complaints: 0	Clear (% of teaching FTE): 8.8%↑ No change for Textbook Insufficiencies, Facilities Inspections, and Number of Uniform Complaints.

		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 2022-23 school year, all OFL BP teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	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 qualifications of their job duties.	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 2024-25 school year, all OFL BP teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.		

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

All planned actions under Goal 5 were implemented as intended to support inclusive school environments and strengthen partnerships with families and community Educational Partners. Engagement opportunities were provided throughout the year, including family workshops, advisory group participation (PAC and DELAC), and input opportunities connected to school planning and services. Students and families also participated in school climate and engagement surveys, which informed continuous improvement efforts and helped elevate Educational Partner voice.

Social-emotional support continued to be provided through access to mental health services, trauma-informed practices, and social-emotional learning (SEL) activities. These supports contributed to maintaining a positive and inclusive school environment for students, particularly those with additional needs.

Successful Implementation:
Suspension rates remained very low, and the dropout rate decreased to 5%, indicating improved student engagement and effectiveness of whole-child supports. Participation in family engagement activities and college and career planning processes increased, and survey feedback from Educational Partners was generally favorable, suggesting that students and families feel supported and connected to the school.

LREBG-Supported Implementation:
LREBG-funded supports contributed to Goal 5 implementation by strengthening student engagement systems, intervention coordination, progress monitoring practices, and relationship-centered support services for students demonstrating academic and social-emotional needs related to unfinished learning. Supplemental supports included targeted academic check-ins, individualized intervention planning, expanded access to counseling and social-emotional resources, and coordinated student support services designed to improve engagement, attendance, academic persistence, and school connectedness.

These supports contributed to continued low suspension rates, improved student retention, increased participation in academic planning processes, and positive school climate feedback from Educational Partners. However, variability in attendance, participation, and family engagement among some high-need student groups demonstrated the continued need for targeted outreach, relationship-building strategies, and sustained intervention to ensure all students remain consistently connected and engaged in the school community.

Implementation Challenges:
While engagement efforts were successful overall, consistent participation among all families remains a challenge, particularly for underrepresented groups and those in virtual learning environments. Increasing equitable access to engagement opportunities and strengthening outreach strategies will be a continued focus to ensure broader representation and participation across all 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 5 and does not anticipate any significant variance between budgeted and estimated actual expenditures for the 2025–26 school year, as expenditures remain aligned with planned activities. The LEA will continue to leverage available funding sources, including LREBG, to support ongoing family engagement, school climate initiatives, and social-emotional support aligned to Goal 5.

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

The actions implemented under Goal 5 have been generally effective in increasing family engagement and maintaining a positive school climate. Data from the current year shows a low dropout rate (5%) and very low suspension rates, indicating strong student engagement and a supportive school environment.

Participation in family engagement activities, including College and Career Planning processes and advisory groups such as PAC and DELAC, has increased. Educational Partner feedback through surveys indicates generally favorable responses, suggesting that families feel more informed, supported, and connected to the school.

LREBG-funded supports contributed to the effectiveness of Goal 5 actions by strengthening student connectedness, individualized support systems, family communication, and coordinated social-emotional services. Expanded access to counseling resources, academic check-ins, relationship-centered intervention practices, and engagement opportunities helped improve communication between students, families, and staff while supporting positive school climate outcomes and continued student engagement.

However, the effectiveness of these supports varied among student groups, particularly among students experiencing inconsistent attendance, housing instability, or limited participation in school engagement opportunities. Family participation among some underrepresented groups, particularly within virtual learning environments, remained inconsistent, indicating the continued need for expanded outreach, flexible engagement opportunities, and targeted relationship-building strategies.

While progress has been made, opportunities remain to further increase consistent participation among all families, particularly for underrepresented groups. Continued focus on communication, accessibility, and meaningful engagement opportunities will be important to sustain and expand these gains.

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 5, as current strategies are demonstrating increased engagement and a positive school climate. The focus for the coming year will be on strengthening consistency in outreach, communication, and family participation across all student groups.

No changes have been made to the goal, metrics, or actions for the 2026–2027 school year. The LEA will continue to build on existing practices to deepen partnerships with families and support student success.

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.	$100,000	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.	$100,000	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.	$100,000	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.	$100,000	Yes
Action #5	Comprehensive Student Support and Staff Training Initiative (LREBG)	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. • LCAP Goal 5 Metric 2 - Suspension Rates • LCAP Goal 5 Metric 2 - School Climate Survey 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.	$500,000	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,070,767	$263,955

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.693%	5.544%	$271,288.26	43.972%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal 1 Action #3 Action #4 Action #5 Action #6 Action #7 Action #8 Action #9	A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in January 2026, informed by California School Dashboard indicators, local assessment data, internal progress monitoring, and educational partner feedback, identified ongoing areas of need impacting English Learners (EL), Long-Term English Learners (LTEL), Homeless Youth (HY), Low-Income (LI) students, and Students with Disabilities (SWD). While multiple student groups demonstrated academic growth and improvement, findings revealed continued inconsistencies in academic achievement, credit attainment, college and career readiness, and student progression among unduplicated student groups. Although the actions described in this section are implemented LEA-wide to ensure consistency, coordination, and equitable access, the identified needs and resulting strategies are principally directed toward addressing disproportional barriers experienced by unduplicated students. English Learners (EL) and Long-Term English Learners (LTEL) CNA findings indicated that while EL students demonstrated growth across several measures, performance and engagement remained inconsistent across content areas and assessment indicators. Language acquisition and academic vocabulary continue to impact achievement in English Language Arts and Mathematics. Findings reinforced the need for sustained language development supports, bilingual and culturally responsive instructional resources, targeted literacy intervention, academic language instruction, and progress monitoring related to reclassification, credit	The following actions are implemented on an LEA-wide basis to provide coordinated and equitable access to academic, behavioral, and postsecondary support across programs and school sites. While available to all students, these actions are principally directed toward addressing the identified barriers and disproportional outcomes experienced by unduplicated student groups, as demonstrated through the CNA, local data analysis, and educational partner feedback. **Goal 1, Action 3 – Professional Development** How the Action Addresses Identified Needs: Strengthens staff capacity to implement differentiated instruction, inclusive practices, intervention strategies, and culturally responsive supports aligned to the needs of English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and Low-Income students. Professional learning also supports stronger alignment between academic interventions, student engagement practices, and college and career readiness goals identified through the CNA process. Why LEA-Wide: Ensures staff across all programs and school sites implement consistent instructional practices, intervention systems, and student supports designed to improve outcomes for unduplicated student groups. **Goal 1, Action 4 – Experiential Learning** How the Action Addresses Identified Needs: Expands access to hands-on, relationship-centered learning experiences that increase student engagement, school connectedness,	**Metric 1: Dual Enrollment Completion (Target by 2027)** All Students – 15 EL – 3 SWD – 5 Hispanic – 7 Homeless – 1 **Metric 2: One-Year Graduation Rate (DASS)(Target by 2027)** All Students – 81% EL – 87% SWD – 75% Foster / FRMP – 84% Hispanic – 84% Homeless – 65% **Metric 3: Credit Attainment (5+ Units per Month)(Target by 2027)** All Students – 40% EL – 34.5% SWD – 35.5% Foster / FRMP – 37% Hispanic – 38% Homeless – 28.5% **Metric 4: A–G Planning Completion(Target by 2027)** All Students – 82% EL – 75% SWD – 60% Foster / FRMP – 84% Hispanic – 85% Homeless – 20%

	attainment, core course completion, and long-term academic progression. Homeless Youth (HY) Findings identified that housing instability and inconsistent school engagement continue to impact attendance, credit attainment, and academic progress for students experiencing homelessness. Local data reflected greater inconsistency in Monthly Student Progression (MSP) and lower rates of core course completion, particularly in Math, Science, and Social Studies. The CNA reinforced the need for expanded wraparound services, individualized academic planning, flexible intervention supports, and increased social-emotional resources to improve school connectedness, persistence, and graduation progress. Low-Income (LI/FRMP) Students Low-income students demonstrated areas of academic growth; however, economic barriers continue to impact access to instructional resources, technology, enrichment opportunities, and extended learning supports. These barriers may also affect attendance, engagement, and participation in college and career readiness opportunities. Findings support the continued need for high-quality instruction, expanded intervention services, personalized academic support, and increased access to experiential and career-connected learning opportunities. Students with Disabilities (SWD) Students with Disabilities continue to demonstrate disproportionate gaps in graduation outcomes, mathematics achievement, credit attainment, and College and Career Indicator	career exploration, and real-world application of academic skills. Experiential learning opportunities particularly benefit students who demonstrate inconsistent engagement, limited access to enrichment opportunities, or barriers to postsecondary exposure outside of school. Why LEA-Wide: Provides equitable access to enrichment, leadership, college exposure, and career-connected learning opportunities for students across all school sites and instructional programs. **Goal 1, Action 5 – Career Technical Education (CTE) and Industry-Recognized Certifications** How the Action Addresses Identified Needs: Expands access to career-connected learning pathways, industry-recognized certifications, and workforce readiness opportunities that support long-term economic mobility and postsecondary preparation. These pathways provide additional engagement and graduation supports for students who may experience barriers to traditional college-going pathways, including English Learners, Students with Disabilities, Homeless Youth, and Low-Income students. Why LEA-Wide: Ensures students across all programs have access to high-interest CTE pathways and career readiness opportunities aligned to regional workforce and postsecondary trends. **Goal 1, Action 6 – College and Community Partnerships** How the Action Addresses Identified Needs:	**Metric 5: Average Core Courses Completed (Target by 2027)** All Students – ELA 8 | Math 7 | Science 7 | Social Science 8 EL – ELA 8 | Math 7 | Science 7 | Social Science 8 SWD – ELA 7 | Math 7 | Science 7 | Social Science 8 Foster / FRMP – ELA 8 | Math 7 | Science 7 | Social Science 8 Hispanic – ELA 8 | Math 7.5 | Science 8 | Social Science 8 Homeless – ELA 7 | Math 7 | Science 6 | Social Science 7

	(CCI) preparedness. Findings reinforced the need for differentiated instruction, targeted interventions, strengthened alignment between special education services and core coursework, professional learning focused on inclusive instructional practices, and continued emphasis on progress monitoring and individualized academic planning. Systemic Monitoring and College & Career Readiness Gaps The CNA root cause analysis identified inconsistencies in progress monitoring systems, early identification of at-promise students, and tracking of graduation progress, A–G completion, CTE participation, dual enrollment access, and LTEL reclassification. These gaps disproportionately impact unduplicated student groups by limiting opportunities for early intervention and equitable access to college and career readiness pathways. Findings also indicated disproportional gaps in college and career readiness outcomes, particularly for EL, SWD, and HY students. Although participation in dual enrollment and career-connected opportunities increased overall, several unduplicated student groups continued to experience barriers related to academic readiness, scheduling, awareness, and individualized support. Findings reinforced the need for intentional outreach, targeted advising, academic planning, and expanded intervention supports. **2025–26 Data Trends** <u>Student Achievement</u>	Strengthens student access to postsecondary advising, mentorship, dual enrollment opportunities, and community-based resources that support college and career navigation. These supports are particularly important for students who may lack access to postsecondary guidance, academic planning support, or career exposure outside of school. Why LEA-Wide: Ensures equitable access to college, career, and community partnership opportunities across school sites and instructional settings. **Goal 1, Action 7 – 21st Century Technology Integration** How the Action Addresses Identified Needs: Supports equitable access to instructional technology, digital learning platforms, and technology-based interventions that are essential for participation in coursework, intervention services, communication, and postsecondary readiness activities. Technology access remains especially important for students experiencing housing instability, inconsistent attendance, or limited access to instructional resources outside of school. Why LEA-Wide: Promotes instructional continuity, equitable access to learning, and consistent implementation of digital instructional systems across all programs. **Goal 1, Action 8 – Innovative Instructional Software** How the Action Addresses Identified Needs:	

	In English Language Arts, overall performance improved significantly, with Opportunities For Learning–Baldwin Park placing in the Blue performance level on the 2025 CA Dashboard at 31.2 points above standard. Hispanic students increased to 38.6 points above standard and socioeconomically disadvantaged students increased to 28.6 points above standard. In Mathematics, performance remained an area of need despite growth, with the LEA maintaining a Yellow performance level at 80.9 points below standard. Internal math measures showed mixed results, with average Math GLE declining overall from 8.8 to 6.8, including declines among FRMP and Hispanic students. Graduation outcomes improved in both the 4- and 5-year graduation rates, increasing to 41.1% overall, including gains for English Learners (41.4%), socioeconomically disadvantaged students (41.4%), and Students with Disabilities (29%). However, one-year DASS graduation data reflected lower 2025 outcomes for several student groups, reinforcing the need for continued intervention and monitoring. English Learner progress data also showed mixed trends, with EL reclassification at 100%, ELPI progress increasing to 63.3%, and EL Lexile growth remaining strong at 63.9%, while LTEL Lexile growth declined to 52.9%, indicating a continued need for targeted literacy and language supports. <u>Attendance and Credit Attainment</u> The percentage of students completing five or more units per month increased from 42.8% to	Provides students with access to instructional software designed to support personalized learning, differentiated intervention, academic progress monitoring, and credit attainment. These platforms help address learning gaps and provide targeted support for students demonstrating inconsistent academic performance or progression. Why LEA-Wide: Ensures all students have access to consistent instructional and intervention platforms while allowing for targeted implementation based on individual student need. **Goal 1, Action 9 – Senior Portfolio Completion** How the Action Addresses Identified Needs: Supports students in developing postsecondary plans, reflecting on academic and career goals, and demonstrating college and career readiness competencies. Structured portfolio development and senior interview experiences provide additional guidance for students who may require increased support navigating graduation and postsecondary transitions. Why LEA-Wide: Ensures all graduating students receive consistent postsecondary planning support and opportunities to prepare for life beyond high school.	

	50.1% overall, including gains for EL (56.3%), SWD (41.7%), socioeconomically disadvantaged students (47.4%), Hispanic students (47.1%), and Homeless Youth (33.3%). Core course completion improved in several areas, particularly in English and Math; however, subgroup gaps remain, especially for SWD and HY students in Math, Science, and Social Studies. The CNA further identified that only approximately 40–54% of students consistently complete five or more credits monthly, with LTEL, HY, and SWD students demonstrating greater month-to-month inconsistency in Monthly Student Progression (MSP). <u>Educational Partner Feedback</u> Educational partner feedback gathered through surveys, Achievement Chats, PAC, DELAC, staff meetings, and the CNA process reinforced the need for stronger academic monitoring systems, consistent intervention, and expanded college and career readiness opportunities. Staff identified the need for clearer systems to monitor graduation progress, stronger support for EL, LTEL, SWD, and HY students, and improved alignment between interventions and postsecondary readiness pathways. Parents requested more accessible engagement opportunities and increased support in understanding student progress, while student feedback reflected the need for stronger school connection, clearer pathway planning, and additional support in staying on track academically and preparing for life after high school.		

	These findings reinforce the need to maintain and refine LEA-wide actions strategically designed to address the specific barriers faced by unduplicated student groups.		

Goal 2 Action #1 Action #2 Action #3 Action #4	A Comprehensive Needs Assessment (CNA) conducted in January 2026, informed by California School Dashboard indicators, local benchmark data, and educational partner feedback, identified continued areas of need in mathematics achievement among English Learners (EL), Low-Income (LI) students, Hispanic students, Homeless Youth (HY), and Students with Disabilities (SWD). While several student groups demonstrated improvement across state and local measures, findings reflected ongoing inconsistencies in foundational math skills, academic progression, and performance across assessment indicators. As the LEA continues implementation and refinement of mathematics supports and interventions, updated data and educational partner feedback reinforced the need for sustained, differentiated instructional practices, targeted intervention systems, and expanded academic supports designed to improve mathematics achievement, engagement, and long-term academic outcomes for unduplicated student groups. **Key Needs Identified in 2025-26** EL and LTEL: CNA findings identified the continued need for strengthened academic language development in mathematics, expanded access to bilingual instructional supports, and increased use of differentiated and culturally responsive instructional strategies. Language demands within mathematics continue to impact comprehension, mathematical reasoning, and student confidence in problem-solving across content areas.	Each action within Goal 2 is principally directed toward addressing the academic barriers and disproportional mathematics outcomes experienced by unduplicated student groups, including English Learners (EL), Low-Income (LI) students, Homeless Youth (HY), Foster Youth (FY), and Students with Disabilities (SWD). These actions are implemented on an LEA-wide basis to ensure consistent access to mathematics instruction, intervention supports, progress monitoring systems, and differentiated learning opportunities across all programs and school sites. With over 65% of students identified as unduplicated pupils—including approximately 85% Hispanic students and 48% low-income students—LEA-wide implementation allows the LEA to provide coordinated, equitable, and sustained mathematics supports to the student populations most impacted by identified achievement gaps, inconsistent academic progression, and barriers to intervention access. **Goal 2, Action 1 – Math Intervention and Acceleration Software** How It Addresses Need(s): • Provides standards-aligned intervention and acceleration tools to close foundational math gaps. • Offers flexible, 24/7 access to instructional resources, particularly benefiting students with inconsistent attendance, including homeless youth. • Supports differentiated learning through adaptive technology responsive to individual student needs.	**Metric 1: Average Grade Level Equivalency (GLE) Math Score** Target GLE Math Score: All Students: 8.0 FRMP: 8.0 Hispanic Students: 8.0 **Metric 2: Average GLE Math Score – Grade 11** Target GLE Math Score: All Students: 8.5 FRMP: 8.5 Hispanic Students: 8.5 **Metric 3: GLE Math Score Growth – Grade 11** Target Growth: All Students: 0.8 FRMP: 0.8 Hispanic Students: 0.8 **Metric 4: CAASPP Grade 11 Math Performance** Target Increase (Standard Met/Exceeded): Met: +9% Exceeded: +6%

	Hispanic Students: CNA findings reflected continued inconsistencies in mathematics performance among Hispanic students despite areas of overall growth. Findings reinforced the need for instructional practices that strengthen conceptual understanding, academic vocabulary development, engagement, and access to culturally responsive learning experiences aligned to student needs. LI/ FRMP: Low-income students continue to experience barriers related to access to intervention supports, technology resources, tutoring opportunities, and extended learning experiences outside of the school day. Findings support the continued need for targeted intervention, flexible academic support opportunities, and expanded access to instructional resources designed to reinforce mathematics learning and academic progression. SWD and Homeless Students: Although some improvement was demonstrated across internal mathematics measures, Students with Disabilities and Homeless Youth continued to perform below proficiency benchmarks and demonstrated greater inconsistency in academic progression and course completion. Findings reinforced the need for more intensive differentiated instruction, individualized intervention supports, consistent progress monitoring, and expanded access to targeted mathematics interventions. **2025–26 Data Trends** Mathematics Achievement Data: 2025 CA Dashboard and local benchmark data reflected	Why LEA-wide: Ensures students across all programs and school sites have consistent access to high-quality mathematics intervention resources, adaptive instructional technology, and targeted academic supports. LEA-wide implementation also strengthens instructional continuity, progress monitoring practices, and coordinated intervention systems designed to improve mathematics outcomes for unduplicated student groups. **Goal 2, Action 2 – Targeted Small Group Instruction** How It Addresses Need(s): • Delivers personalized, small-group instruction to address learning gaps for Hispanic, low-income, homeless, and foster youth students. • Integrates language development strategies to support EL and LTEL students within math instruction. Why LEA-wide: Establishes a consistent and scalable approach to differentiated mathematics instruction across programs and school sites while ensuring students have equitable access to targeted intervention supports. LEA-wide implementation also allows academic, language, and intervention supports to be delivered within inclusive learning environments that promote consistency in instructional practices and progress monitoring systems. **Goal 2, Action 3 – Broad Course of Study Aligned to 21st-Century Learning** How It Addresses Need(s):	

	improvement in overall mathematics performance across several student groups; however, disproportional gaps remained evident among English Learners, Long-Term English Learners, Low-Income students, Students with Disabilities, Homeless Youth, and Hispanic students. While some student groups demonstrated gains in SBAC performance and internal mathematics measures, findings also reflected ongoing inconsistencies in foundational skill development, Grade Level Equivalency (GLE) growth, and Monthly Student Progression (MSP), reinforcing the need for sustained intervention and differentiated instructional supports. Access to Intervention Resources: The LEA continued expanding access to mathematics intervention supports through Small Group Instruction (SGI), Direct Instruction (DI), tutoring, Exact Path intervention, benchmark progress monitoring, and targeted academic support appointments. Local data and educational partner feedback reinforced the importance of consistent participation in intervention opportunities, particularly for students demonstrating gaps in foundational mathematics skills, inconsistent attendance, or below-grade-level performance. Family & Community Engagement: Educational partner feedback highlighted the continued need for accessible communication, flexible support opportunities, and increased family understanding of available mathematics interventions and academic resources. Families of English Learners and Low-Income students expressed the importance of ongoing	• Engages students through real-world, relevant math applications that increase motivation and relevance. • Integrates culturally responsive materials and experiential learning opportunities that reflect student backgrounds and future goals. Why LEA-wide: Ensures students across all programs and school sites have equitable access to a broad, future-focused course of study that integrates rigorous academics, experiential learning, and career-connected opportunities. LEA-wide implementation promotes consistency in the integration of 21st-century learning skills, college and career readiness practices, and culturally responsive instructional experiences designed to support long-term student success. **Goal 2, Action 4 – Benchmark Assessments and Data-Driven Interventions** How It Addresses Need(s): • Identifies learning gaps early through regular benchmark assessments. • Guides timely, research-based interventions targeted toward unduplicated students. Why LEA-wide: Establishes a coordinated, LEA-wide framework for data-informed instruction, progress monitoring, and continuous improvement across all programs and school sites. Consistent implementation of benchmark assessments and intervention systems allows the LEA to identify disproportional performance trends early, align supports to student needs, and provide timely intervention for unduplicated student groups.	

	communication regarding student progress, intervention supports, and strategies to reinforce learning outside of school. The LEA continues to provide multilingual communication, academic planning meetings, tutoring opportunities, and family engagement events designed to strengthen access to mathematics support resources. These findings reinforce the need for sustained mathematics intervention, differentiated instruction, academic language development, and equitable access to support systems designed to improve achievement and academic progression for unduplicated student groups during the 2026–27 school year.		

Goal 3 Action #1 Action #2 Action #3 Action #4	A Comprehensive Needs Assessment (CNA) and Resource Inequity Review conducted in January 2026 identified continued areas of need in English Language Arts (ELA) achievement among English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), Homeless Youth (HY), Low-Income (LI) students, and Students with Disabilities (SWD). Findings were informed by multiple data sources, including the 2025 CA School Dashboard, CAASPP ELA performance, Renaissance Lexile data, Monthly Student Progression (MSP), and ongoing quarterly academic data reviews. While overall ELA outcomes demonstrated areas of growth, subgroup data reflected ongoing inconsistencies in literacy development, academic vocabulary acquisition, reading comprehension, and sustained academic progression. Although the actions described below are implemented on an LEA-wide basis to ensure consistency and equitable access across programs and school sites, they are principally directed toward addressing the disproportional literacy barriers experienced by unduplicated student groups, particularly in the areas of academic language development, intervention access, course completion, and college and career readiness. **Key Needs Identified in 2025-26** English Learners (EL) and Long-Term English Learners (LTEL): CNA findings identified the continued need for targeted academic language development, explicit literacy instruction, and expanded access to bilingual and culturally responsive instructional	Each action is principally directed toward addressing the literacy needs and disproportional academic barriers experienced by unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), Low-Income (LI) students, Foster Youth (FY), Homeless Youth (HY), and Students with Disabilities (SWD), as identified through the CNA, Dashboard indicators, local literacy data, and educational partner feedback. Actions are implemented on an LEA-wide basis to ensure coordinated literacy intervention systems, consistency in instructional practices, and equitable access to academic supports across all programs and school sites. Given that more than 65% of Baldwin Park's student population is identified as unduplicated, LEA-wide implementation allows the majority of students experiencing systemic barriers to receive consistent literacy intervention, differentiated instruction, academic language support, and targeted progress monitoring designed to improve long-term academic outcomes. **Goal 3, Action 1 – Intervention and Acceleration Software** How It Addresses Needs: Provides students with access to standards-aligned, adaptive literacy intervention platforms designed to strengthen reading comprehension, vocabulary development, writing skills, and overall literacy growth. These tools support differentiated instruction, individualized intervention, and extended learning opportunities beyond direct instructional time, particularly for English Learners, Students with Disabilities, and	**Metric 1: Average Reading GLE Score** Average Reading Grade Level Equivalency (GLE) will be: All Students: 8.2 FRMP: 8.0 Hispanic: 8.0 **Metric 2: Average Reading GLE for 11th Graders** Average Reading GLE for 11th grade students will be: All Students: 8.2 FRMP: 8.2 Hispanic: 8.0 **Metric 3: Average GLE Growth in Reading** Average Reading GLE growth will be: All Students: 1.1 FRMP: 1.2 Hispanic: 1.2 **Metric 4: CAASPP 11th Grade ELA Proficiency (Met/Exceeded)** Increase in CAASPP 11th grade ELA performance: Standard Exceeded: 16% Standards Met: 28%

	resources to strengthen reading comprehension, writing proficiency, and overall literacy development. Findings also reinforced the need for sustained intervention and intentional monitoring related to Lexile growth, course completion, and long-term academic progression for EL and LTEL students. Students with Disabilities (SWD): Students with Disabilities continue to require differentiated instructional practices, structured literacy interventions, scaffolded reading and writing supports, and consistent progress monitoring to improve literacy growth, reading comprehension, and CAASPP ELA performance. Findings also highlighted the importance of coordinated intervention systems and inclusive instructional practices aligned to individual student needs. Low-Income (LI)/(FRMP) Students and Homeless Youth (HY): CNA findings indicated that Low-Income students and Homeless Youth continue to experience barriers related to consistent access to reading resources, structured study environments, intervention opportunities, and supplemental academic support outside of the school day. These barriers may impact literacy development, academic progression, course completion, and overall assessment performance. FRMP and Hispanic Students: While FRMP and Hispanic students demonstrated areas of growth in Lexile development and CAASPP ELA performance, findings reflected the continued need for	Low-Income students demonstrating below-grade-level literacy performance or inconsistent academic progression. Why LEA-wide: Ensures students across all instructional programs and school sites have consistent access to literacy intervention resources, progress monitoring tools, and differentiated academic supports. LEA-wide implementation also strengthens continuity in literacy instruction and intervention systems across the LEA. **Goal 3, Action 2 – Targeted Small Group Instruction (SGI)** How It Addresses Needs: Provides differentiated, small-group literacy instruction designed to address foundational reading and writing gaps, strengthen academic vocabulary development, and improve student engagement in English Language Arts. Small Group Instruction (SGI) supports targeted intervention and scaffolded instruction for English Learners, Long-Term English Learners, Students with Disabilities, Homeless Youth, and students demonstrating inconsistent literacy progression or course completion. Why LEA-wide: Establishes a consistent and scalable framework for targeted literacy intervention across school sites and instructional programs. LEA-wide implementation supports systematic identification of students requiring additional literacy support while promoting consistency in intervention practices and progress monitoring.	

	sustained scaffolding, culturally responsive instructional practices, academic vocabulary development, and engagement strategies designed to support continued literacy growth and close remaining subgroup performance gaps. **2025–26 Data Trends** ELA Achievement Data: 2025 CA Dashboard indicators, CAASPP ELA results, and local literacy measures reflected continued growth in overall English Language Arts performance, including gains among several unduplicated student groups. English Learners, Hispanic students, and socioeconomically disadvantaged students demonstrated areas of improvement in Lexile growth and ELA performance; however, subgroup inconsistencies remained evident among Long-Term English Learners, Students with Disabilities, Homeless Youth, and students demonstrating inconsistent Monthly Student Progression (MSP). Findings reinforced the need for sustained literacy intervention, academic vocabulary development, and differentiated instructional supports. Access to Intervention Resources: The LEA continued expanding access to literacy intervention supports through iLit, Academic Language Development (ALD), Small Group Instruction (SGI), Direct Instruction (DI), tutoring, benchmark progress monitoring, and targeted reading interventions. Local data and educational partner feedback highlighted the importance of consistent participation in intervention opportunities and continued monitoring of literacy progression, particularly for	**Goal 3, Action 3 – Broad Course of Study Aligned to 21st Century Learning** How It Addresses Needs: Strengthens student engagement and literacy development by connecting ELA instruction to relevant, real-world applications, postsecondary readiness skills, and career-connected learning experiences. Instruction incorporates culturally responsive texts, academic discourse opportunities, and differentiated learning experiences designed to support reading comprehension, writing development, and student connection to curriculum across diverse backgrounds and learning needs. Why LEA-wide: Promotes equitable access to rigorous, engaging, and culturally responsive literacy instruction across grade levels, instructional settings, and academic pathways while supporting consistent integration of college and career readiness skills throughout the LEA. **Goal 3, Action 4 – Benchmark Assessments and Interventions** How It Addresses Needs: Supports early identification of literacy gaps, inconsistent academic progression, and intervention needs through Lexile benchmarks, diagnostic reading assessments, and ongoing literacy progress monitoring. Assessment data is used to guide differentiated instruction, targeted literacy intervention, and timely academic supports for unduplicated student groups demonstrating below-grade-level performance or inconsistent literacy growth trends. Why LEA-wide:	

	students performing below grade level or demonstrating inconsistent course completion patterns. Family & Community Engagement: Educational partner feedback emphasized the importance of accessible communication, multilingual outreach, and continued family support related to literacy development and academic progress. Families of English Learners and Low-Income students identified the value of ongoing communication regarding intervention services, student reading progress, and strategies to reinforce literacy skills outside of school. The LEA continues to provide academic planning meetings, family engagement events, tutoring opportunities, and multilingual communication designed to strengthen access to literacy supports and academic resources. These findings reinforce the continued need for evidence-based literacy intervention, differentiated instructional practices, academic language development, and equitable access to reading and writing supports designed to improve ELA achievement, literacy growth, and long-term academic outcomes for unduplicated student groups.	Establishes a coordinated LEA-wide system for literacy progress monitoring, data-informed instruction, and targeted intervention across programs and school sites. Consistent implementation allows the LEA to identify disproportional literacy trends early and align supports to student needs through tutoring, intervention classes, and targeted reading supports. Implementing these actions on an LEA-wide basis supports Baldwin Park's commitment to educational equity by strengthening literacy intervention systems, expanding access to differentiated academic supports, and ensuring consistent instructional practices for students experiencing the greatest barriers to academic success. These actions are designed to improve literacy growth, academic progression, engagement, and long-term college and career readiness outcomes for unduplicated student groups.	

Goal 5 Action #1 Action #2 Action #3 Action #4	Although the actions described below are implemented on an LEA-wide basis to promote consistency and coordinated support across programs and school sites, they are principally directed toward addressing the barriers disproportionately experienced by unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), Homeless Youth (HY), and Low-Income (LI) students, as identified through the 2025–26 Comprehensive Needs Assessment (CNA), local data analysis, and educational partner feedback. Findings from the CNA, school climate data, surveys, Achievement Chats, and Empathy Interviews reflected ongoing needs related to student connectedness, consistent school engagement, meaningful family participation, and access to academic, behavioral, and social-emotional supports. While educational partner feedback reflected positive perceptions regarding school climate, relationships with staff, and student support systems, findings also highlighted the continued need to strengthen outreach, increase participation among underrepresented families, expand relationship-centered engagement opportunities, and improve consistency in student connection and academic engagement across programs. As the LEA continues implementation and refinement of engagement and school climate supports, Year 2 data related to attendance, participation, academic progression, and educational partner feedback continues to guide improvements designed to strengthen belonging, trust, communication, and equitable access to	Each action is principally directed toward addressing the engagement, communication, and support needs of unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), Homeless Youth (HY), and Low-Income (LI) students, as identified through the CNA, local data analysis, surveys, Achievement Chats, Empathy Interviews, and educational partner consultation. While these actions are available to all students and families, LEA-wide implementation ensures consistent access to relationship-centered supports, family engagement opportunities, multilingual communication, and social-emotional resources across all programs and school sites. **Goal 5, Action 1 – Parent Involvement in Educational Partner Engagement** How It Addresses Needs: Strengthens family engagement and educational partner participation through multilingual communication, flexible meeting opportunities, workshops, advisory groups, and relationship-centered outreach practices designed to increase access and participation for underrepresented families. Collaboration with counselors, social workers, community agencies, and support staff helps connect English Learner, Foster Youth, Homeless Youth, and Low-Income families to academic, behavioral, and community-based resources while increasing opportunities for meaningful participation in school decision-making processes. Why LEA-wide: LEA-wide implementation promotes consistent family engagement practices, equitable access	**Metric 1: High School Dropout Rate** The LEA will maintain or reduce the high school dropout rate to at or below 7%. **Metric 2: Suspension Rate** The LEA will maintain suspension rates at or below 1.5%. **Metric 3: School Climate and Engagement Surveys** Parents and students will maintain at least 90% favorable responses on School Climate and School Safety measures. Family engagement will increase to 75%, and student engagement will be maintained at 90% or higher.

	support systems for unduplicated student groups during the 2026–27 LCAP cycle. **Key Needs Identified in 2025-26** Family Engagement: Educational partner feedback reflected overall improvement in family engagement and communication; however, participation in advisory groups such as PAC and DELAC remained limited, particularly among families connected to the online program and underrepresented student groups. Findings reinforced the need for expanded multilingual outreach, flexible engagement opportunities, relationship-centered communication practices, and increased family understanding of available academic, college and career readiness, and social-emotional supports. Student Engagement and Retention: Attendance, Monthly Student Progression (MSP), and engagement data reflected continued inconsistency among several unduplicated student groups, particularly students experiencing housing instability, interrupted schooling, or limited school connectedness. These findings reinforced the need for sustained student engagement strategies, early identification and intervention systems, individualized academic support, and consistent relationship-building practices to strengthen retention, academic persistence, and graduation progression. School Climate and Connection: While school climate, safety, and relationship indicators remained positive across educational partner groups, student engagement and connectedness data reflected the need for	to communication and participation opportunities, and coordinated outreach systems across all school sites and instructional programs. Flexible engagement formats and multilingual supports help increase participation among historically underrepresented families. **Goal 5, Action 2 – Academic Achievement Chats** How It Addresses Needs: Provides structured opportunities for students, families, and staff to review academic progress, assessment data, graduation status, intervention needs, and postsecondary planning. Achievement Chats and Empathy Interviews support individualized goal-setting, strengthen school-family communication, and help identify barriers impacting attendance, engagement, course completion, and academic progression among unduplicated student groups. Bilingual communication supports and individualized outreach increase accessibility for English Learner and multilingual families. Why LEA-wide: Establishes a consistent framework for individualized academic monitoring, student accountability, and relationship-centered intervention practices across all programs and school sites. LEA-wide implementation ensures students demonstrating inconsistent progression or engagement receive timely academic support and intervention planning. **Goal 5, Action 3 – Social-Emotional Development** How It Addresses Needs:	

	continued focus on belonging, student voice, and re-engagement supports. Findings highlighted the importance of expanding opportunities for meaningful student participation, relationship-centered programming, social-emotional learning supports, and targeted outreach for Foster Youth, Homeless Youth, English Learners, and students demonstrating inconsistent engagement patterns. **2025–26 Data Trends** Academic Performance: Local assessment data, Dashboard indicators, Monthly Student Progression (MSP), and academic monitoring systems reflected continued areas of growth alongside ongoing subgroup inconsistencies among English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Low-Income students, and Students with Disabilities. Findings reinforced the need for coordinated academic intervention systems, relationship-centered engagement strategies, and continued monitoring of student progression and graduation readiness. Attendance & Engagement: Attendance, engagement, and participation data reflected ongoing variability in student attendance patterns, participation in intervention opportunities, and consistency in academic progression. Findings identified the continued need for targeted outreach, student re-engagement supports, intervention access, and individualized monitoring for students demonstrating chronic absenteeism, interrupted enrollment, or inconsistent school participation.	Expands access to social-emotional learning supports, relationship-building opportunities, counseling resources, and student engagement activities designed to strengthen belonging, resilience, school connectedness, and emotional well-being. Programming incorporates culturally responsive practices, peer support opportunities, and targeted interventions that particularly benefit English Learners, Foster Youth, Homeless Youth, Low-Income students, and students demonstrating inconsistent engagement patterns. Why LEA-wide: Ensures students across all school sites and instructional settings have consistent access to social-emotional supports, relationship-centered programming, and school climate initiatives designed to improve engagement, connectedness, and overall student well-being. **Goal 5, Action 4 – School Safety** How It Addresses Needs: Supports the development of safe, structured, and supportive learning environments through consistent safety procedures, multilingual communication, wellness supports, and access to essential health and safety resources. Safety practices and relationship-centered campus supports help strengthen predictability, trust, and school connectedness for students experiencing instability, interrupted schooling, or barriers to consistent engagement. Why LEA-wide: LEA-wide implementation ensures consistent safety protocols, wellness resources, and supportive learning environments across all	

	Family & Community Engagement: Educational partner feedback reflected positive perceptions related to school climate, communication, and staff relationships while also identifying the need for increased participation among underrepresented families in advisory groups, workshops, and engagement activities. Families emphasized the importance of accessible communication, multilingual outreach, flexible participation opportunities, and continued connection to academic, behavioral, and community-based resources. These findings reinforce the continued need for relationship-centered engagement practices, targeted family outreach, student re-engagement systems, and expanded social-emotional and academic supports designed to ensure unduplicated students remain connected, supported, and engaged in their educational experience.	school sites and instructional programs. Standardized safety practices promote equitable access to safe and inclusive educational settings for all students.	

Insert or delete rows, as necessary.

Limited Actions

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

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

Goal 1 Action #1 Action #2	Through the Comprehensive Needs Assessment (CNA), internal performance data, and feedback from Educational Partners (e.g., Special Education Department, Foster Youth Services, Homeless Student Support), the LEA identified the following unique needs for Homeless students, Foster Youth, and Students with Disabilities (SWD): Graduation Rates and College/Career Readiness: • Homeless students, Foster Youth, and SWD demonstrate lower graduation rates and reduced college and career readiness. • Year 2 outcomes indicated that Homeless students and SWD had no participation in dual enrollment and were not fully captured in the reported one-year graduation rates, highlighting the need for improved tracking and access to post-secondary opportunities. Performance Data Discrepancies: • California School Dashboard and internal data reveal ongoing achievement gaps for these groups in key indicators. • Targeted interventions are necessary to close these gaps and improve overall academic performance. Credit Attainment and Student Progression: • Data shows inconsistent credit attainment and progression among these students. • Year 2 data indicates: Homeless students meeting monthly credit targets: ~42%; SWD meeting monthly credit targets: ~41%. • A-G planning guide completion: Homeless students: 0%; SWD: 44%.	Each action is principally directed and exclusively provided to Homeless students, Foster Youth, and SWD based on data-verified need and, where applicable, legal entitlement to targeted services not available to the broader student population. General education services alone cannot address these students' specific academic and socio-emotional barriers. Supports aim to overcome barriers, promote academic progress, and ensure equitable outcomes. **Goal 1, Action 1 - Intervention Support and Instruction for Students with Disabilities** How It Addresses Need(s): • Provides individualized support tailored to each SWD's academic needs. • Special Education Specialists and paraprofessionals adapt instruction to meet Common Core standards and fill identified gaps. Why Solely for SWD: SWD require specialized instruction beyond general education to overcome learning barriers and meet academic benchmarks. **Goal 1, Action 2 - Foster & Homeless Youth Goal Setting** How It Addresses Need(s): • Regular meetings with Post-Secondary Counselors to track academic progress and post-secondary planning. • Stabilizes engagement and builds trust for students facing high instability. Why Solely for Foster & Homeless Youth: These students face unique barriers (e.g., housing instability, trauma) requiring consistent,	**Metric 1 - Increase Dual Enrollment** Target: Increase the number of students completing dual enrollment by the end of 2027: SWD - 5% Homeless - 1% **Metric 3 - Increase Credit Attainment** Target: Increase the percentage of students completing 5+ units per month: SWD - 35.5% Homeless - 28.5% **Metric 4 - Increase A-G Completion** Target: Increase the percentage of students completing the A-G planning guide over the course of the LCAP: SWD - 60% Homeless - 20% **Metric 5 - Increase Core Course Completion** Target: Increase average core course completion rates for each student group: SWD: English – 7 Math – 7 Science – 7 Social Studies – 8

	• These outcomes underscore the need for differentiated instruction, credit recovery strategies, and individualized supports. Targeted Support Programs: • Homeless students exhibit variable engagement requiring sustained re-engagement strategies and social-emotional supports. • Programs combining academic and emotional support (teletherapy, home visits, post-secondary counseling check-ins) are critical to this subgroup. Family and Community Engagement: • Family engagement is crucial for academic success, yet lower participation from families of unduplicated students (PAC/DELAC, survey response) highlights the need for tailored outreach. • Workshops, resource fairs, and multi-channel communication support family involvement and foster student success. These findings confirm that targeted, exclusive actions are required to address systemic and academic barriers for Homeless students, Foster Youth, and SWD.	individualized support to stay on track for graduation and post-secondary success. These targeted actions provide supplemental academic, behavioral, and postsecondary supports designed to address the unique barriers experienced by Homeless Youth, Foster Youth, and Students with Disabilities. By combining individualized intervention, progress monitoring, relationship-centered support, and coordinated service delivery, the LEA aims to improve academic achievement, engagement, graduation outcomes, and long-term postsecondary success for these student groups.	Homeless: 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.

Goal 4 Action #1 Action #2 Action #3	Through the Comprehensive Needs Assessment (CNA), local benchmark assessments, ELPAC data, course completion trends, and educational partner feedback, the LEA identified continued areas of need for English Learners (ELs) and Long-Term English Learners (LTELs) related to language acquisition, literacy development, reclassification readiness, and consistent academic progression. **Unique Needs Identified in 2025-26 for EL and LTEL Students** Through the Comprehensive Needs Assessment (CNA), local benchmark assessments, ELPAC data, course completion trends, and educational partner feedback, the LEA identified continued areas of need for English Learners (ELs) and Long-Term English Learners (LTELs) related to language acquisition, literacy development, reclassification readiness, and consistent academic progression. Findings demonstrated variability in literacy growth, academic language acquisition, ELPAC progression, and core course completion among EL and LTEL students. Data also reflected the continued need for targeted academic language instruction, scaffolded literacy intervention, integrated and designated ELD support, individualized progress monitoring, and increased coordination between intervention systems and academic planning supports. Educational partner feedback further highlighted the importance of culturally responsive instructional practices, multilingual communication, and individualized support systems designed to improve long-term academic	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. **Goal 4, Action 1 – Designated English Language Development (ELD)** How It Addresses Need(s): • Provides structured, research-based ELD instruction to close gaps in language skills. • Curriculum is culturally relevant and state-recommended, increasing engagement and comprehension. Why It's Solely for EL & LTEL Students: • EL and LTEL students require specialized language development to access grade-level content and achieve reclassification readiness. • General education instruction does not meet their unique language acquisition needs. **Goal 4, Action 2 – English Learner Parent Participation** How It Addresses Need(s): • Encourages meaningful parental involvement through Academic Learning Plans, surveys, and feedback. • Supports families in understanding student needs and providing input on academic resources. Why It's Solely for EL Students: • EL families face language and systems-navigation barriers.	**Metric 1 – Maintain or Increase EL Reclassification Rate** Maintain or increase the English Learner reclassification rate to 40% or higher. **Metric 2 – Increase Lexile Measure for EL Students** Ensure 65% of English Learners demonstrate an increase in their Lexile measure. **Metric 3 – Increase EL Core Course Completion** Target (by the end of 2027): English: 8 units Math: 7 units Science: 7 units Social Science: 8 units **Metric 4 – EL Students' Progression in ELPI** Achieve a 48% progression rate for EL students moving up one level in the English Language Proficiency Indicator. **Metric 5 – LTEL Lexile Measure Increase** Over a three-year period, 70% of Long-Term English Learners will show an increase in their Lexile measure.

	outcomes and reclassification readiness for EL and LTEL students. • Local literacy measures reflected continued growth among English Learners (ELs) and Long-Term English Learners (LTELs), with EL students demonstrating approximately 66% Lexile growth and LTEL students demonstrating approximately 76% growth. While these trends indicate progress in literacy development, growth patterns remained inconsistent across individual students and language proficiency levels, reinforcing the need for sustained academic language intervention and differentiated literacy support. • ELPAC performance and reclassification monitoring data reflected continued progress toward language acquisition goals; however, variability across ELPAC domains and differences in long-term academic progression continued to demonstrate the need for ongoing designated and integrated ELD support. Although the EL reclassification rate remained above 90%, continued monitoring and targeted intervention remain necessary to ensure sustained academic success following reclassification. • Core course completion trends demonstrated improved access to coursework among EL and LTEL students; however, inconsistencies remained across content areas and student groups. EL students completed an average of 10 English units, 9.1 Math units, and 7.8 Science units, while LTEL students demonstrated lower and less consistent completion patterns in English, Math, Science, and Social Science coursework.	• Tailored outreach ensures their feedback informs targeted interventions and reclassification readiness. **Goal 4, Action 3 – Assessment and Progress Monitoring of EL and LTEL Students** How It Addresses Need(s): • Tracks academic growth, course completion, and ELPI progression. • Enables early identification of challenges and guides targeted interventions. Why It's Solely for EL and LTEL Students: • Focused monitoring ensures interventions directly address language and academic barriers. • Supports students in achieving language proficiency required for reclassification and graduation.	**Metric 6 – LTEL Core Course Completion** Target (by the end of 2027): English: 7 units Math: 6.5 units Science: 6 units Social Science: 4 units

	• Benchmark assessments, Academic Learning Plan (ALP) meetings, ELPAC monitoring, and individualized progress reviews reinforced the continued need for targeted literacy intervention, academic language development, differentiated instructional supports, and sustained progress monitoring aligned to long-term reclassification and academic success goals. These findings reinforce the need for actions principally directed and exclusively provided to EL and LTEL students, ensuring they receive the resources and interventions necessary to overcome language barriers, increase course access, and achieve academic success.		

Insert or delete rows, as necessary.

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

Goal 1, Action 2 – Foster & Homeless Youth Goal Setting
Methodology: We dedicate 10% of Post-Secondary Counselors' and Assistant Principals', 80% of the Social Worker's, and 5% of the Center Coordinators' and Center Coordinator Coaches' time to regular goal-setting meetings with Foster and Homeless Youth. Meetings are combined with academic assessments and family collaboration to provide tailored support and track students' progress toward graduation and post-secondary readiness.

Estimated Allocation: $64,000 (staff) + $16,767 (Vendor service fees for student progress tracking and professional development)
Planned Percentage of Improved Services: 3.9% of LCFF funds toward increased or improved services

Justification: This action directly addresses the unique needs of Foster and Homeless Youth by providing consistent guidance, promoting trust and engagement, and ensuring students remain on track academically. It supports collaboration with families and staff while offering interventions that general education services cannot provide.

Goal 4, Action 1 – Designated English Language Development (ELD)

Methodology: We allocate 35% of English Language Development (ELD) teachers' and 10% of ELD Coaches' time to implement a scaffolded ELD curriculum that develops the language skills necessary to access core academic content. Structured group work, peer interactions, and digital learning tools are integrated to enhance language proficiency and academic outcomes.

Estimated Allocation: $60,000 (staff) + $30,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 4.34% of LCFF funds toward increased or improved services

Justification: This action is designed to close language proficiency gaps for EL students, enabling them to fully engage with grade-level curriculum. Targeted language instruction and additional learning supports ensure students overcome barriers to academic success.

Goal 4, Action 2 – English Learner Parent Participation
Methodology: We dedicate 15% of ELD teachers' time, 30% of ELD Coaches' time and 5% of the Assistant Principal of Instructional Operations' (APIO) time to English Learner parent engagement. Activities include workshops, conferences, and cultural events, creating opportunities for parents to provide input on Academic Learning Plans and support their children's language development.

Estimated Allocation: $50,000 (staff) + $20,000 (Service fees with contracted vendors)
Planned Percentage of Improved Services: 3.38% of LCFF funds toward increased or improved services

Justification: EL families often face language and system-navigation barriers. Tailored outreach and targeted engagement ensure families can meaningfully participate in their child's academic planning, directly supporting language development and reclassification readiness.

Goal 4, Action 3 – EL and LTEL Progress Monitoring
Methodology: We dedicate 15% of ELD teachers' and 20% of ELD Coaches' time to assess language proficiency and monitor academic progress for EL and LTEL students. Monthly data reviews, teacher collaboration, and updated Academic Learning Plans (ALPs) guide targeted interventions to keep students on track for language proficiency and graduation.

Estimated Allocation: $20,000 (staff) + $10,000 (Vendor service fees for student progress tracking)
Planned Percentage of Improved Services: 1.45% of LCFF funds toward increased or improved services

Justification: This action ensures early identification of challenges for EL and LTEL students. Regular progress monitoring allows timely interventions, helping students overcome barriers and achieve academic success and reclassification readiness.

The actions described above are primarily focused on unduplicated student groups and are intended to address identified academic, language, attendance, and socio-emotional challenges based on data analysis and input from stakeholders. Staffing and program costs were determined according to the share of services that directly support these students.

By providing targeted language development, individualized counseling, and wellness services, the LEA delivers enhanced support beyond what is available to the general student population. These investments demonstrate a strategic, data-driven effort to meet the specific needs of unduplicated students while promoting measurable progress toward LCAP goals and improved student outcomes.

Total Contribution from Limited Actions (Goal 1, Action 2 as well as Goal 4, Actions 1–3): 13.08%

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, awarded due to an unduplicated student enrollment above 55%, to retain and expand the number of certificated and classified staff providing direct services to English Learners, low-income students, and foster youth. Because all schools within the LEA serve student populations with unduplicated enrollment exceeding 55%, staffing increases and retention efforts are prioritized at the highest-need campuses. Selection of these schools is based on subgroup academic performance, attendance trends, and input from educational partners.

Goal 1, Action 3: Staff Retention through Professional Development
Objective: Retain highly qualified certificated and classified staff at schools serving high concentrations of unduplicated students by offering meaningful professional development that strengthens capacity and supports job satisfaction.

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

Justification:

- Professional development enhances instructional quality and builds educator capacity, directly benefiting students with the highest needs.
- When staff feel prepared and supported, job satisfaction and retention improve, reducing turnover and increasing continuity of services for foster youth, English learners, and low-income students.
- This investment ensures certificated staff (e.g., teachers) and classified staff (e.g., instructional aides) providing daily direct services remain in place, promoting stability and consistent support.

Goal 2, Action 2: Increase Student Support
Objective: Expand direct support services for English Learners, low-income students, and foster youth by adding credentialed and classified staff.

Use of Funds: Funds from the concentration grant add-on will cover salaries for 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 timely, individualized academic support for unduplicated students.
- Expanded staffing enhances classroom teacher capacity, reduces burnout, and improves instructional effectiveness.
- This approach 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: Retain high-quality certificated and classified staff at schools with high concentrations of unduplicated students by providing additional support and recognition.

Use of Funds: Concentration grant add-on funds will be used to retain staff through stipends, access to resources, and embedded support structures for those working directly with unduplicated student populations.

Justification:

- Retaining skilled educators and support personnel ensures continuity of academic and socio-emotional services.
- Stable staffing promotes stronger relationships, higher instructional quality, and improved student outcomes.
- This approach reflects the LEA’s commitment to equity and long-term success for its most vulnerable students.

The LEA strategically deploys additional concentration grant add-on funds to both retain and expand certificated and classified staff providing direct services to unduplicated students, including English Learners, foster youth, and low-income students. Investments in professional development, increased staffing, and retention support are targeted to campuses with the greatest need, ensuring consistent, high-quality academic and social-emotional 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 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,340,988.00	$ 2,177,226.79

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	$ 307,902
1	2	Foster & Homeless Youth Goal Setting	Yes	$ 150,000	$ 108,580
1	3	Professional Development	Yes	$ 197,470	$ 215,700
1	4	Experiential Learning	Yes	$ 120,000	$ 88,156
1	5	CTE and Industry-Recognized Certifications	Yes	$ 100,000	$ 61,996
1	6	College and Community Partnership	Yes	$ 65,000	$ 64,721
1	7	21st Century Technology Integration	Yes	$ 120,000	$ 83,107
1	8	Innovative Software	Yes	$ 90,000	$ 10,262
1	9	Senior Portfolio Completion	Yes	$ 50,000	$ 61,763
1	10	Credit Recovery and College Readiness Initiative (LREBG)	No	$ 827,382	$ 34,796
1	11	Enhanced Academic Support and Assessment (LREBG)	No	$ 827,382	$ 1,479
1	12	Learning Gap Closure Acceleration (LREBG)	No	$ 827,382	$ 3,393
2	1	Intervention and Acceleration Software	Yes	$ 30,000	$ 26,282

2	4	Benchmark Assessments and Interventions	Yes	$ 200,000	$ 167,846
3	1	Intervention and Acceleration Software (Shared with Goal 2)	Yes	$ 30,000	$ 23,679
3	2	Targeted Small Group Instruction (Shared with Goal 2)	Yes	$ 65,000	$ 62,497
3	3	Broad course of Study aligned to 21st Century Learning (Shared with Goal 2)	Yes	$ 60,000	$ 35,566
3	4	Benchmark Assessments and Interventions (Shared with Goal 2)	No	$ 200,000	$ 154,884
4	1	Designated English Language Development	Yes	$ 90,000	$ 78,909
4	2	English Learner Parent Participation	Yes	$ 30,000	$ 37,257
4	3	Assessment and Progress Monitoring of EL and LTEL Students	Yes	$ 30,300	$ 35,499
4	4	Learning Gap Closure Acceleration (LREBG) (Shared with Goal 1)	No	$ 827,382	$ 600
5	1	Parent involvement in Educational Partner engagement	Yes	$ 110,000	$ 128,239
5	2	Academic Achievement Chats	Yes	$ 55,000	$ 89,521
5	3	Social-Emotional Development	Yes	$ 80,000	$ 63,508
5	4	School Safety	Yes	$ 56,308	$ 68,954
5	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	No	$ 827,382	$ 48,298

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,919,944	$ 1,854,078	$ 1,625,876	$ 228,202	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	$ 150,000	$ 108,579.51	0.000%	0.000%
1	3	Professional Development	Yes	$ 197,470	$ 215,699.95	0.000%	0.000%
1	4	Experiential Learning	Yes	$ 120,000	$ 88,155.87	0.000%	0.000%
1	5	CTE and Industry-Recognized Certifications	Yes	$ 100,000	$ 61,996.23	0.000%	0.000%
1	6	College and Community Partnership	Yes	$ 65,000	$ 64,720.54	0.000%	0.000%
1	7	21st Century Technology Integration	Yes	$ 120,000	$ 83,106.97	0.000%	0.000%
1	8	Innovative Software	Yes	$ 90,000	$ 10,262.23	0.000%	0.000%
1	9	Senior Portfolio Completion	Yes	$ 50,000	$ 61,762.69	0.000%	0.000%
2	1	Intervention and Acceleration Software	Yes	$ 30,000	$ 26,282.44	0.000%	0.000%
2	2	Targeted Small Group Instruction	Yes	$ 65,000	$ 56,441.41	0.000%	0.000%
2	3	Broad course of Study aligned to 21st Century Learning	Yes	$ 60,000	$ 57,392.56	0.000%	0.000%
2	4	Benchmark Assessments and Interventions	Yes	$ 200,000	$ 167,846.25	0.000%	0.000%
3	1	Intervention and Acceleration Software (Shared with Goal 2)	Yes	$ 30,000	$ 23,679.44	0.000%	0.000%
3	2	Targeted Small Group Instruction (Shared with Goal 2)	Yes	$ 65,000	$ 62,496.75	0.000%	0.000%
3	3	Broad course of Study aligned to 21st Century Learning (Shared with Goal 2)	Yes	$ 60,000	$ 35,565.71	0.000%	0.000%
4	1	Designated English Language Development	Yes	$ 90,000	$ 78,908.79	0.000%	0.000%
4	2	English Learner Parent Participation	Yes	$ 30,000	$ 37,256.57	0.000%	0.000%
4	3	Assessment and Progress Monitoring of EL and LTEL Students	Yes	$ 30,300	$ 35,499.37	0.000%	0.000%
5	1	Parent involvement in Educational Partner engagement	Yes	$ 110,000	$ 128,239.14	0.000%	0.000%
5	2	Academic Achievement Chats	Yes	$ 55,000	$ 89,521.36	0.000%	0.000%
5	3	Social-Emotional Development	Yes	$ 80,000	$ 63,507.82	0.000%	0.000%
5	4	School Safety	Yes	$ 56,308	$ 68,954.14	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,893,444	$ 1,897,164	0.000%	38.770%	$ 1,625,876	0.000%	33.226%	$ 271,288.26	5.544%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 5,217,023	$ 2,070,767	39.693%	4.279%	43.972%

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			All Schools	Ongoing		$ 500,000		$ 500,000	$ -	$ -	$ 500,000	0.000%
1	2	Foster & Homeless Youth Goal Setting	Foster Youth, Low Income, Homeless	Yes	Limited	Foster Youth	All Schools	Ongoing	$ 64,000	$ 16,767	$ 80,767		$ -	$ -	$ 80,767	0.000%
1	3	Professional Development	English Learners, Foster Youth, Homeless, Low Income, Students with Disabilities	Yes	LEA-wide	All	All Schools	Ongoing	$ 25,000	$ 125,000	$ 150,000		$ -	$ -	$ 150,000	0.000%
1	4	Experiential Learning	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 30,000	$ 60,000	$ 90,000		$ -	$ -	$ 90,000	0.000%
1	5	CTE and Industry-Recognized Certifications	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 40,000	$ 20,000	$ 60,000		$ -	$ -	$ 60,000	0.000%
1	6	College and Community Partnership	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 60,000	$ 20,000	$ 80,000		$ -	$ -	$ 80,000	0.000%
1	7	21st Century Technology Integration	English Learner, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ 60,000	$ 30,000	$ 90,000		$ -	$ -	$ 90,000	0.000%
1	8	Innovative Software	English Learner, Foster Youth, Low Income	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 20,000	$ 20,000		$ -	$ -	$ 20,000	0.000%
1	9	Senior Portfolio Completion	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 70,000	$ 50,000	$ 120,000		$ -	$ -	$ 120,000	0.000%
1	10	Credit Recovery and College Readiness Initiative (LREBG)	ALL	No			All Schools	Ongoing		$ 500,000		$ 500,000	$ -	$ -	$ 500,000	0.000%
1	11	Enhanced Academic Support and Assessment (LREBG)	ALL	No			All Schools	Ongoing		$ 500,000		$ 500,000	$ -	$ -	$ 500,000	0.000%
1	12	Learning Gap Closure Acceleration (LREBG)	ALL	No			All Schools	Ongoing		$ 500,000		$ 500,000	$ -	$ -	$ 500,000	0.000%
2	1	Intervention and Acceleration Software	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 15,000	$ 15,000		$ -	$ -	$ 15,000	0.000%
2	2	Targeted Small Group Instruction	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 90,000	$ 10,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
2	3	Broad course of Study aligned to 21st Century Learning	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 90,000	$ 10,000	$ 100,000		$ -	$ -	$ 100,000	0.000%

2	4	Benchmark Assessments and Interventions	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 120,000	$ 60,000	$ 180,000		$ -	$ -	$ 180,000	0.000%
3	1	Intervention and Acceleration Software (Shared with Goal 2)	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 15,000	$ 15,000		$ -	$ -	$ 15,000	0.000%
3	2	Targeted Small Group Instruction (Shared with Goal 2)	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 90,000	$ 10,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
3	3	Broad course of Study aligned to 21st Century Learning (Shared with Goal 2)	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 90,000	$ 10,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
3	4	Benchmark Assessments and Interventions (Shared with Goal 2)	ALL	No			All Schools	Ongoing	$ 120,000	$ 60,000	$ 180,000		$ -	$ -	$ 180,000	0.000%
4	1	Designated English Language Development	English Learners, LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 60,000	$ 30,000	$ 90,000		$ -	$ -	$ 90,000	0.000%
4	2	English Learner Parent Participation	English Learners, LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 50,000	$ 20,000	$ 70,000		$ -	$ -	$ 70,000	0.000%
4	3	Assessment and Progress Monitoring of EL and LTEL Students	English Learners, LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 20,000	$ 10,000	$ 30,000		$ -	$ -	$ 30,000	0.000%
4	4	Learning Gap Closure Acceleration (LREBG) (Shared with Goal 1)	ALL	No			All Schools	Ongoing		$ 500,000		$ 500,000	$ -	$ -	$ 500,000	0.000%
5	1	Parent involvement in Educational Partner engagement	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 80,000	$ 20,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
5	2	Academic Achievement Chats	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 80,000	$ 20,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
5	3	Social-Emotional Development	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 20,000	$ 80,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
5	4	School Safety	ALL	Yes	LEA-wide	All	All Schools	Ongoing	$ 20,000	$ 80,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
5	5	Comprehensive Student Support and Staff Training Initiative (LREBG)	ALL	No			All Schools	Ongoing		$ 500,000		$ 500,000	$ -	$ -	$ 500,000	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,217,023	$ 2,070,767	39.693%	4.279%	43.972%	$ 1,890,767	0.000%	36.242%	Total:	$ 1,890,767
								LEA-wide Total:	$ 1,620,000
								Limited Total:	$ 270,767
								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	$ 80,767	0.000%
1	3	Professional Development	Yes	LEA-wide	All	All Schools	$ 150,000	0.000%
1	4	Experiential Learning	Yes	LEA-wide	All	All Schools	$ 90,000	0.000%
1	5	CTE and Industry-Recognized Certifications	Yes	LEA-wide	All	All Schools	$ 60,000	0.000%
1	6	College and Community Partnership	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
1	7	21st Century Technology Integration	Yes	LEA-wide	All	All Schools	$ 90,000	0.000%
1	8	Innovative Software	Yes	LEA-wide	All	All Schools	$ 20,000	0.000%
1	9	Senior Portfolio Completion	Yes	LEA-wide	All	All Schools	$ 120,000	0.000%
2	1	Intervention and Acceleration Software	Yes	LEA-wide	All	All Schools	$ 15,000	0.000%
2	2	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
2	3	Broad course of Study aligned to 21st Century Learning	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
2	4	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	$ 180,000	0.000%
3	1	Intervention and Acceleration Software (Shared with Goal 2)	Yes	LEA-wide	All	All Schools	$ 15,000	0.000%
3	2	Targeted Small Group Instruction (Shared with Goal 2)	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
3	3	Broad course of Study aligned to 21st Century Learning (Shared with Goal 2)	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
4	1	Designated English Language Development	Yes	Limited	English Learners	All Schools	$ 90,000	0.000%
4	2	English Learner Parent Participation	Yes	Limited	English Learners	All Schools	$ 70,000	0.000%
4	3	Assessment and Progress Monitoring of EL and LTEL Students	Yes	Limited	English Learners	All Schools	$ 30,000	0.000%
5	1	Parent involvement in Educational Partner engagement	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
5	2	Academic Achievement Chats	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
5	3	Social-Emotional Development	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
5	4	School Safety	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFL- Baldwin Park | Date Resource Inequity Review was conducted: 2/9/2026

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

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

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	Uneven access to targeted academic supports, particularly in mathematics, where students with disabilities and other high-need subgroups demonstrate significantly lower proficiency and limited access to consistent, skill-aligned intervention. Limited access to structured college and career readiness supports, resulting in a high percentage of students not meeting readiness indicators and limited participation in multiple postsecondary pathways. Inconsistent systems for monitoring credit pacing and academic progress, which contributes to variability in graduation progress for students requiring more intensive support, specifically within 4th & 5th year cohorts. Insufficient capacity for individualized monitoring and coordinated supports, particularly for diverse learners who require consistent case management across academic and engagement domains. Inconsistent implementation of instructional scaffolds and language supports across content areas, impacting literacy development and performance for ELL and LTEL students.

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

2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	Access to high-quality, targeted math instruction and intervention, particularly for students with disabilities and other historically underserved groups. Access to college and career readiness pathways and supports, including academic guidance, pathway completion monitoring, and postsecondary planning. Consistent credit pacing and progress monitoring, with early identification of students at risk of falling behind. Coordinated and sustained supports for diverse learners, ensuring consistency across instruction, intervention, and case management.
3. How does the Charter plan on addressing these inequities?	Strengthening instructional delivery and intervention structures, including targeted math intervention, small-group instruction, evidence-based interventions and alignment of supports to identified skill gaps. Expanding access to college and career readiness supports, including structured guidance, pathway tracking, and opportunities for students to demonstrate readiness through multiple measures. Implementing systematic progress monitoring, including regular review of credit attainment, academic progress, and engagement indicators to inform timely interventions. Enhancing MTSS and case management practices, ensuring that students with the greatest needs receive coordinated and sustained academic and engagement supports. Providing professional learning opportunities focused on serving diverse learners, using data to inform instruction, and implementing targeted interventions with fidelity.
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.	High student mobility and late enrollment, which can disrupt instructional continuity and limit the effectiveness of interventions. External socio-economic challenges, such as housing instability and limited access to community-based services, particularly for Homeless and Foster Youth students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: OFL - Baldwin Park School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

💡 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

EDUCATIONAL PARTNERS Describe who and how educational partners were involved in the comprehensive needs assessment process. ***Note:*** *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*
Educational Partners Engaged in our Comprehensive Needs Assessment: 1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program. 2. Parents and Students- our DELAC and PAC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program. 3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Programs)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED Provide a description of the quantitative and qualitative data sources reviewed by educational partners. ***Note:*** *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*
The charter pulled data from multiple sources to analyze student performance. Data pulled included: ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math) ➔ California Dept. of Education College and Career Data

- ➔ CAASPP data (CAST, ELA, and Math Scaled Scores)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates)
- ➔ ELD, SPED, and FHY academic achievements, needs, and graduation rates
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data in Math and English (Lexile Growth, Student Grade Level Equivalency, Urgent Intervention Data)
- ➔ iLit and Exact Path Data
- ➔ Student and Family Participation Rates in Events Data

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

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

- Graduation rates have improved over time; however, credit pacing and progress toward graduation remain inconsistent for several student groups.
- A significant percentage of students do not meet college and career readiness indicators, with limited access to multiple pathways such as A–G completion, CTE pathways, and dual enrollment.
- SBAC ELA results show growth over time, but proficiency gaps persist, particularly for ELL, LTEL, and SPED students.
- SBAC Math results indicate that a majority of students are not meeting standards, with pronounced gaps for students with disabilities and other high-need subgroups.
- *Diverse learners experience greater variability in engagement, academic progress, and credit attainment.*
- Suspension rates remain very low across all student groups, indicating a positive school climate.

PRIORITIZED NEEDS

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

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

The following areas of focus will be the charters' priorities in the upcoming school year:
Improving student achievement in mathematics, particularly through targeted instruction and intervention.

Increasing college and career readiness, including access to and completion of multiple readiness pathways.

Strengthening credit attainment and graduation pacing, with consistent progress monitoring.

Improving English Language Arts proficiency, particularly for students requiring additional language and literacy supports.

Enhancing coordinated support for diverse learners, including ELL, LTEL, SPED, Homeless, and Foster Youth students.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

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

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

Inconsistent access to targeted academic interventions, particularly in math.
Measurable Outcome: Increase the percentage of students meeting or exceeding math standards and demonstrating skill growth.

Limited access to structured college and career readiness supports.
Measurable Outcome: Increase participation and completion of college and career readiness pathways.

Inconsistent monitoring of credit pacing and academic progress.
Measurable Outcome: Increase the percentage of students meeting monthly credit attainment benchmarks.

Variability in instructional scaffolds and language supports across content areas.
Measurable Outcome: Increase ELA proficiency and literacy growth for students requiring language support.

Insufficient coordination of supports for diverse learners.
Measurable Outcome: Reduce gaps in achievement, engagement, and graduation outcomes for identified student groups.

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

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

Strengths Identified:

- Improved graduation outcomes over time
- Very low suspension rates across student groups
- Evidence of literacy growth across grade levels
- Increased participation in academic and engagement supports

Challenges Identified:

- Persistent math achievement gaps
- Low college and career readiness rates
- Inconsistent credit pacing and engagement for high-need students
- Ongoing disparities for diverse learners across academic indicators

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

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

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional

assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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