

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Opportunities For Learning Public
Charter Schools – Duarte

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Assistant Superintendent

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Students and Community:

The Opportunities For Learning Duarte Charter served approximately 663 students in grades 7-12, in the 2017-2018 school year. Typically, students that come to our program are over-age and under-credit. On average, students who enroll in our school are 16 years old with a credit count averaging out to a 10th grade level. Approximately 21% of the students served by the charter are at least one grade level/semester behind and require credit recovery to get caught up. Many of the students we serve have not been successful in the traditional seat-time classroom based model. Our program allows students to control of their educational success by allowing them to choose a school schedule that works for their lifestyle. The majority of the students that come to us are here for credit deficiency, pregnancy, medical conditions that do not allow them to attend school on a regular basis or victims of bullying. Students that come to Opportunities For Learning to get away from bullying find a sense of safety and connectedness to our program as evidenced in our Comprehensive School Climate Inventory Spring 2017 survey results.

In the 2017-2018 school year, of the Duarte Charter's total student population, 74.66% were unduplicated pupils, with a breakdown of 6.63% English language learners, 1.50% foster youth, and 74.05% free and reduced meal plan qualifying.

In order to fulfil the above described needs of the district, its surrounding community, and students of our school, our program provides the following solutions:

- Resources for students who are struggling with social issues (such as bullying) or the academic demands of a traditional seat-time classroom based model.
- Alternative placement for students who have behavioral challenges (e.g. alternative to long term suspensions, placement for expelled students, or other SARB-related placements).

- Blended learning options for students who are pregnant, parenting, working full-time or have certain medical conditions that make daily attendance difficult.

Educational Philosophy:

Opportunities For Learning Duarte provides educational opportunities for those students most at-risk of reaching adulthood without the knowledge, skills, and attributes required to enjoy productive and fulfilling lives. The Opportunities For Learning, learning centers offer students an opportunity to recover academically and get back on track to receive a high school diploma. Additionally, our learning centers provide an education that increases students' options upon graduation for either post-secondary learning or entering the professional market.

Educational Program:

The paramount goals for Opportunities For Learning Duarte are: (i) to offer a comprehensive learning experience under the Common Core State Standards to students, (ii) to identify students who are not being served in the traditional public school system and provide them educational services; and (iii) to help students become self-motivated, competent, lifelong learners. The program also strives to provide pupils and parents expanded education choices within California's public school system. We believe that students should be involved in the planning and implementation of their own educational program in order to take responsibility for their own lives. Our program is designed so that students work within an educational environment in which they learn best, thereby avoiding boredom and frustration. Through the use of standards-based assignments broken into manageable units, students receive immediate feedback and continuous encouragement that will build success and lead to great self-confidence. In addition, the academic and behavioral standards to which students are held help develop self-discipline and productive work habits.

Mission:

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

LCAP Highlights

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

The Opportunities For Learning Duarte Charter will be working toward closing the achievement gap between student groups in the 2018-19 LCAP year through a number of strategic efforts. Much of our focus in the upcoming year will be geared toward advancing the work and achievements of the 2017-18 school year. Many of our targeted metrics will show growth and improvement over the past two years. For example, we will continue working diligently toward ensuring that students are completing coursework and progressing toward academic milestones such as English learner reclassification, graduation and core course completion. We will also focus our efforts on promoting active engagement in our program through social-emotional development, extra-curricular curriculum including activities and stakeholder involvement offerings. Additionally, our targeted academic growth priority will be core course completion this year, so as to ultimately increase student mastery of material and performance on standardized assessments and advancing toward reclassification and graduation. This will be done by providing students with access to specialized support staff, the development and coaching of our instructional staff, improving our curriculum and instruction offerings, and regularly assessing student's growth and performance. Other actions and services to be provided in working toward achieving these goals and metrics include events for students, school programming, student academic resources, curriculum development, stakeholder engagement events and materials to improve student engagement.

Review of Performance

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

Greatest Progress

The Options for Youth Duarte Charter is most proud of our successes with engaging our parents and stakeholders including our efforts with measuring school climate, we are also very proud of our efforts and success in the achievements of our English learner progress and suspension rate.

This past year, much effort and attention was placed on adequately engaging our stakeholders in the maintenance and development of our LCAP. This was done through online surveys and focus group meetings in the learning centers in both the fall of 2017 and the spring of 2018. This allowed for collaboration amongst all stakeholder groups in order to plan for the focus areas and spending categories in the 2018-2019 school year. These meetings also provided a space for stakeholders to get together and assess our current 2017-18 LCAP goals and strategize on ways to improve our efforts in meetings these goals in the 2018-19 school year. As a charter, we plan to continue this level of engagement in the upcoming school year.

As a charter, we take great pride in our low suspension rates, as evidenced by the CDE data. We have accomplished this exceptionally low rate of suspension through targeted efforts and interventions on a student by student basis. As we've developed and improved our program over the years, we've been sure to include programmatic design and operational details that minimize behavioral issues between students. Our administration also works closely with students and parents to prevent issues and handle them through restorative justice practices. Moving into the upcoming school year, we will work toward maintaining our low suspension rate through interventions, social-emotional student development, and efforts toward improving general school climate.

Since the implementation of LCFF, we have worked hard to build an English Language Development (ELD) support program in our learning centers. We are proud to show the success of that program through the reclassification percentages being reported by the CDE, which reports our current reclassification percentage as 19% as compared to the 16.7% the district is currently reporting. We offer students support in ELD by giving them access to EL Specialists and Coaches. Specialists work closely with their caseload of students to provide additional individualized support in moving toward reclassification. Moving into the upcoming school year, we will continue to increase and improve services being offered to our English learner students through the support of this program.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The Opportunities For Learning Duarte Charter as of the 2017-18 school year was granted Dashboard Alternative School Status, therefore we do not have any state indicators reported on the California State dashboard. We still track our performance on state metrics and work toward closing the achievement gap and giving every student individualized specialized instruction to aid their progression around state indicators. We recognize one of our greatest needs is in the

area of graduation rate. As a school that serves students who are over-age and under-credit, the four-year cohort graduation rate the state set forth can be particularly difficult to succeed on due to the highly mobile nature of the student population we serve. Most students come to our program for credit recovery and often transfer back to their school of origin once caught up in order to graduate with their peers. Others come to our program so far behind in credits that any of our efforts or interventions cannot catch them up to graduate with their cohort, yet we do not turn them away and we continue working with them in order to fully complete their coursework. Both of these scenarios, and others like them, play a disservice to boosting our graduation rates based off the four-year cohort rate. However, to stay true to the nature and intention of our program, we have continued to serve these students. We do still recognize the importance and good work in increasing graduation rates as guided by the state priorities, therefore we have developed a one-year cohort graduation rate as reported in our LCAP. This has and will continue to guide the efforts of our school staff in working with students to quickly master material, complete coursework, and make progress toward graduation, whether that be from our program or from another educational program. In order to accomplish this, we have focused our LCAP goals for the 2018-19 school year on efforts that support credit completion and progression toward graduation (i.e. student progress measures, reclassification efforts, social-emotional development, core course completion and interventions).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The Opportunities For Learning Duarte Charter as of the 2017-2018 school year was granted Dashboard Alternative School Status, therefore we do not have any state indicators reported on the California State dashboard. As a charter, we will continue to monitor student group data and ensure that supports, actions, and services are being provided equitably as outlined in the LCAP.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The Opportunities For Learning Duarte Charter will increase or improve services for our low-income students, English learners, and foster youth most significantly through the maintenance, retention and recruitment of instructional staff, by providing materials to improve student engagement, and by developing and improving our curriculum.

Maintenance, retention, and recruitment of instructional staff

Historically in our program, we have seen that those pupils falling within our student subgroups require more specialized services and attention in order to be successful in our mainstream environment. It is vital that they have access to specialized academic support staff (i.e. tutors, EL Specialists and Coaches, Intervention Specialists, Retention Specialist, etc.) in order to support their individualized needs. Many of these instructional support staff positions devote the majority of their time to working with students in each of the subgroups, as they make up the majority of our overall student population. This is not only the case for support staff, but also for our administration and regular independent study and small group instruction instructional staff. These positions also devote more of their time to working with our student subgroups in order to support their success in the mainstream experience. Historically, when one of our teachers leaves our program, the students they serve show a significant decline in progression and many students end up leaving our program shortly after their teacher. As many of our student subgroups come from a background rooted in trauma, they tend to lack positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. This in turn shows impact through increased credit completion, graduation rates, and reclassification percentages for English learners, Renaissance Star SGPs, improvement on benchmark testing and standardized test scores.

Therefore, it is incredibly important that we recruit and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.

Materials to improve student achievement and engagement

Providing students with basic resources such as healthy snack options that align with our Wellness Program, school spirit wear, and transportation assistance to and from school, we ensure that students are able to be fully present and engaged while in our learning centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations, because they often go without these amenities. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options available that align with our Wellness Program, we not only quickly re-engage them in their learning but also prevent them from leaving the center during work times in order to get food. We will also continue to use this opportunity to teach students about making healthy nutritional choices and how making those choices impact their overall wellbeing. Students who miss their appointment times often cite a lack of transportation as the reason for being unable to attend. In order to work toward reducing absenteeism, as Goal 1 states, we assist students with public transportation. Again, it is often our subgroup students and their families that do not have the means to provide this for themselves. One of our highest priorities is to ensure that all students feel welcomed and connected to our school community. We have seen that students who are actively engaged in our program outperform their peers in a variety of ways. One way in which we promote positive school climate and feelings of belonging within our student population is by providing school spirit wear. Students who fall within one or more of our subgroups would not otherwise be able to purchase these items for themselves and may feel excluded from fully participating in the school experience. By making school spirit wear available to all students, we ensure that those feelings of belonging and connection are accessible to everyone. Students earn spirit wear by attending their appointments, completing their required number of credits per month and by being involved in activities and events in their learning center. Another way they earn spirit wear is by having their parents being active partners in their education experience and being present in stakeholder engagement events held by the charter. Our students work hard to be part of their school community and ever harder to accomplish their monthly credit completion (i.e. Goal 1, metrics A-C), when we reward them with spirit wear it gives our subgroup of students a sense of belonging and self-accomplishment boosting their moral and connection to our program.

Curriculum development

Our curriculum development efforts in the 2018-19 school year will be focused on improving accessibility, understanding, scaffolding of course material and migrating over to a digital platform. This will be done through modifications to curriculum delivery platforms so that coursework can be accessed and completed in person, in workbooks, and digitally. We have received feedback through stakeholder engagement efforts that some of our current curriculum is rather lengthy and confusing for students. This especially impacts our student subgroups, as they tend to struggle the most with independently getting through the course materials due to ability level and language barriers. While maintaining rigor and high academic standards, we will continue to work toward improving coursework so that it is easier to understand and complete with full mastery of skills and material. We will also work to embed informal assessments and targeted practice and intervention into independent study curriculum so as to address individual student needs through the learning process, and in turn work toward closing the achievement gap between student groups. Additionally, we will continue to develop new curriculum offerings so that students have access to a variety of coursework and digital curriculum offerings to fully round-out their educational experience. Although these courses will be available to all students, as our program promotes a mainstreamed education with necessary support services along the way, these course additions, edits, revisions and migrations will be tailored to student subgroup needs. With the migration to a new digital platform students that fall into one or more of our subgroups will benefit the most from these digital offerings as they are designed with their needs in mind. Scaffolding, assessments and animations will make it easier for our subgroup of students to get through our curriculum and with full mastery.

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 8,488,758.00

DESCRIPTION**AMOUNT**

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 1,712,388.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures included above, for the 2018-19 LCAP year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies and technology), other student information system upgrades and data tracking improvements, facilities and maintenance, rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees. Additionally, most of the budgeted expenditures identified in the LCAP that require additional funding outside of that which is budgeted for the year (based on anticipated LCFF revenues) will also be covered by the General Fund.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 8,513,260.00

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8

Local Priorities: Not Applicable

Annual Measureable Outcomes

Expected

Actual

A. For all CBEDS students, student progression will average at least 83% overall.

For all CBEDS students, student progression averaged 84.79% overall.

B. For all CBEDS English learners, student progression will average at least 82% overall.

For all CBEDS English learners, student progression averaged 82.11% overall.

C. For all CBEDS low income students, student progression will average at least 83% overall.

For all CBEDS low income students, student progression averaged 84.02% overall.

D. At least 75% of our foster youth will have an Individualized Learning Plan (ILP) that considers AB 216 qualifications.

100% of our foster youth have an Individualized Learning Plan (ILP) that considers AB 216 qualifications.

E. Of English learners eligible for reclassification, the percentage of students reclassified will be maintained at least at 20%.	Of English Language Learners eligible for reclassification, 33.33% were reclassified.
F. English learners will be offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification.	English learners were offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification.
G. The middle school and high school drop-out rates will be decreased by at least 0.5%, such that the middle school drop-out rate will be no more than 1.28% and the high school drop-out rate will be no more than 1.33%.	The middle school drop-out rate was 0.00% The high school drop-out rate was 0.70%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance, retention, recruitment, and development of instructional staff.	Maintenance, retention, recruitment, and development of instructional staff.	\$550,582.97	\$894,278.28

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Events for students including but not limited to:	Events for students including but not limited to:		
• Back to school night/Open house • Senior events • Awards banquets • Foster youth specific events • Parent/Student LCAP Focus Group Meetings	• Back to school night/Open house • Senior events (Appendix A) • Awards banquets (Appendix A) • Foster youth specific events • Parent/Student LCAP Focus Group Meetings (Appendices B & C)	\$971.62	\$15,105.75

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School programs including but not limited to:	School programs including but not limited to:		
• Sports programs • Experiential learning camps • Field trips	• Sports programs (Appendix H) • Experiential learning camps (Appendices A & H) • Field trips	\$21,861.38	\$140,032.89

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student resources including but not limited to:	Student resources including but not limited to:	\$62,183.49	\$52,195.55

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Online educational programs including those that support EL reclassification - Course textbooks and materials - Technology	- Online educational programs including those that support EL reclassification - Course textbooks and materials - Technology		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Materials to improve student engagement including but not limited to: - Food - School spirit wear - Transportation assistance	Materials to improve student engagement including but not limited to: - Food - School spirit wear - Transportation assistance	\$14,574.26	\$67,374.56

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the maintenance, retention, recruitment, and development of instructional staff was done through a few different avenues. Historically, we have seen that when teachers leave our program, students are negatively affected by the loss of that relationship and tend to have more absences and complete less coursework. We focused on improving staff morale in order to retain the current instructional staff in place. This was done through increased opportunities for communication, input, and development through surveys, organized professional learning communities, additional prep time in the schedule, focus group meetings, center and regional level meetings, and coaching. Additionally, much effort and attention was given to our instructional staff giving them the opportunities and support for earning additional credentials and certificates. In order to address the needs of and provide targeted academic support to our student

subgroups, specialized staffing positions such as EL Specialists, EL Coaches, Instructional Coaches, Intervention Specialists, and tutors were added, made available, and/or developed. As of June 2018 the average retention rate of Instructional staff was 75%.

Through recruitment events, the charter recruited 9 certificated Instructional staff members. These 9 newly hired positions were a combination of the following:

- Single subject credentialed Instructional staff
- Retention Specialist
- Intervention Specialist
- EL Specialist
- EL Coaches
- Instructional coaches
- Tutors

Implementation of events for students was done through a few different avenues. Events for students that were implemented in the 2017-18 school year included back to school nights, open houses, family engagement nights, focus group meetings, awards and celebrations for academic accomplishments (Appendix A), senior nights, and more. Implementing these type of events provided opportunities for parents and students to be in our learning centers and engage with our school community outside of appointment times in support of fulfilling students' needs in reaching their graduation and post-secondary goals. Additionally, these events were utilized as a platform for promoting positive perceptions of the school environment amongst all stakeholders. Bilingual Scholars Banquets (EL reclassification celebrations (Appendix A) were held in the charter to celebrate our English learners as Reclassified Fluent English Proficient (RFEP).

Events for students included but were not limited to:

Parent and Student LCAP focus groups (Appendices B & C) were offered during Back to school night/Open house events on the following dates throughout the charter in the learning centers:

- October 2, 2017
- October 4, 2017
- October 5, 2017
- March 1, 2018
- March 29, 2018
- April 4, 2018

Implementation of school programs offered included experiential learning camps, field trips, sports, and other extra-curricular opportunities to increase student engagement in their school experience. All of these offerings provided either academic coursework or social-emotional development as a well-rounded educational experience supporting the improvement of student outcomes.

School programs offered included but were not limited to:

- Science Center Field Trip
- FIDM Field Trip
- College Tour North Cal.
- Student Leadership Field Trip: Rolling Skating
- Water Treatment Field Trip
- Cimi Field Trip
- WUE Field Trip
- The Broad Field Trip

- WB Studio Tour
- LACC Field Trip

- Community Service Field Trip NOLA
- Grammy Museum Field Trip

Experiential learning camps and trips (Appendices A & H) offered this year were:

- Cuba trip
- Blackbird Farm
- Washington D.C
- Rocky Mountain Pathways Ranch

Implementation of student resources was done through a few different avenues. Historically we seen that our English learners, Foster and low income students have limited access to technology at home which results in a lack of coursework being done outside of our learning centers. Implementation of student resources has allowed us to provide workbooks, textbooks, and all educational materials, including online resources, to not only our subgroup of students but to all students. Appropriate technology was also made available in order for students to access online coursework and for testing. In order to support 21st century learning skill development, google education suite (i.e. email, drive, classrooms, etc.) was introduced to and made available to all students.

Student resources included but not limited to:

- Chromebooks
- Google classroom & suite
- Course materials
- Student activity workbooks
- Textbooks
- Achieve 3000 (EL specific)
- Rosetta stone (EL specific)

The implementation of materials to improve student engagement included transportation assistance, food, and school spirit wear. Public transportation assistance was provided to students in need in order to ensure that they attended their appointments and continued completing coursework in a timely manner. Snacks and food were provided in the learning centers at all times to keep students nourished in order to promote better engagement when in the center and during testing. Additionally, school spirit wear was provided to increase student engagement and connection with their academics and belonging in the school.

Materials to improve student engagement offered included but were not limited to:

- Bus tokens
- Bus passes
- Metro passes
- Snacks
- School swag (i.e. spirit wear)

Other general program improvements were also made in order to impact positive growth in student outcomes. As of the 2016-17 school year, the model of instruction was modified in order to offer more direct instruction opportunities, especially in core subjects and we have continued this into the 2017-18 year. Through these modifications, instructional staff were utilized in a way that capitalized on their strengths in order to serve student academic needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The maintenance, retention, recruitment, and development of instructional staff was principally directed toward low income, English learners and foster youth students and was offered school wide. This action addresses our subgroup of students need for individualized specialized instructional staff and the development of positive trusting relationships with adults. Having a 75% retention rate of our instructional staff has helped to maintain positive relationships between teachers and students. As many of our students come from a background rooted in trauma, they tend to lack positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. Overall, students are also more willing to participate in extra-curricular activities, which in turn improves their engagement and achievement. By increasing opportunities for communication and input, through surveys, the overall morale has been improved amongst our instructional staff. Organized professional learning communities and additional prep time in the schedule has shown to be effective in developing staff that is more confident and proficient in teaching both for independent study and for direct instruction. This has also boosted collaboration between staff and has helped establish better data-driven practice. Specialized professional development coaching offerings, the addition, availability, and/or development of specialized staffing positions such as EL Specialists, EL Coaches, Instructional Coaches, Intervention Specialists, and tutors has shown to positively impact student subgroup performance (i.e. progression). As all subgroups of our students participate in the same curriculum and educational experience as any other student, it is vital that they have access to these support staff members in order to support their individualized needs. For example, the impact of the EL support positions are proven effective by EL reclassification percentages as well as the percentage of students who progressed toward reclassification, as evidenced by internal increases in reclassification percentages and the reported by the CDE. Additionally, these positions have worked closely with our foster students in completing and implementing their Individualized Learning Plans which have also been effective in increasing their sense of connectedness to our school and their academic success in our program.

Events for students were principally directed toward low income, English learners and foster youth students and were offered school wide. Events such as back to school and open house, LCAP focus group meetings, community events (including Foster youth/Homeless community resource supports) and resource and career fairs provided a time in which parents and students were be able to interact with our school administrative and instructional staff outside of appointment times. These events offered an opportunity for parents to discuss their student's academic progress in light of their post-secondary goals. This was also a time in which all stakeholders came together and agree upon interventions, additional support resources, and other individualized student needs in order to ensure success. Many times, these conversations are tailored to identifying and fulfilling the needs of our student subgroups on an individualized basis. These events also provided information and resources specific to student subgroup needs. For example, many of the efforts in these events were geared toward connecting students and families with low income governmental support programs, foster youth services, homeless services, and other general community resources in the area (i.e. public libraries, transportation services, childcare services, etc.). Focus group meetings were held to support our LCAP process and will be utilized to both educate students, parents and staff as well as seek input toward program improvement, especially for our student subgroups. Other events for students such as senior signing nights and awards banquets took place as applicable. These events served as an opportunity for celebration of student successes, which is especially important to our student subgroups. Often facing many hardships and obstacles in their academic journey to graduation, it is especially important for our school community to offer incentives and celebrations along the way. As some of these events are specific to our student subgroups (i.e. EL reclassification ceremonies), others are open and available to all students.

School programs were principally directed toward low income, English learners and foster youth students and were offered school wide. School programs such as experiential learning trips and camps, sports, groups, and field trips are an effective way to boost student morale, connectedness to our program and a way to help our students see the world in ways they might not ever get a chance to as they provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. Students within one or more of the subgroup categories would often not otherwise be able to afford an experiential learning trip away from home. However, the experience and curriculum offered on these experiential learning trips have proven to grow students socially, emotionally, and academically. We have seen students re-engage in our program significantly after returning from these

trips, which impacts their work product and academic performance in highly positive ways. This is especially the case for our student subgroups, as these programs offer them an opportunity to find connection and belonging within our school. Involvement in field trips and other extra-curricular activities provide our subgroup students with an opportunity to connect with peers that can relate to their life experiences. These programs also are effective in being platform for students to have an active voice in our school community and get a chance to participate in trip might ever be able to afford outside our program.

Student resources were principally directed toward low income, English learners and foster youth students and were offered school wide. By providing students with access to academic resources such as textbooks, workbooks, other course materials, technology, and educational software, we ensure that there are no obstacles inhibiting full engagement in coursework. This is especially important for our foster, homeless, and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. In order for students in our subgroups to access intervention support services and resources, they also need access to these materials, thus supporting their overall academic success in the program and beyond. Since our curriculum and coursework expectations are the same for all students, regardless of their ability level or subgroup identification, it is necessary for all students to have access to basic resources in order to complete coursework and assessments. By implementing the use of Google academic suite (i.e. email, drive, classrooms, etc.), we are ensuring that every student can develop 21st century learning and life skills. Much of our curriculum embeds the use of this software into the educational experience, which has proven to increase student familiarity and success with digital platforms for research, communication, collaboration, and state assessments. Our EL support team was able to closely track and monitor students in their reclassification process so as to efficiently utilize time and resources toward promoting language proficiency.

Materials to improve student engagement were principally directed toward low income, English learners and foster youth students and were offered school wide. By providing students with basic resources such as food, school spirit wear and transportation assistance, we ensure that students are able to be fully present and engaged while in our learning centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations, because they often go without these amenities. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options available through our Wellness Program, we not only quickly re-engage them in their learning but it is also effective in preventing them from leaving the center during work times in order to get food. We were also effective in using this opportunity to teach students about making healthy nutritional choices. In order to work toward reducing absenteeism, as Goal 1 states, we assist students with public transportation. Again, it is often our subgroup students and their families that do not have the means to provide this for themselves. One of our highest priorities is to ensure that all students feel welcomed and connected to our school community. We have seen that students who are actively engaged in our program outperform their peers in a variety of ways. One way in which we promote positive school climate and feelings of belonging within our student population is by providing school spirit wear. Students who fall within one or more of our subgroups would not otherwise be able to purchase these items for themselves and may feel excluded from fully participating in the school experience. By making school spirit wear available to all students, we ensure that those feelings of belonging and connection are accessible to everyone. By nature of our student demographic breakdowns, the majority of those that benefit from these offerings fall within at least one of our student subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted amounts for the above actions and services were based on projected LCFF supplemental and concentration revenues for the 2017-2018 school year. Amounts reported above are as of April 2018, and there are two full academic months left in the school year and we anticipate to not only meet our estimated budgeted expenditure, but in order to fully implement these services, additional funds outside of LCFF supplemental and concentration amounts will be needed. Thus, what is reported in actual spending also includes portions of the general fund for the charter.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal. Expected outcomes, metrics, and planned actions and services were unchanged throughout the 2017-2018 LCAP year. Continuous monitoring of internal program and student success data throughout the year allowed for the successful implementation of this goal.

Goal 2

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: Not Applicable

Annual Measureable Outcomes

Expected

A. At least 35% of CBEDS students will participate in extracurricular activities or complete a course designed to develop their social-emotional skills.

B. At least 81% of eligible CBEDS seniors will either earn a diploma with us or will transfer back to another school program on track to graduate.

Actual

43.10% of CBEDS students participated in extra-curricular activities or completed a course designed to develop their social-emotional skills.

As of June 15, 2018, 70.83% of eligible CBEDS seniors earned a diploma with us or transferred back to another school program on track to graduate. There are 2 weeks left in the academic school year for students to earn a diploma or leave our program on track to graduate.

Expected

Actual

C. The charter will hold at least one senior signing event.	The charter held their senior signing event on May 9, 2018.
D. Utilizing the results of the Comprehensive School Climate Inventory administered in spring 2017, we will work towards improving staff, parent, and student perceptions of safety and connectedness in our learning centers. We will continue to engage these stakeholders and monitor progress towards improvement through internal surveys in the 2017-2018 school year.	Internal surveys were administered in the fall and spring to all stakeholders to monitor their sense of safety and connectedness in our learning centers. Surveying windows: • Parent - fall 2017 - September 1, 2017- November 22, 2017 • Student and Staff - fall 2017- October 2, 2017 - October 31, 2017. • Parent - spring 2018- January 29, 2018 - April 6, 2018. • Student and Staff - spring 2018 - February 26, 2018 - March 26, 2018.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance, retention, recruitment, and development of instructional staff.	Maintenance, retention, recruitment, and development of instructional staff.	\$550,582.97	\$894,278.28

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Events for students including but not limited to: • Senior events	Events for students including but not limited to:	\$971.62	\$15,105.75

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Awards banquets - Graduations - School dances - Charter-level social events	- Senior events (Appendix A) - Awards banquets - Graduations - School dances - Charter-level social events		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School programs including but not limited to: - Student groups (i.e. student leadership) - Sports programs - Experiential learning camps - Field trips	School programs including but not limited to: - Student groups (i.e. student leadership) - Sports programs (Appendix H) - Experiential learning camps (Appendices A & H) - Field trips		
		\$21,861.38	\$140,032.89

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student resources including but not limited to: - Online educational programs - Course textbooks and materials - Technology - Data tracking software	Student resources including but not limited to: - Online educational programs - Course textbooks and materials - Technology - Data tracking software		
		\$62,183.49	\$52,195.55

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Materials to improve student engagement including but not limited to:	Materials to improve student engagement including but not limited to:		
- Food - School spirit wear - Transportation assistance	- Food - School spirit wear - Transportation assistance	\$14,574.26	\$67,374.56

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the maintenance, retention, recruitment, and development of instructional staff was done through a few different avenues. Historically, we have seen that when teachers leave our program, students are negatively affected by the loss of that relationship and tend to have more absences and complete less coursework. We focused on improving staff morale in order to retain the current instructional staff in place. This was done through increased opportunities for communication, input, and development through surveys, organized professional learning communities, additional prep time in the schedule, focus group meetings, center and regional level meetings, and coaching. Additionally, much effort and attention was given to increasing and improving professional development opportunities, as well as opportunities and support for earning additional credentials and certificates. In order to address the needs of and provide targeted academic support to our student subgroups, specialized staffing positions such as EL Specialists, EL Coaches, Instructional Coaches, Intervention Specialists, and tutors were added, made available, and/or developed.

Professional Development coaching offered to staff included but were not limited to:

- Science Professional Development coaching part 1
- Classroom Culture Professional Development coaching
- Accelerated Math Professional Development coaching
- Learning Targets Professional Development coaching
- Science Professional Development coaching part 2
- Math Interventions & Resources Professional Development coaching

- ELA Professional Development coaching
- Data Driven Practices Professional Development coaching

Implementation of events and school programs was done through a variety of ways. Events offered included award ceremonies and celebrations for academic accomplishments (Appendix A), senior nights, dances, graduations and charter-level social events. These events offered parents a gateway into becoming a vital partner in their students' academic success. Additionally, these events were utilized as a platform for promoting positive perceptions of the school environment amongst all stakeholders.

Events for students offered included but were not limited to:

- Fall graduation
- Spring graduation
- Prom
- ELL Reclassification Celebration

The Charter held their senior singing event on May 9, 2018 celebrating the accomplishment of 9 signing to a four year university.

Implementation of school programs offered included experiential learning camps, field trips, sports, and student leadership groups which increased student engagement in their school experience. All of these offerings provided either academic coursework or social-emotional development as a well-rounded educational experience supporting the improvement of student outcomes.

School programs offered to students in good academic standing included but were not limited to:

- Engineering design challenge
- San Gabriel Valley Science Fair
- Student leadership (ASB)
- The Cave Group
- Girl Talk Group
- Manhood Group
- Career & Resume Workshop
- Slam Poetry Group
- Social Lounge Group
- Student Council or Student Leadership
- Teen Parent Group or Teen Mom Group
- Wellness/Fitness
- Mindfulness Group
- Dating 101 Group
- Connections Group
- Reality Check #Adulthood Group
- Etiquette 101 Group

Sports were offered to students in good academic standing, which included but were not limited to:

- Volleyball
- Basketball

- Soccer
- Flag Football

- Track and Field

Implementation of student resources was done through several different avenues in order to support with student progression toward graduation and into post-secondary pathways. Historically we have seen that our English learners, Foster and low income students have limited access to technology at home which results in a lack of coursework being done outside of our learning centers. Workbooks, textbooks, and all educational materials, including online resources, were provided to all students. Appropriate technology was also made available in order for students to access online coursework and testing. In order to support 21st century learning skill development, google education suite (i.e. email, drive, classrooms, etc.) was introduced to and made available to all students. In order to improve curriculum offerings, as guided by stakeholder feedback, course additions and revisions were done.

Student resources offered included but were not limited to:

- Chromebooks
- APEX
- Google classroom & suite
- Course materials
- Student activity workbooks
- Textbooks
- Student information system maintenance and upgrades
- Tableau® (Appendix A)

The implementation of materials to improve student engagement included assistance with transportation, food, and school spirit wear. Historically, low income and foster students struggle with getting to their scheduled appointment times therefore decreasing progression percentages and attendance. Public transportation assistance was provided to students in need in order to ensure that they attended their appointments and continued completing coursework in a timely manner. Snacks and food were provided in the learning centers at all times to keep students nourished in order to promote better engagement when in the center and during testing. Additionally, school spirit wear was provided to increase student engagement and connection with their academics and belonging in the school.

Materials to improve student engagement offered included but were not limited to:

- Bus tokens
- Metro Passes
- Bus passes
- Snacks
- School Swag (i.e. spirit wear)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Implementation of the maintenance, retention, recruitment, and development of instructional staff was proven to be effective in a number of ways. Retaining our teachers has helped to maintain positive relationships between teachers and students. As many of our students come from a background rooted in trauma,

they tend to lack positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. Overall, students are also more willing to participate in extra-curricular activities, which in turn improves their engagement and achievement. By increasing opportunities for communication and input, through surveys, the overall morale has been improved amongst our instructional staff. Organized professional learning communities and additional prep time in the schedule has shown to be effective in developing staff that is more confident and proficient in teaching both for independent study and for direct instruction. This has also boosted collaboration between staff and has helped establish better data-driven practice. The opportunity to earn additional credentials and certificates have been effective in boosting moral and making our staff feel they are being invested in by the Charter. This is especially evident in our EL department as it shows that we are dedicated to improve student progression and outcomes, while encouraging our EL staff to be dual credentialed in English and ELD.

The addition, availability, and/or development of specialized staffing positions such as EL Specialists, EL Coaches, Instructional Coaches, Intervention Specialists, and tutors has shown to positively impact student subgroup social-emotional participation (i.e. groups & extra-curricular activities). As all subgroups of our students participate in the same curriculum and educational experience as any other student, it is vital that they have access to these support staff in order to support their individualized needs. For example, the impact of the EL support positions are proven effective by EL reclassification percentages as well as the percentage of students who progressed toward reclassification, as evidenced by internal increases in reclassification percentages and as reported by the CDE. Additionally, these positions have worked closely with our foster students in completing and implementing their Individualized Learning Plans which have also been effective in increasing their engagement and success in our program. A 6 day Coaching Academy was offered to our coaches to help equip them with the tools and knowledge to lead our Professional Development coaching events and equip our staff with the skills to support our students' academic success.

The implementation of events for students was utilized as a platform in maintaining a positive school climate and building relationships between staff, students and parents giving them a sense of connectedness to our program. This action was principally directed toward low income, English learners and foster students and was offered school wide. Events for students such as senior signing nights, awards banquets, and charter-level events took place as applicable. These events served as an opportunity for celebration of student successes, which is especially important to our student subgroups. Often facing many hardships and obstacles in their academic journey to graduation, it is especially important for our school community to offer incentives and celebrations along the way. As some of these events are specific to our student subgroups (i.e. EL reclassification ceremonies), others are open and available to all students. Celebrating our students' success is something we at Opportunities For Learning Duarte hold dear to our hearts as most of the students that come to us are not your typical honor roll student. Typically our subgroup of students that come to us are not accustomed to being recognized for their academic success, historically they are accustomed to failing or not accomplishing much of anything academically, but by developing their social-emotional skills and helping them to become well-rounded students many of them achieve academic success thus boosting their morale and eagerness to pursue their post-secondary pathways. These events were effective in maintaining a positive school climate and developing our students socially and emotionally.

School programs were principally directed toward low income, English learners and foster students and were offered school wide. School programs such as extra-curricular activities offer social-emotional development through teambuilding activities, personal reflection time, life skills, programming, and other academically guided assignments and coursework. These programs also offer our subgroup of students the opportunities to explore post-secondary interests and become familiar with the college experience, as many of the students that fall into one or more of our subgroups will often be first generation college students in their families and do not have an idea of what is to be expected from them or their what their post-secondary options are. Our sports programs not only give students the traditional high school experience, but they also allow for opportunities to develop key character traits such as teamwork, collaboration, communication, and sportsmanship. Similarly, involvement in student leadership groups, field trips, and other extra-curricular activities provide our subgroup students with an opportunity to connect with peers that can relate to their life experiences. These programs also are effective in being a platform for students to have an active voice in our school community. Involvement in these programs has been effective in both increasing a student's length of stay in our program as well as the amount of work product completed, thus supporting progress toward graduation as evidenced by our one-year cohort graduation percentage (Goal 2: Metric B).

Student resources were principally directed toward low income, English learners and foster students and were offered school wide. The Implementation of student resources was proven to be effective through a number of ways. New additions in curriculum provided more courses for students to take, so as to bolster

their educational experience with courses that challenge them and support their post-secondary plans. Revisions to curriculum allowed for better ease of completion without compromising rigor or the integrity of the content. This directly supported student progression percentages and overall success as evidenced by other metrics in the LCAP such as Renaissance Star SGP (Goal 3, Metrics I & J). By providing all educational materials, including technology, we were able to ensure that all students had access to their coursework, including online materials and testing. This is especially important for our foster and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. By implementing the use of Google academic suite (i.e. email, drive, classrooms, etc.), we are ensuring that every student can develop 21st century learning and life skills. Much of our curriculum embeds the use of this software into the educational experience, which has proven to increase student familiarity and success with digital platforms for research, communication, collaboration, and state assessments. Our EL support team was able to closely track and monitor students in their reclassification process so as to efficiently utilize time and resources toward promoting language proficiency. Throughout the year we need to make upgrades to our Student information management system to ensure accurate reporting.

Materials to improve student engagement were principally directed toward low income, English learners and foster students and were offered school wide. By providing assistance with transportation, food, and school spirit wear, student engagement was positively impacted. In order for students to be fully present and participating in the offerings of our program, their basic needs must be met. By providing these things, students were more likely to focus on their schoolwork and show up to appointment times. For our student subgroups, providing school spirit wear was effective in making students feel more comfortable and accepted amongst their peers, which in turn helps nurture positive feelings of belonging and connectedness to their school. Although this is a more qualitative improvement, it is one that has shown great impact upon student success measures such as progression, reclassification, social-emotional development, school climate, and academic performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted amounts for the above actions and services were based on projected LCFF supplemental and concentration revenues for the 2017-2018 school year. Amounts reported above are as of April 2018, and there are two full academic months left in the school year and we anticipate to not only meet our estimated budgeted expenditure, but in order to fully implement these services, additional funds outside of LCFF supplemental and concentration amounts will be needed. Thus, what is reported in actual spending also includes portions of the general fund for the charter.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal. All expected outcomes, metrics, and planned actions and services were unchanged throughout the 2017-2018 LCAP year. Continuous monitoring of internal program and student success data throughout the year allowed for the successful implementation of this goal. We do recognize we have not fully accomplished meeting all expected outcomes (i.e. Goal 2, Metric B: Grad rate). We monitored this goal very closely throughout the year and worked hard to meet this goal, although despite all efforts, interventions and actions we fell short by 10.17% (5 CBED seniors). We have a plan to implement a strategy and that all staff will be more aware of our CBED students and will monitor our CBED subgroup of seniors on a weekly basis for the 2018-19 school year. We hope that this increased manpower and focus on CBED subgroup of senior's monthly progression will ensure we not only meet this goal, but surpass our expected outcome for the 2018-19 school year.

Goal 3

Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in math and English.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities: Not Applicable

Annual Measureable Outcomes

Expected	Actual
A. The average distance of student scores from Level 3 on the 2018 ELA and math SBAC will be at the “Maintained” level of change or higher.	Scores have not been released by the state as of June 2018. Once scores are released updates will be made available, we anticipated this will be in Fall 2018. We anticipate that 2017 scores, which are not yet available, will show a “maintained” level of students meeting or exceeding standards. The 2017 scores were: • 2016 English: Standard Met or Exceeded: 38% • 2017 English: Standard Met or Exceeded: 34.88% • English level of change from 2016-2017: -3.12% • 2016 Math: Standard Met or Exceeded: 7% • 2017 Math: Standard Met or Exceeded: 5.81% • Math level of change from 2016-2017: -1.19%
B. Access to individualized, rigorous curriculum will be increased by adding or revising at least one math course and two English courses in the course catalog.	Access to individualized, rigorous curriculum was increased by adding and/or revising the following math and English courses in the course catalog (Appendix E) Math courses added or revised: • Integrated Math I (Creation) • Integrated Math II (Creation)

Expected	Actual
	- Geometry A (DC) CP (Creation) English Courses added or revised: - English 8 (Revision) - English 10 (Revision) - English 11 (Revision)
C. Teachers will be equipped to provide individualized, standards-aligned instruction through access to content-specific Instructional Coaches.	Teachers were equipped to provide individualized, standards-aligned instruction through access to content-specific Instructional Coaches
D. Students will be offered additional specialized support and instruction to aid in their progression and completion of math and English curriculum. A metric will be developed to measure credit completion in all Core courses and provide baseline data	Students were offered additional specialized support and instruction to aid in their progression and completion of math and English curriculum. A metric was developed to measure credit completion in all core courses baseline data was established: - Students completed on average 4.73 Math credits in the school year. - Students completed on average 5.71 English credits in the school year. - Students completed on average 5.56 Science credits in the school year. - Students completed on average 5.98 Social Studies credits in the school year.
E. At least 50% of students who take at least two Renaissance Star assessments in math and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.	51.20% of students who took at least two Renaissance STAR assessments in math and have a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.

Expected	Actual
F. At least 50% of students who take at least two Renaissance Star assessments in English and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.	62.17% of students who took at least two Renaissance STAR assessments in English and have a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance, retention, recruitment, and development of instructional staff.	Maintenance, retention, recruitment, and development of instructional staff.	\$550,582.97	\$894,278.28

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Events for students including but not limited to: - Back to school night/Open house - Family engagement nights - Community events with partners	Events for students including but not limited to: - Back to school night/Open house - Family engagement nights - Community events with partners	\$971.62	\$15,105.75

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student resources including but not limited to: - Online educational programs - Course textbooks and materials - Technology - Data tracking software	Student resources including but not limited to: - Online educational programs - Course textbooks and materials - Technology - Data tracking software		
		\$62,183.49	\$52,195.55

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Curriculum development	Curriculum development	\$29,148.51	\$48,283.79

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the maintenance, retention, recruitment, and development of instructional staff addresses our students' need for individualized specialized instructional staff and the development of positive trusting relationships with adults. Historically, we have seen that when teachers leave our program, students are negatively affected by the loss of that relationship and tend to have more absences and complete less coursework. We focused on improving staff morale in order to retain the current instructional staff in place. This was done through increased opportunities for communication, input, and development through surveys, organized professional learning communities, additional prep time in the schedule, focus group meetings, center and regional level meetings, and coaching. Additionally, much effort and attention was given to increasing and improving professional development coaching opportunities. This included specialized offerings such as EL Professional Development coaching for our EL team, as well as opportunities and support for earning additional credentials and certificates. In order to address the needs of and provide targeted academic support to our student subgroups, specialized staffing positions such as EL Specialists, EL Coaches,

Instructional Coaches, Intervention Specialists, and tutors were added, made available, developed and/or recruited. Recruitment offerings made it possible to hire 6 new instructional staff members.

Recruitment events held but were not limited to the following locations:

- Cal State Dominguez Hills
- Cal State Channel Islands
- CARS Convention (SPED Fair) 2 day event
- Cal Poly Pomona
- Cal State Bakersfield Teacher Career Fair
- Pepperdine University K-12 Job Fair
- Cal State Fullerton Teacher Job Fair
- CA Association of African American Superintendents and Administration
- Cal State Dominguez Hills Education Career Expo
- National University Education Career Fair (Riverside and Los Angeles)
- UCR Education Career Fair
- CSUN Education Career Fair
- Cal State Long Beach Educators Job Fair
- Annual LEAD Conference
- Sacramento State Educators Recruitment Expo
- UCLA Job Fair
- Cal State LA
- CA Charter Schools Association- LA Region Charter School Fair

Implementation of events for students included back to school nights, open houses, family engagement nights and community events and more. Implementing these type of events provided opportunities for parents and students to be in our learning centers and engage with our school community outside of appointment times in support of fulfilling students' needs in reaching their graduation and post-secondary goals. Additionally, these events were utilized as a platform for promoting positive perceptions of the school environment amongst all stakeholders and building relationships with partners in our community.

Community events with partners offered included but were not limited to:

- Red Cross Blood Drive
- Ronald McDonald House Community Service
- Community Service Trip
- Toys for Tots

The implementation of student resources was done through a number of efforts. Workbooks, textbooks, and all educational materials, including online resources, were provided to all students. Appropriate technology was also made available in order for students to access online coursework and testing. In order to support 21st century learning skill development, google education suite (i.e. email, drive, classrooms, etc.) was introduced to and made available to all students.

Student resources offered included but were not limited to:

- Chromebooks
- Google classroom & suite
- Course materials

- Student activity workbooks
- Textbooks

- Student information system maintenance and upgrades (Tableau® (Appendix A)

Implementation of curriculum and student academic resources was done through a number of efforts. In order to improve curriculum offerings, as guided by stakeholder feedback, course additions and revisions were done. Workbooks, textbooks, and all educational materials, including online resources, were provided to all students. Appropriate technology was also made available in order for students to access online coursework and testing. In order to support 21st century learning skill development, google education suite (i.e. email, drive, classrooms, etc.) was introduced to and made available to all students.

Access to individualized, rigorous curriculum was increased by adding and/or revising the following math courses in the course catalog:

Math courses added or revised: Integrated Math I (creation), Integrated Math II (creation) and Geometry A (DC) CP (creation)

English Courses added or revised: English 8 (revision), English 10 (revision) and English 11 (revision)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The maintenance, retention, recruitment, and development of instructional staff was toward principally directed low income, English learners and foster students and was offered school wide. Implementation of the maintenance, retention, recruitment, and development of instructional staff was proven to be effective in a number of ways. Retaining our teachers has helped to maintain positive relationships between teachers and students. As many of our students come from a background rooted in trauma, they tend to lack positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. Overall, students are also more willing to participate in extra-curricular activities, which in turn improves their engagement and achievement. By increasing opportunities for communication and input, through surveys, the overall morale has been improved amongst our instructional staff. Organized professional learning communities and additional prep time in the schedule has shown to be effective in developing staff that is more confident and proficient in teaching both for independent study and for direct instruction. This has also boosted collaboration between staff and has helped establish better data-driven practice. Specialized professional development coaching offerings for our EL team included but were not limited to coaching on Bilingual communication tools and techniques, data dives into RenStar scores, CELDT vs. ELPAC, ELD standards, and SBAC prep. EL enrollment refresher training's were held by our Professional Development Coaches to ensure staff was trained on the correct procedures regarding how to identify EL students upon enrollments and where to request records and how to upload them into our systems. This process is imperative to ensuring that students are assigned an EL designated appointment as soon as possible and identified with the correct language status.

The addition, availability, and/or development of specialized staffing positions such as EL Specialists, EL Coaches, Instructional Coaches, Intervention Specialists, and tutors has shown to positively impact student subgroup performance (i.e. progression). As all subgroups of our students participate in the same curriculum and educational experience as any other student, it is vital that they have access to these support staff in order to support their individualized needs. For example, the impact of the EL support positions are proven effective by EL reclassification percentages as well as the percentage of students who progressed toward reclassification, as evidenced by internal increases in reclassification percentages and reported by the CDE. Additionally, these positions have worked closely with our foster students in completing and implementing their Individualized Learning Plans which have also been effective in increasing their engagement and success in our program. Recruitment of new positions (i.e. Retention Specialist/Intervention Specialist) was particularly important for us this year as these positions step in to help our at risk students who tend to fall into one or more of our three subgroups of students. These positions are crucial to our at risk students overall success in our program and in bridging the gap between parental involvement and student success. They step in when the students are not performing at

their expected level of progression and take steps to ensure the student get back on track and come up with an intervention/retention plan that is focused on getting the student back on track with parental involvement and understanding in mind.

Events for students were principally directed low income, English learners and foster students and offered school wide. Community events were effective in providing information and resources specific to student subgroup needs. For example, many of the efforts in these events were geared toward connecting students and families with low income governmental support programs, foster youth services, homeless services, and other general community resources in the area (i.e. public libraries, transportation services, childcare services, etc.). Events such as open house, focus group meetings, community partnership events, and resource and career fairs provided a time in which parents and students were be able to interact with our school administrative and instructional staff outside of appointment times. These events offered an opportunity for parents to discuss their student's academic progress in light of their post-secondary goals. This was also a time in which all stakeholders came together and agree upon interventions, additional support resources, and other individualized student needs in order to ensure success. Many times, these conversations are tailored to identifying and fulfilling the needs of our student subgroups on an individualized basis and with their intervention/retention plan in mind. Building relationship within our community is important to us and offers a time to share with the community all the hard work our students put into their education and their post-secondary plans. These community events give us the opportunity to share all the great aspects our program has to offer and gives us the opportunity to not only tell our schools story and mission, but the stories of our students and their academic successes.

Student resources were principally directed low income, English learners and foster students and offered school wide. By providing all educational materials, including technology, we were able to ensure that all students had access to their coursework, including online materials and testing. This is especially important for our foster and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. By implementing the use of Google academic suite (i.e. email, drive, classrooms, etc.), we are ensuring that every student can develop 21st century learning and life skills. Much of our curriculum embeds the use of this software into the educational experience, which has proven to increase student familiarity and success with digital platforms for research, communication, collaboration, and state assessments. Improvements to our data tracking and analysis capabilities were effective in supporting data-informed practice in improving student outcomes. With the availability of Tableau® (Appendix A), staff was able to run regular reports toward tracking goal and metric progress. These reports were made available by student subgroup so that instructional staff could tailor their efforts and interventions toward specific student needs. For example, our EL support team was able to closely track and monitor students in their reclassification process so as to efficiently utilize time and resources toward promoting language proficiency.

This service was principally directed low income, English learners and foster students and offered school wide. Community events were effective in providing information and resources specific to student subgroup needs. Implementation of curriculum and student academic resources was proven to be effective through a number of measures. New additions in curriculum provided more courses for students to take, so as to bolster their educational experience with courses that challenge them and support their post-secondary plans. Revisions to curriculum allowed for better ease of completion without compromising rigor or the integrity of the content. This directly supported student progression percentages and overall success as evidenced by other metrics in the LCAP such as Renaissance Star SGP (Goal 3, Metrics I & J). By providing all educational materials, including technology (Chromebooks) and a Wi-Fi hotspot map in their community, we were able to ensure that all students had access to their coursework, including online materials and testing. This is especially important for our foster and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. By implementing the use of Google academic suite (i.e. email, drive, classrooms, etc.), we are ensuring that every student can develop 21st century learning and life skills. Much of our curriculum embeds the use of this software into the educational experience, which has proven to increase student familiarity and success with digital platforms for research, communication, collaboration, and state assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted amounts for the above actions and services were based on projected LCFF supplemental and concentration revenues for the 2017-2018 school year. Amounts reported above are as of April 2018, and there are two full academic months left in the school year and we anticipate to not only meet our estimated budgeted expenditure, but in order to fully implement these services, additional funds outside of LCFF supplemental and concentration amounts will be needed. Thus, what is reported in actual spending also includes portions of the general fund for the charter.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal. All expected outcomes, metrics, and planned actions and services were unchanged throughout the 2017-18 LCAP year. Continuous monitoring of internal program and student success data throughout the year allowed for the successful implementation of this goal. For Metric A of this goal, all related actions and services for working with our students toward improvement in Smarter Balanced Assessment performance were maintained as anticipated. However, that which is reported above in the Actual Measureable Outcomes section is contingent on scores that have not yet been released for the 2018 administration of the exams. We received scores from the 2017 administration of the exams in the fall of this school year and used those to target our efforts for improvements in 2018 testing. In order to accurately assess the efforts of this LCAP year toward reaching our “maintained” level of change or higher in students meeting or exceeding standards over 2017 SBAC scores, we must await the score release in fall 2018.

Stakeholder Engagement

LCAP Year: **2017-18**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parent and student LCAP focus group meetings (Appendices B & C) were held within the charter in both the fall and in the spring. These meetings were organized in order to provide parents and students with more information about LCAP and out school-wide goals. Attendees were invited to provide additional specific feedback to the meeting provided in the meeting verbally as well as through an online survey. Meetings were available in both English and Spanish. Parent and student LCAP focus group meetings were held for the charter on the following dates:

- October 2, 2017 at the Pasadena learning center
- October 4, 2017 at the City of Industry learning center
- October 5, 2017 at the Duarte learning center

- March 1, 2018 at the City of Industry learning center
- March 29, 2018 at the Pasadena learning center

- April 4, 2018 at the Duarte learning center

Parent surveys were administered in English and Spanish online in both the fall and in the spring. Surveys were administered at the conclusion of each focus group meeting with provided computers, and links were sent home for those that could not attend meetings. Parents were invited to provide feedback around bettering our programs and supports for students, particularly focusing on their sense of safety and connectedness to our school, as well as general LCAP goal and metric development through questions surrounding the 8 state priority areas. Follow-up summary infographics (Appendix D) detailing feedback topics alongside our school-wide response actions and services were made available in the learning centers and online at the conclusion of survey analyses. This was done to encourage future participation and ensure that feedback was being received, discussed, and responded to. Parent surveys were administered in the charter during the following windows:

- Fall surveys were open from September 1, 2017- November 22, 2017
- Spring surveys were open from January 29, 2018 - April 6, 2018

Student surveys were administered through our online assessment system in both the fall and in the spring. Surveys were administered during student appointment and testing times with provided computers. Students were invited to provide feedback around bettering our programs and supports, particularly focusing on their sense of safety and connectedness to our school, as well as general LCAP goal and metric development through questions surrounding the 8 state priority areas. Follow-up summary infographics (Appendix D) detailing feedback topics alongside our school-wide response actions and services were made available in the learning centers and online at the conclusion of survey analyses. This was done to encourage future participation and ensure that feedback was being received, discussed, and responded to. Student surveys were administered in the charter during the following windows:

- Fall surveys were open from October 2, 2017 - October 31, 2017.
- Spring surveys were open from October 2, 2017 – October 31, 2017

The Staff LCAP focus group was created with a representative mixture of staff throughout the Opportunities For Learning network. This team was tasked with the responsibility of meeting twice throughout the school year in order to serve as a liaison for LCAP purposes on the learning center level. At each meeting, progress in our LCAP process and toward our goals was reviewed and discussed. Student subgroup presentations and break-out groups occurred in order to ensure that the needs of each group of students were being analyzed, discussed, and attended to. Staff LCAP focus group meetings were held on the following dates:

- October 9, 2017
- February 9, 2018

Staff LCAP surveys were administered online in both the fall and in the spring. Surveys sought input through a variety of questions (including Likert scale ratings, rankings, and free response questions) regarding our LCAP goals along with areas for overall improvement and needed resources throughout the charter. The spring survey focused heavily on seeking input from all staff around the 8 state priorities and specific areas of need for our students, particularly within student subgroups, as we move into the next school year. Responses were carefully reviewed, analyzed, and discussed at length by all of leadership in order to inform the progression of our 2017-18 plans and goals as well as aid in the development of our 2018 -19 plans and goals. Staff LCAP surveys were administered in the charter during the following windows:

- Fall surveys were open from October 2, 2017 - October 31, 2017.
- Spring surveys were open from February 26, 2018 - March 26, 2018.

Corporate-level, School Leadership & center-level LCAP update meetings were held to promote inter-departmental collaboration in monitoring and working toward LCAP goals as well as developing goals and metrics for the 2018-19 school year. Meetings touched on a variety of topics related to LCAP goal implementation, most effectively creating a space for communication between support departments and implementation teams. Goal metrics and progress toward budget spending were reviewed at each meeting. Strategies for maintaining steady progress were discussed, identified, and implemented as a result of these meetings. Corporate-level, School Leadership & center-level LCAP update meetings were held on the following dates:

- July 24, 2017 (Pasadena learning center staff in-service)

- September 14, 2017 (School Leadership)

- October 20, 2017 (virtual)
- December 18, 2017 (virtual)
- January 11, 2018 (virtual)
- January 18, 2018 (School Leadership)
- February 5, 2018
- February 6, 2018 (virtual)
- April 5, 2018
- April 6, 2018 (City of industry learning center staff in-service)
- April 12, 2018 (School Leadership)
- April 25, 2018
- June 7, 2018

The Board of Directors was updated on progress toward goal metrics, received information about the proposed changes, and gave feedback to school leadership prior to voting on the adoption of the LCAP. The board voted to adopt the 2018 -2019 LCAP at the regularly scheduled meeting on June 25, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Through the various stakeholder consultation processes described above, the development of the 2017-2018 Annual Update and the goals, actions, services, and expenditures for the 2018-2019 LCAP year were impacted.

Annual Update

The Annual Update was mostly impacted by stakeholder engagement efforts in the fall of 2017. Parent and student surveys and focus group meetings from the fall window provided insight into an assessment of parent engagement and change in LCAP knowledge and understanding. This allowed for course-correction

mid-way through the school year so that the charter could improve parent engagement efforts and communicate LCAP-related information in a more clear and accessible format. Parent and student input from surveys also impacted general organizational knowledge and response to parent and student satisfaction with the program, including questions requesting ratings on the school's success in addressing the state priority areas, most specifically regarding school climate.

The fall 2017 staff survey and focus group meetings also impacted development of the Annual Update. Similar to parents and students, the survey provided insight into an assessment of staff understanding of LCAP and its related school-wide goals, actions, and services. Again, this allowed for an improvement of communication mid-way through the school year so as to ensure that all staff were fully engaged in the process. Overall, staff engagement efforts throughout the school year aimed to aid in the improvement of organizational communication to help improve staff retention, engagement, and performance, as indicated in 2017-2018 LCAP goals and related services.

Corporate-level, School Leadership & center-level LCAP meetings throughout the year supported efforts in monitoring metrics and altering actions and services as necessary in order to achieve annual goals as reported in the Annual Update.

Goals

2018-2019 LCAP goal development was heavily guided by the input of stakeholders in our spring 2018 engagement efforts. Parent, student, and staff involvement supported the need to add all core courses as a focus area for Goal 3. Through the spring 2018 survey, students expressed great interest in continuing efforts toward supporting and promoting credit completion, most specifically in relation to core course credits. Staff input from surveys and focus group meetings also supported the need to continue many of the efforts of our 2017-2018 goals and metrics, including the selection of targeted improvement metrics and the addition of core courses not just English and math as a focus area for Goal 3. Parent, student, and staff participation in the spring 2018 internal LCAP survey's provided feedback to support efforts toward improvement in school climate measures of perceived school safety and connectedness. Finally, school & corporate leadership meetings toward the end of the 2017-2018 school year supported efforts in assessing baseline data and developing goals and metrics to support improved student outcomes in the 2018-2019 year.

Actions, Services, & Expenditures

2018-2019 LCAP action, service, and expenditure selection was heavily guided by the input of stakeholders in our spring 2018 engagement efforts. All stakeholder groups provided input to support the improvement and addition of the digital curriculum platform as well as the continued support and resources targeted toward core course coursework support, as outlined in Goal 3. Students expressed the continued and increased need for transportation assistance, which is evident in planned "materials to improve student engagement" expenditures. Staff input in the spring 2018 survey most notably contributed to plans for improvement in the staff experience in order to adequately serve our student population and improve both instructional staff and student retention, as evidenced by the "maintenance, retention, recruitment, and development of instructional staff" expenditures. Staff identified the following areas as priority focus points for improving overall student experience in the upcoming school year: providing supports to improve attendance and engagement in school and increasing course offerings and support in core courses. Staff also identified the following areas as priority focus points for better supporting our student subgroups in the upcoming school year: the addition and maintenance of specialized staff, professional development coaching for instructional staff, increasing social-emotional development offerings, and modifying and/or scaffolding curriculum for specialized needs. All of these focus points are now incorporated into the actions, services, and expenditures for the 2018-2019 LCAP year. Finally, school & corporate leadership meetings toward the end of the 2017-2018 school year supported efforts in assessing implementation effectiveness of actions and services as well as plans to continue and enhance services in order to support improved student outcomes in the 2018-2019 year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified goal

Goal 1

Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 8
Local Priorities: Not Applicable

Identified Need:

As our school serves an over-age, under-credit student population, it is important that we focus on reducing absenteeism in an effort to help students recover credits. By offering additional time and resources (including access to consistent teaching staff), we are able to increase student progression toward graduation. As student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit and hire the best instructional staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Student Progression – All students	For all CBEDS students in 2016-2017, student	For all CBEDS students in 2017-18, student progression averaged 84.79% overall.	For all CBEDS students, student progression will	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	progression averaged 86.17% overall.		average at least 83.5% overall.	
B. Student Progression – EL students	For all CBEDS English learners in 2016-2017, student progression averaged 85.01% overall.	For all CBEDS English learners in 2017-18, student progression averaged 82.11% overall.	For all CBEDS English learners, student progression will average at least 82.5% overall.	Not Applicable
C. Student Progression – Low income students	For all CBEDS low income students in 2016-2017, student progression averaged 85.42% overall.	For all CBEDS low income students in 2017-18% student progression averaged 84.02% overall.	For all CBEDS low income students, student progression will average at least 83.5% overall.	Not Applicable
D. Foster student ILPs	In 2016-2017, 100% of our foster youth had an Individualized Learning Plan (ILP) that considers AB 216 qualifications.	In 2017-18, 100% of our foster youth had an Individualized Learning Plan (ILP) that considers AB 216 qualifications	At least 80% of our foster youth will have an Individualized Learning Plan (ILP) that considers AB 216 qualifications.	Not Applicable
E. EL Reclassification	In 2016-2017, of English learners eligible for reclassification, 22.22% were reclassified.	In 2017-18, of English learners eligible for reclassification, 33.33% were reclassified.	The charter aims to maintain current reclassification percentages at or above 20% during the implementation of the English Language Proficiency Assessments for California (ELPAC) in the 2018-2019 academic year. A baseline will be established for reclassification	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			percentages of English learners that have taken the ELPAC	
F. EL Support	In 2016-2017, English learners were offered additional specialized instruction to move toward reclassification.	English learners were offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification.	English learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.	Not Applicable
G. Drop-out rates	In 2016-2017, the middle school drop-out rate was 1.78% and the high school drop-out rate was 1.83%.	In 2017-18, the middle school drop-out rate was 0.00% and the high school drop-out rate was more 0.70%. We will be modifying our calculation of drop-rates for the 2018-19 school year to better reflect our leave code process.	The middle school drop-out rate will be maintained so as not to exceed 2%. The high school drop-out rate will be decreased by at least 0.5%, such that the high school drop-out rate be no more than 2.77%. We have modified our calculation of drop-rates for the 2018-19 school year to better reflect our leave code process.	Not Applicable

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Maintenance, retention, recruitment, and development of instructional staff.

2018-19 Actions/Services

Maintenance, retention and recruitment of instructional staff.

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$550,582.97	\$6,42,145.50	Not Applicable
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 70000 & 50000	General Ledger Accounts: 50000 Accounts In Charter Schools accounting software	Not Applicable

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Materials to improve student engagement including but not limited to:

- Food
- School spirit wear
- Transportation assistance

2018-19 Actions/Services

Materials to improve student achievement and engagement:

- Healthy food options that align with our Wellness Program
- School spirit wear
- Transportation assistance

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,574.26	\$21,4004.85	Not Applicable
Source	LCFF Supplemental	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 60000, 60100, 60600, & 60700	General Ledger Accounts: SC063, SC064	Not Applicable

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Maintenance, retention, recruitment, and development of instructional staff.

2018-19 Actions/Services

Professional Development coaching including but not limited to:

- Professional development coaching of our Instructional staff to ensure they provide individualized, standards-aligned instruction.
- Professional development coaching for newly hired staff.

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$550,582.97	\$4,280.97	Not Applicable

Year	2017-18	2018-19	2019-20
Source	LCFF Supplemental & Concentration	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 70000 & 50000	General Ledger Accounts: SC129	Not Applicable

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Student resources including but not limited to:

- Online educational programs including those that support EL reclassification
- Course textbooks and materials
- Student Activity Workbooks

2018-19 Actions/Services

Student academic resources including but not limited to:

- Online educational programs including those that support EL reclassification
- Course textbooks and materials
- Student Activity Workbooks

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,183.49	\$98,462.31	Not Applicable
Source	LCFF Supplemental	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 60000, 60600 & 60700	General Ledger Accounts: 60400 Accounts In Charter Schools accounting software	Not Applicable

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8
Local Priorities: Not Applicable

Identified Need:

As our school serves over-age, under-credit student populations who have often had negative school experiences in the past, it is important for us to pair our rigorous courses with social-emotional guidance and development. By developing well-rounded citizens, our students graduate from high school prepared to positively contribute to society.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Social-emotional development	In 2016-2017, 28.41% of CBEDS students participated in an extra-curricular activity or completed a course designed to develop their social-emotional skills.	In 2017-18, 43.10% of CBEDS students participated in an extracurricular activity or completed a course designed to develop their social-emotional skills.	At least 38% of CBEDS students will participate in extracurricular activities or complete a course designed to develop their social-emotional skills.	Not Applicable
B. Graduation rate	In 2016-2017, 93.02% of eligible CBEDS seniors earned a diploma with us or transferred back to another school program on track to graduate.	As of June 15, 2018, 70.83% of eligible CBEDS seniors earned a diploma with us or transferred back to another school program on track to graduate. There were 2 weeks left in the academic school year for students to earn a diploma or leave our program on track to graduate.	At least 81.5% of eligible CBEDS seniors will either earn a diploma with us or will transfer back to another school program on track to graduate.	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C. Senior signing event	In 2016-2017, the charter held 1 senior signing event.	The charter held one senior signing event.	The charter will hold at least one senior signing event.	Not Applicable
D. Comprehensive School Climate Inventory	In the Spring 2017 administration of the Comprehensive School Climate Inventory, 86.84% of students, 100% of staff, and 25.44% of parents participated. Efforts moving forward will focus on increasing engagement in the dialog of improving school climate as well as in participating in survey efforts (both formal & informal).	In 2017-18, the charter administered internal surveys to all stakeholders in both the fall of 2017 and Spring of 2018 to assess parent, student and staff's perceptions of school connectedness and safety.	The Comprehensive School Climate Inventory will be administered in Spring 2019, we will work towards improving staff, parent, and student perceptions of safety and connectedness in our learning centers. We will increase our staff, parent, and student perceptions of safety and connectedness by at least 0.5% from the 2017 CSCI survey results.	Not Applicable
E. Parental involvement	Not Applicable	The charter held more than 2 family engagement nights.	The charter will hold at least 2 family engagement nights	Not Applicable
F. Stakeholder engagement	Not Applicable	Staff participated in 2 LCAP focus group meetings.	The Charter will hold at least 2 Staff LCAP focus group meetings.	Not Applicable

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Events for students including but not limited to:

- Senior events (Appendix A)
- Awards banquets
- Graduations
- School dances
- Charter-level social events

2018-19 Actions/Services

Events for students including but not limited to:

- Senior events
- Awards banquets
- Graduations
- School dances
- Charter-level & center-level social events

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$971.62	\$42,809.70	Not Applicable
Source	LCFF Supplemental	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 60000, 60600 & 60700	General Ledger Accounts: SC280, SC281, SC282	Not Applicable

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

School programs including but not limited to:

- Student groups (i.e. student leadership)
- Sports programs (Appendix H)
- Experiential learning camps (Appendices A & H)
- Field trips

2018-19 Actions/Services

School programs including but not limited to:

- Student groups (i.e. student leadership)
- Sports programs
- Experiential learning camps
- Field trips

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,861.38	\$64,214.55	Not Applicable
Source	LCFF Supplemental	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 60000, 60100, 60600, & 60700	General Ledger Accounts: SC276, SC277, SC278, SC253, SC254	Not Applicable

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Events for students including but not limited to:

- Back to school night/Open house
- Senior events
- Awards banquets
- Foster youth specific events
- Parent/Student LCAP Focus Group Meetings

2018-19 Actions/Services

Stakeholder engagement including but not limited to:

- Community events
- Stakeholder engagement nights including all LCAP focus group meetings
- Back to school night/Open house
- Comprehensive School Climate Inventory survey (CSCI)

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$971.62	\$21,404.85	Not Applicable
Source	LCFF Supplemental	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 60000, 60600 & 60700	General Ledger Accounts: SC070	Not Applicable

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities: Not Applicable

Identified Need:

After reviewing student course completion data, internal benchmark assessment scores, and stakeholder input, it was identified that there is a need to focus on instruction and student support in all core courses in an effort to increase student achievement. With the transition to Common Core, students have been struggling with content and increased rigor delivered through independent study curriculum and have expressed the need for an increase in academic supports. Additionally, as student/teacher relationships are vital to student success in our program, it is incredibly important that we recruit and hire the best instructional

staff, provide them with the training and support necessary to continue to improve, and ensure a positive school climate to assist in the retention of our instructional team.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. SBAC	Data for this metric was reported as "N/A" for both ELA and math levels of change on the State Dashboard.	The average distance of student scores from Level 3 on the 2018 ELA and math SBAC will be at the "Maintained" level of change or higher.	The charter will maintain its level of change or higher on Level 3 on the 2019 ELA and math SBAC scores.	Not Applicable
B. Core Course coursework	In 2016-2017, 11 math courses were either added or revised in the course catalog.	In 2017-18, access to individualized, rigorous curriculum was increased by adding and/or revising the following math and English courses in the course catalog: Math courses added: Integrated Math I (Creation) Integrated Math II (Creation) Geometry A (DC) CP (Creation) English Courses revised: English 8 (Revision) English 10 (Revision) English 11 (Revision)	Access to individualized, rigorous curriculum will be increased by adding or revising at least 3 core courses in the course catalog.	Not Applicable
C. Teacher coaching & development	In 2016-2017, teachers were equipped to provide individualized instruction through access to content-	In 2017-18, teachers were equipped to provide individualized instruction	Teachers will be equipped to provide individualized, standards-aligned instruction through access to	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	specific Instructional Coaches.	through access to content-specific Instructional Coaches.	Professional Development Coaches.	
D. Core Course credit completion	Not Applicable	In 2017-18, students were offered additional specialized support and instruction to aid in their progression and completion of math and English curriculum.	Students will be offered additional specialized support and instruction to aid in their progression and completion of core course curriculum.	Not Applicable
E. Core Course credit completion	Not Applicable	In 2017-18, students on average completed 4.73 Math credits during the school year.	Students will complete on average at least 4.73 Math credits during the school year.	Not Applicable
F. Core Course credit completion	Not Applicable	In 2017-18, students on average 5.71 English credits during the school year.	Students will complete on average at least 5.71 English credits during the school year.	Not Applicable
G. Core Course credit completion	Not Applicable	In 2017-18, students on average completed 5.56 Science credits during the school year.	Students will complete on average at least 5.56 Science credits during the school year.	Not Applicable
H. Core Course credit completion	Not Applicable	In 2017-18, students on average completed 5.98	Students will complete on average at least 5.98 Social	Not Applicable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Social Studies credits during the school year.	Studies credits during the school year.	
I. Math Renaissance Star – Student Growth Percentile (SGP – Appendix A)	In 2016-2017, 48.43% of students who took at least two Renaissance Star assessments in math and had a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.	In 2017-8, 51.20% of students who took at least two Renaissance Star assessments in math and had a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.	At least 51% of students who take at least two Renaissance STAR assessments in math and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.	Not Applicable
J. Math Renaissance Star – Student Growth Percentile (SGP – Appendix A)	In 2016-2017, 50.69% of students who took at least two Renaissance Star assessments in English and had a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.	In 2017-18, 57.46% of students who took at least two Renaissance Star assessments in English and had a Student Growth Percentile (SGP) reported earned a SGP of 40 or higher.	At least 52% of students who take at least two Renaissance STAR assessments in English and have a Student Growth Percentile (SGP) reported will earn a SGP of 40 or higher.	Not Applicable
K. Renaissance Star- English Language Learner Lexile ranges	Not Applicable	Not Applicable	A baseline will be established for English Language Learners Lexile range advancements in literacy and language	Not Applicable

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Maintenance, retention, recruitment, and development of instructional staff.

Select from New, Modified, or Unchanged for 2018-19

Instructional program maintenance and development including but not limited to:

- Program design and implementation
- Retention, recruitment and maintenance of our instructional program including staff

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$550,582.97	\$642,145.50	Not Applicable
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	Not Applicable
Budget Reference	General Ledger Accounts: 70000 & 50000	General Ledger Accounts: SC050	Not Applicable

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2017-18 Actions/Services

Student resources including but not limited to:

- Online educational programs
- Course textbooks and materials
- Technology
- Data tracking software

2018-19 Actions/Services

Educational technology resources including but not limited to:

- Software
- Online educational programs
- Technology
- Chromebooks
- Data tracking software

2019-20 Actions/Services

Not Applicable

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,183.49	\$98,462.31	Not Applicable
Source	LCFF Supplemental	LCFF Concentration	Not Applicable

Year	2017-18	2018-19	2019-20
Budget Reference	General Ledger Accounts: 60000, 60600 & 60700	General Ledger Accounts: SC018, SC037, SC051, SC052, SC053	Not Applicable

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Not Applicable

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Not Applicable

2019-20 Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Curriculum development	Curriculum maintenance and development including but not limited to:	Not Applicable
	- Salaries - Contracts - Curriculum development and maintenance - Learning management system - Digital Platform migration and maintenance	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,148.51	\$77,057.46	Not Applicable
Source	LCFF Concentration	LCFF Concentration	Not Applicable
Budget Reference	General Ledger Account 50000	General Ledger Account: SC050	Not Applicable

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,712,388.00

26.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In 2018-19, LCFF concentration and supplemental funds will be proportionally allocated LEA-wide in the Opportunities For Learning Duarte Charter in order to increase and improve services for our low income pupils, foster youth, and English learner populations by 26.04%as compared to services provided for all students. In the 2017-18 school year the charter served an unduplicated pupil percentage of 74.66%. Below is a description of how services will be principally directed to and effective in meeting the charter's goals for unduplicated pupils in the state priority areas.

Maintenance, retention and recruitment of instructional staff & Instructional program maintenance and development

By nature and design of our program, all students participate and complete the same curriculum and educational offerings. Historically, we have seen that those pupils falling within our student subgroups require more specialized services and attention in order to be successful in this mainstream environment. It is vital that they have access to specialized academic support staff (i.e. tutors, EL Specialists and Coaches, Intervention Specialists, Student Advisors, etc.) in order to support their individualized needs. Many of these instructional support staff positions devote the majority of their time to working with students in each of the subgroups, as they make up the majority of our overall student population. This is not only the case for support staff, but also for our administration and regular independent study and small group instruction instructional staff. These positions also devote more of their time to working with our student subgroups in order to support their success in the mainstream experience. Historically, when one of our teachers leaves our program, the students they serve show a significant decline in progression and many students end up leaving our program shortly after their teacher. As many of our student subgroups come from a background rooted in trauma, they tend to lack positive trusting relationships with adults. When we are able to retain teachers that students have built a trusting and positive relationship with, they stay with our program longer and complete coursework at a more efficient pace. This in turn shows impact through increased credit completion, graduation rates, and reclassification percentages for English learners, Renaissance Star SGPs, and standardized test scores. Therefore, it is incredibly important that we recruit and hire the best instructional staff, provide them with the coaching and support necessary to continue to evolve, and ensure a positive school climate to assist in the retention of our instructional team. In order to continue supporting the majority of our student population, those which fall into one of our student subgroups, it is important that we maintain the staffing and structure of our program as one that supports a general mainstream educational experience in an individualized way. Maintaining the integrity and intent of our program is of the highest priorities to us, therefore we need to ensure we are adequately staffed, our facilities are in good repair and functional to meet the needs of our students. To establish a well-rounded instructional program we need to develop our program as our students' needs change and our staff student loads change, therefore it is crucial we are giving every student the best academic program possible by maintaining and developing our program as needed. We want to make certain there are no obstacles in the way of our students and staff achieving their academic goals. As the majority of these instructional positions' time and development are tailored to supporting our student subgroups, we are inherently allocating resources proportionally in accordance with the 26.04%requirement as compared to services provided for all students.

Professional Development coaching

To establish a well-rounded educational environment we provide access to professional development coaches to ensure our staff is equipped with the skills necessary to provide individualized, standards-aligned instruction to our students. Professional development coaching offerings will be crucial in our students' academic success therefore offerings will be made available to all instructional staff. Through these offerings our instructional staff will gain the tools and

knowledge to prepare our students and aid their success in our program, on standardized benchmark testing, as well as mastering their completion of core courses. When our instructional staff is coached and given the tools and knowledge to improve their teaching skills in order to provide individualized, standards-aligned instruction, students have a higher likelihood of achieving their monthly academic requirements (i.e. progression). Our PD coaches are dedicated to continuous improvement of our program and training our newly hired staff and much of their time is dedicated to prioritizing, coordinating and monitoring our instructional staff's student outcomes monthly. Coaching increases educator effectiveness which results in students' success. In order to continue supporting the majority of our student population, those which fall into one of our student subgroups, it is important that we maintain and/or develop the PD coaches as our program is one that supports a general mainstream educational experience in an individualized way. As the majority of these PD coaching positions' time and development are tailored to supporting our instructional staff who tend to have a heavy load of students in one or more subgroups, we are inherently allocating resources proportionally in accordance with the 26.04% requirement as compared to services provided for all students.

Events for student success

Events for students such as senior signing nights, awards banquets, and EL reclassification celebrations (Appendix A) will take place as applicable. These events serve as an opportunity for celebration of student successes, which is especially important to our student subgroups. Often facing many hardships and obstacles in their academic journey to graduation, it is especially important for our school community to offer incentives and celebrations along the way. As some of these events are specific to our student subgroups (i.e. EL reclassification ceremonies), others are open and available to all students. In order to align with the inclusive nature of our program, it is important that these offerings be available to all students, however it is our student subgroups that make up the majority of those that participate in these events. As this is the case, resources will be allocated proportionally to our student subgroups in accordance with the 26.04% requirement as compared to services provided to all students.

School programs

School programs such as experiential learning trips and camps, sports, groups, and field trips provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations. Students within one or more of the subgroup categories would often not otherwise be able to afford an experiential learning trip away from home. However, the experience and curriculum offered on these experiential learning trips have proven to grow students socially, emotionally, and academically. We have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. This is especially the case for our student subgroups, as these programs offer them an opportunity to find connection and belonging within our school. Our sports programs not only give students the traditional high school experience, but they also allow for opportunities to develop key character traits such as teamwork, collaboration, communication, and sportsmanship. Similarly, involvement in student leadership groups, field trips, and other extra-curricular activities provide our subgroup students with an opportunity to connect with peers that can relate to their life experiences. These programs also offer a platform for students to have an active voice in our school community. By nature of our student demographic breakdowns, the majority of those that participate in these school programs fall within at least one of our student subgroups. Thus, resources for these programs will be allocated proportionally to our student subgroups in accordance with the 26.04% requirement as compared to services provided to all students.

Student academic resources & Educational technology resources

By providing students with access to academic resources such as textbooks, workbooks, other course materials, technology, and educational software, we ensure that there are no obstacles inhibiting full engagement in coursework. This is especially important for our foster, homeless, and low income student subgroups, as many of them do not have access to such technologies and resources outside of the learning center. In order for students in our subgroups to access intervention support services and resources, they also need access to these materials, thus supporting their overall academic success in the program and beyond. Since our curriculum and coursework expectations are the same for all students, regardless of their ability level or subgroup identification, it is necessary for all students to have access to basic resources in order to complete coursework and assessments. We will continue to work toward identifying and providing for individual student resource needs in an effort to supply materials as necessary so as to ensure that our subgroups of students can actively engage in their

coursework and work toward closing the achievement gap. By nature of our student demographic breakdowns, the majority of those that participate in our program and benefit from receiving these resources fall within at least one of our student subgroups. Thus, student resources will be allocated proportionately to our student subgroups in accordance with the 26.04% requirement as compared to services provided to all students.

Materials to improve student achievement and engagement

By providing students with basic resources such as healthy snacks that align with our Wellness Program, school spirit wear, and transportation assistance to and from school, we ensure that students are able to be fully present and engaged while in our learning centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations, because they often go without these amenities. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options available that align with our Wellness Program, we not only quickly re-engage them in their learning but also prevent them from leaving the center during work times in order to get food. We will also continue to use this opportunity to teach students about making healthy nutritional choices and how making those choices impact their overall wellbeing. Students who miss their appointment times often cite a lack of transportation as the reason for being unable to attend. In order to work toward reducing absenteeism, as Goal 1 states, we assist students with public transportation. Again, it is often our subgroup students and their families that do not have the means to provide this for themselves. One of our highest priorities is to ensure that all students feel welcomed and connected to our school community. We have seen that students who are actively engaged in our program outperform their peers in a variety of ways. One way in which we promote positive school climate and feelings of belonging within our student population is by providing school spirit wear. Students who fall within one or more of our subgroups would not otherwise be able to purchase these items for themselves and may feel excluded from fully participating in the school experience. By making school spirit wear available to all students, we ensure that those feelings of belonging and connection are accessible to everyone. By nature of our student demographic breakdowns, the majority of those that benefit from these offerings fall within at least one of our student subgroups. Thus, resources will be allocated proportionally to our student subgroups in accordance with the 26.04% requirement as compared to services provided to all students.

Curriculum development and maintenance

Our curriculum development efforts in the coming school year will be focused on improving accessibility, understanding, scaffolding of course material and migrating over to a digital platform. This will be done through modifications to curriculum delivery platforms so that coursework can be accessed and completed in person, in workbooks, and digitally. We have received feedback through stakeholder engagement efforts that some of our current curriculum is rather lengthy and confusing for students. This especially impacts our student subgroups, as they tend to struggle the most with independently getting through the course materials due to ability level and language barriers. While maintaining rigor and high academic standards, we will continue to work toward improving coursework so that it is easier to understand and complete with full mastery of skills and material. We will also work to embed informal assessments and targeted practice and intervention into independent study curriculum so as to address individual student needs through the learning process, and in turn work toward closing the achievement gap between student groups. Additionally, we will continue to develop new curriculum offerings so that students have access to a variety of coursework and digital curriculum offerings to fully round-out their educational experience. Although these courses will be available to all students, as our program promotes a mainstreamed education with necessary support services along the way, these course additions, edits, revisions and migrations will be tailored to student subgroup needs. With the migration to a new digital platform students that fall into one or more of our subgroups will benefit the most from these digital offerings as they are designed with their needs in mind. Scaffolding, assessments and animations will make it easier for our subgroup of students to get through our curriculum and with full mastery. As the majority of our student population fall within one or more of our student subgroups, the majority of funds allocated to these efforts will be done so proportionately to our student subgroups in accordance with the 26.04% requirement as compared to services provided to all students.

Stakeholder engagement

Through stakeholder feedback in the 2017-18 school year it was clear that stakeholder engagement was a high priority amongst parents, students and staff. Stakeholder engagement events such as open house, focus group meetings, community partnership events, and resource and career fairs will provide a time in which parents and students will be able to interact with our school administrative and instructional staff outside of appointment times. Stakeholder engagement

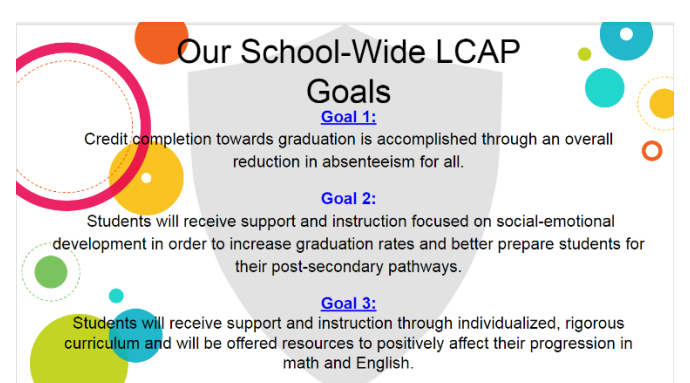
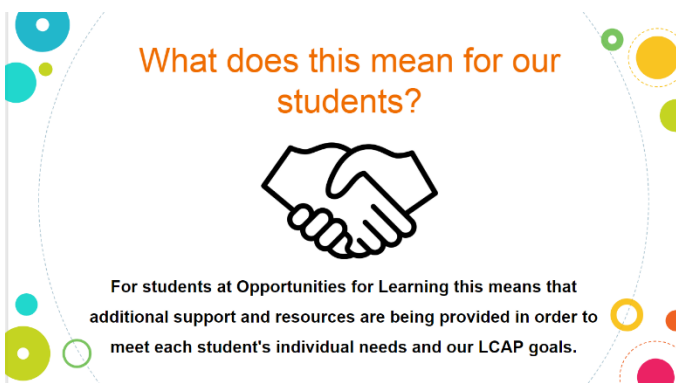
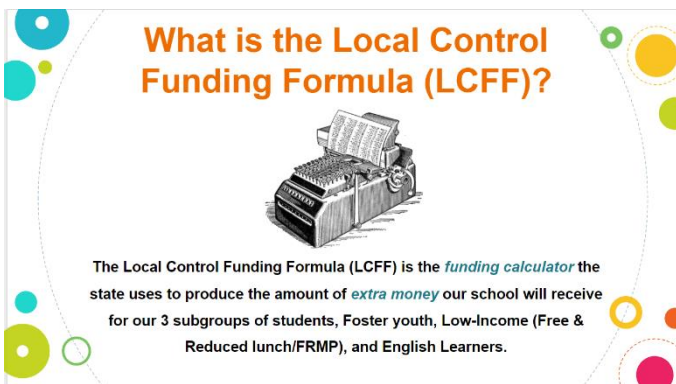
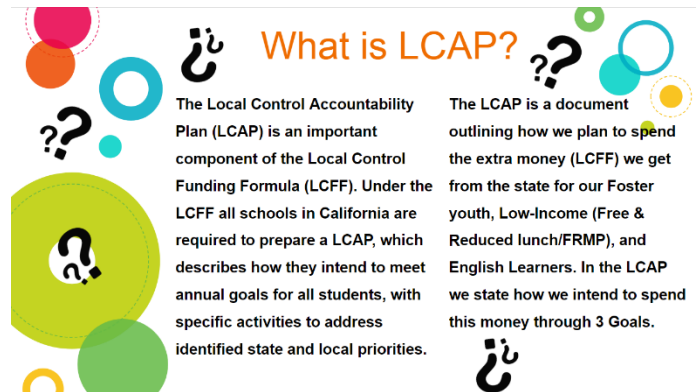
events will offer an opportunity for parents to discuss their student's academic progress in light of their post-secondary goals. This will also be a time in which all stakeholders can come together and agree upon interventions, additional support resources, and other individualized student needs in order to ensure success. Many times, these conversations are tailored to identifying and fulfilling the needs of our student subgroups on an individualized basis. These events will also provide information and resources specific to student subgroup needs. For example, many of the efforts in these events will be geared toward connecting students and families with low income governmental support programs, foster youth services, homeless services, and other general community resources in the area (i.e. public libraries, transportation services, childcare services, etc.). Focus group meetings will be held to support our LCAP process and will be utilized to both educate students and parents as well as seek input toward program improvement, especially for our student subgroups. These events will still be open to all students, as there are aspects of them that would benefit any type of student in our program, but the majority of programming within these events will be tailored to the needs of our student subgroups. These events make it possible for parents to be an active partner in their students' academic success and post-secondary pathways, and to build a foundation of trust and respect between their student and our instructional staff. Therefore, by nature of these offerings being mostly in support of student subgroup needs, this spending does allocate resources proportionally to our student subgroups in accordance with the 26.04% requirement as compared to services provided for all students.

Appendix A: Definitions of Terms & Metrics

Term/Metric	Definition
CBEDS (Appendix A)	California Basic Educational Data System – a system for collecting data about students and schools in California that captures information once per year on the first Wednesday in October. As our student population is often fluctuating, we have found that this snapshot of students closely captures our most unchanging student group for the school year.
Comprehensive School Climate Inventory (CSCI)	Developed and administered by the National School Climate Center, the CSCI is a nationally-recognized and empirically validated school climate survey that provides an in-depth profile of a school community's particular strengths and needs. The CSCI measures shared perceptions of the school community and reveals how the populations whose perceptions were measured (students, school personnel, and parents) feel about the school environment. This is done through the measurement of 13 dimensions of school climate clustered into the following categories: safety, teaching and learning, interpersonal relationships, institutional environment, social media, and leadership.
Drop-out rate	Middle school and high school drop-out rates as reported are calculated to determine the percentage of the student population that leaves our program and does not enroll in another school program, or essentially drops out of school completely. This calculation identifies the percentage of all students that have a dropout leave code as their last leave code of the school year.
EL Reclassification Celebration	The EL Reclassification Celebration is an event hosted to recognize and celebrate students who have been designated as Reclassified Fluent English Proficient. Celebrated with parents, other students, and staff, each student is recognized for their hard work and accomplishments in achieving English fluency.
Experiential learning camps	Experiential learning opportunities are offered to all students free of charge. These include but are not limited to trips to Cuba, Italy, China, and Rocky Mountain Pathways Ranch in Colorado, Blackbird Farm in Northern California, CTE camps, and various college tours across the country. Trips include social-emotional curriculum and elective credit opportunities through various activities, reflections, discussions, and projects.
Individualized Learning Plan (ILP)	The ILP is documentation of a student coaching conversation that outlines the student's high school and post-secondary goals and needs in order to make regular progress toward those goals. Additionally, it aids in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen post-secondary pathway. Please see Appendix G for further detail.
Senior Signing event	Senior Signing night is an event hosted to recognize and celebrate students who have been accepted to and are attending college after graduation. Celebrated with parents, other students, and staff, each student proudly announces and accepts their college for fall enrollment.
Student Growth Percentile (SGP)	SGP is a measurement of student growth through the use of Renaissance Learning's STAR benchmark assessment system. SGP compares a student's growth between two assessments to that of his or her academic peers (students at a similar achievement level as well as the same grade level) nationwide. This score provides a fair representation of how well a student is growing with consideration of expected growth rates for that student's grade and ability level compared to millions of students nationwide.
Student Progression	Student Progression is a measure of independent study student progress in both work product and attendance. It is represented as a percentage of students making satisfactory progress in unit completion on a monthly basis.
Tableau®	Tableau® is a data visualization platform that organizes data into interpretable and usable graphs, charts, and reports.

Appendix B: Parent & Student Focus Group Presentation

The presentation below was used at spring 2018 parent and student focus group meetings. Meetings were held to continue to provide parents and students with detailed information about LCFF, LCAP, and our school-wide goals as well as seek input and feedback in our progress and development moving into the 2018-2019 LCAP year.



1

Credit Completion

What are we doing to get there?

- Focusing on getting our current students into the Learning Center and completing all work in a timely manner.
- Offering extra one-on-one support to our English Language Learners to become fluent in English.

2

Social-Emotional Development

What are we doing to get there?

- Offering additional events, groups, sports, trips, and courses to all students. They are designed to develop social-emotional skills.
- Holding Senior signing events and graduations to celebrate the success of your students.
- Surveys to measure school safety were administered in Fall 2017 and Spring 2018.

3

English & Math Support

What are we doing to get there?

- Tech in Testing is being offered to students. In this class students will learn about the technology they will use in the SBAC exam, cover some of the main content skills necessary and take a shortened practice exam. This will help students prepare and achieve higher SBAC test scores.

Additional Resources

Our additional LCFF monies will go toward funding:

- Maintenance, retention, recruitment, and development of our instructional staff
- Student events
- Student programs (*sports, experiential learning camps, field trips, etc.*)
- Materials to improve student engagement (*food, school spirit wear, etc.*)
- Curriculum development

We want to hear from Y-O-U!

- What do you like most about Opportunities for Learning?
- What suggestions do you have for us to help us improve our program?
- Why did you (or your child) come to OFL?
- What keeps you (or your child) here?
- Would you recommend OFL to a friend/relative/co-worker/etc.? Why or why not?

Appendix C: Parent & Student Informational Handout

The handout below was distributed to parents. The intention of this handout was to provide detailed information about LCFF, LCAP, and our school-wide goals as well as to invite parents to provide input and feedback in our progress and development moving into the 2018-2019 LCAP year through our online survey.

Local Control & Accountability Plan (LCAP)

What is LCAP?

LCAP is a document outlining how we plan to spend the extra money (LCFF) we get from the state for our Foster youth, Low-Income (Free & Reduced lunch/FRMP), and English Learners. In the LCAP we state how we intend to spend this money through 3 Goals.

What is LCFF?

The Local Control Funding Formula (LCFF) is the funding calculator the state uses to produce the amount of extra money our school will receive for our 3 subgroups of students, Foster youth, Low-Income (Free & Reduced lunch/FRMP), and English Learners.

OFL 2017-2018 LCAP Goals

Goal 1: Credit Completion

Credit completion towards graduation is accomplished through an overall reduction in truancy for all students.

Goal 2: Social-Emotional Development

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their plans after high school.

Goal 3: English & Math

Students will receive English and math support and instruction through individualized, rigorous, curriculum and will be offered resources to positively affect their course progression.

Additional Resources

Our additional LCFF monies will go toward funding:

- Maintenance, retention, recruitment, and development of our instruction staff
- Student events (back to school nights, senior signing events, awards banquets, etc.)
- Student programs (sports, experiential learning camps, field trips, etc.)
- Materials to improve student engagement (food, school spirit wear, etc.)
- Curriculum development

We want to hear from you!

Please be sure to sign in before you leave. We greatly value your feedback. Please take time out to complete our survey before you go. No time? That's okay, you can take the survey at home!

<https://www.surveymonkey.com/r/OFL18>

Appendix D: Fall 2017 Parent & Student Survey Feedback Infographic

This infographic was sent out to parents and students as well as posted to our website as a response to parent and student feedback through fall 2017 focus groups and surveys. It outlined the main themes of feedback and provided our area of focus for the school year. This loop of communication was vital in the maintenance of our 2017-2018 LCAP goals as well as in the development of our 2018-2019 goals.

Local Control & Accountability Plan (LCAP) Fall 2017 Parent & Student Survey Results Opportunities For Learning Duarte

Focus Groups were held at the school centers between the months of September and November of 2017. These meetings were presented in order to provide parents and students with more information about LCAP and our school-wide goals for the 2017-2018 school year. Additionally, parents and students were invited to provide feedback and engage in discussion around improving our programs and supports for students.

3 Meetings were held throughout the charter with
98 parents, students, and family members in attendance.

An **online survey** was administered at the conclusion of each Focus Group Meeting as well as distributed to parents in a variety of ways throughout the Focus Group period. Through these surveys parents were again invited to provide feedback around improving our programs and supports for students, particularly focusing on school climate and connectedness to OFL Duarte. Students were surveyed through the **online assessment** platform during their scheduled appointment times.

Parent Survey Results

64 parents/guardians participated in the survey

95%

of parents/guardians are satisfied or completely satisfied with their experience at OFL Duarte.

98%

of parents/guardians feel they are somewhat likely or very likely to refer a friend or family member to OFL Duarte.

86%

of parents agree or strongly agree that their student is safe at OFL Duarte.

100%

of parents/guardians feel their student is somewhat likely or very likely to stay enrolled at OFL Duarte for the next 12 months or until graduation.

80%

of parents agree or strongly agree that OFL Duarte has enough programs that develop students' social emotional skills.

Parents feel...

They are welcome at OFL Duarte
OFL Duarte takes measures to ensure the safety of students
Staff cares about their students
OFL Duarte encourages them to be an active partner in educating them self.

Student Survey Results

164 students participated in the survey

86%

of students strongly agree or somewhat agree OFL Duarte's facilities are in good repair.

77%

of students strongly agree or somewhat agree OFL Duarte encourages parents to be involved in the school and in their child's education.

90%

of students strongly agree or somewhat agree OFL Duarte ensures that students have access to instructional materials, including technology.

86%

of students are satisfied or completely satisfied with their experience at OFL Duarte.

93%

of students strongly agree or somewhat agree OFL Duarte provides support that is specific to students individual needs.

90%

of students strongly agree or somewhat agree they feel safe and connected to OFL Duarte.

Area of improvement!

OFL Duarte will work towards improving parent and student perceptions of safety and connectedness in our learning centers. We will continue to engage our parents and students, and monitor progress towards improvement through internal surveys in the 2017-2018 school year.

Appendix E: New/Revised Math and English Courses

In 2017-2018 a number of new and/or revised math and English courses were added to the course catalog. Below is a sampling of new course descriptions.

Integrated Math IA

In this course, Integrated Math 1, students will investigate topics from Algebra and Geometry. The first semester will focus on Algebra 1. The second semester will begin with Statistics and Probability and move on to topics found in Geometry. This course will help students develop a basic understanding of linear functions and geometric transformations.

The first semester will have a primary focus on linear functions, equations and inequalities. Students will learn the various forms of linear equations (standard form, slope-intercept form and point-slope form) and represent these functions through different means: equation, table, graph, and real life situation. Students will make connections between these representations and decide which approach is best when encountering various types of problems.

Integrated Math 1B

In this course, Integrated Math 1, students will investigate topics from Algebra and Geometry. The first semester will focus on Algebra 1. The second semester will begin with Statistics and Probability and move on to topics found in Geometry. This course will help students develop a basic understanding of linear functions and geometric transformations.

The second semester will begin with connecting linear functions to linear models, with the use of “lines of best-fit” and “regression lines” when analyzing data that have a linear correlation. Students will learn the basics of probability and how to apply probability to real-life situations. The course will then move on to geometry topics. The focus will be on transformations of figures, congruence through rigid motions, and properties of triangles. Students will construct proofs using what they learn from rigid motions and use coordinates to prove geometric theorems algebraically.

Geometry A (DC) CP

The goal of this course to extend students prior learning from middle school geometry to more formal Geometric proofs that use rigid motions and their precise definitions, the study to figures on the Euclidean Plane with a focus on transformation, and the connection of algebraic function to geometry. While engaging in this content, students will apply the eight Mathematical Practices to enhance their analytical reasoning skills.

English 8A/B

This course exposes students to fictional stories and non-fiction texts, both print and digital. This course enhances students’ ability to comprehend, develop, and analyze the content of the reading assignments. It exposes students to authors’ intent and literature concepts. Each lesson develops and increases students’ fluency and vocabulary. Grammar skills are introduced and practiced regularly, helping students implement the new skills into their own writing. A fictional novel accompanies this course that stimulates imagination and creativity. In each unit, students have many opportunities to incorporate what they have learned into their writing. This course addresses Common Core State Standards of English/Language Arts: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language.

English 10A

Students will be expected to use reading and thinking skills as they analyze and apply literary concepts to grasp the authors’ purpose and the central idea of the texts. Guided instruction and modeling will cause students to develop their own voice and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is narrative non-fiction of a historical event that will be incorporated as additional reading material for the course to allow the students to broaden their perspectives and help them make personal connections with real – world issues.

English 10B

Students will differentiate between fiction and informational texts and identify author's techniques such as rhetorical devices and text structure. Guided instruction and modeling will cause students to identify an author's perspective and point of view. In each unit, the students participate in writing workshops that blend grammar and writing concepts to help understand the writing process. The novel for this course is a drama with relatable characters and plot that will be incorporated as additional reading material for the course to allow the students to analyze an author's techniques. An additional nonfiction text was chosen for this course to compare and contrast fiction and nonfiction.

English 11A

Students taking English 11A CP will be engaged in a rigorous American Literature course, aligned to Common Core standards that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills.

English 11B

Students taking English 11B CP will be engaged in a rigorous American Literature course, aligned to Common Core standards that is designed to create college- and career-ready thinkers and writers. Students will analyze and evaluate a wide variety of fiction and nonfiction selections in their textbook and novels. Students will practice critical thinking, comprehension, vocabulary analysis, and grammar skills through thematic units centered in the historical context of the literary period. Students will benefit from a well-rounded writing program that focuses on the writer's craft, such as supporting claims, organizing information, using narrative techniques, conducting research, evaluating point of view, and proofreading and revising skills.

Appendix F: Individualized Learning Plan (ILP) Form

The ILP is documentation of a student coaching conversation that outlines the student's high school and post-secondary goals and needs in order to make regular progress toward those goals. Additionally, it aids in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen post-secondary pathway.



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Public Charter Schools

Student Individualized Learning Plan (ILP)

The purpose of this ILP is to facilitate a student coaching conversation that outlines the student's goals and regular progress toward those goals. Additionally, this conversation will aid in providing students with a connection to academic, program, and extra-curricular supports and resources in order to graduate from high school prepared for success in their chosen college and career.

Student Name:	School ID:	Charter:	Learning Center:	School year:	Date of review:

Student Academic Profile

	Earned	Needed
Credits		
Community Service Hours		

Estimated graduation month and year: _____

I plan to complete _____ credits per month in order to reach this graduation date.

Specialized credit-completion eligibility (circle all applicable): AB 216 AB 1806 None Other: _____

Assessments

	Score(s)	Met Standard?	Goal
Smarter Balanced - ELA			
Smarter Balanced - Math			
Ren STAR - ELA	Testing Window		
	<u>1</u>	<u>2</u>	<u>3</u>
Ren STAR - Math*	Testing Window		
	<u>1</u>	<u>2</u>	<u>3</u>
CST Science			
CELDT			

*For incoming 9th graders: based on the identified scores on math assessments, this student will be placed in the following math course: _____

Post-secondary Plans

What are your plans for after high school?
(check all that you are interested in and name your school or program of interest if known)

- ☐ Community College/Transfer _____
- ☐ 4-Year University _____
- ☐ Trade/Vocational School _____
- ☐ U.S. Armed Forces _____
- ☐ Other _____

What careers/majors are you interested in?

- _____
- _____



Student Learning Plan Support Opportunities

Suggested areas of intervention (check all that apply & identify supporting resources for intervention):

- ☐ Attendance/unit progression | aligned resource(s): _____
- ☐ Behavior | aligned resource(s): _____
- ☐ Math | aligned resource(s): _____
- ☐ ELA | aligned resource(s): _____
- ☐ Science | aligned resource(s): _____
- ☐ Social-science | aligned resource(s): _____

Interested extra-curricular opportunities (groups/sports/camps/trips/events):

- _____
- _____
- _____
- _____

Additional Support Resources

- CA Department of Social Services - <http://www.cdss.ca.gov/cdssweb/>
- WIC Food & Nutrition Services – (888) 942-9675
- CalFresh Program – (877) 847-3663
- CA Food Banks - <http://www.calrecycle.ca.gov/reuse/Links/Food.htm>
- CalWORKs Child Care Program - <http://www.cdss.ca.gov/calworks/>
- CA Employment Development Department - <http://www.edd.ca.gov/>
- Child Care - <http://www.cdss.ca.gov/cdssweb/PG78.htm>
- Foster Youth Information - <http://www.fosteryouthhelp.ca.gov/>
- California Youth Crisis Line – (800) 843-5200 (24 hours)
- Others:
 - _____
 - _____
 - _____

Action Plan

Based on my personal, academic, and post-secondary goals, I (student) will do the following to ensure that I adequately progress:

Based on the student's personal, academic, and post-secondary goals, I (OFL staff) will do the following to ensure that this student adequately progresses:

Based on the above factors and conversations, this student's selected planning guide will be: _____

A detailed overview of the selected planning guide was reviewed (circle one): Yes No

Student signature*: _____

Date: _____

Parent signature: _____

Date: _____

Student Advisor signature*: _____

Date: _____

Designated Administrator signature*: _____

Date: _____

*signatures required for full form completion

For reference

Student subgroup identification (check all that apply):

- ☐ Foster youth
- ☐ ELL
- ☐ FRMP
- ☐ Homeless

Appendix G: Experiential Learning and Extracurricular Offerings

The brochure below is given to parents and students as an overview of the experiential learning and extracurricular opportunities provided to students at our school. These programs were offered in the 2017-2018 school year and will continue to be offered in the 2018-2019 school year as services of our LCAP goals.

Grow together

Blackbird Farm is a safe and welcoming place where you can learn about sustainable farming and healthy eating. Work with your peers to seed, plant, feed, and harvest crops; make cheese, bread, and fruit preserves; and test your limits on the zip line and high-ropes courses!



Follow your dreams

Post-secondary and career counseling is given to every student. Attend college tours throughout the year and learn what to consider when selecting a school including size, major and minor programs, clubs, location, and campus life. Take part in workshops that walk you through various application processes such as obtaining references and applying for financial aid.



"College Tour is amazing! I would have never been able to visit all of these schools on my own." – Student Participant

Build character

OFL partners with local community non-profits like zoos, animal shelters, senior citizen homes, and conservation organizations. Build character with activities that positively impact your community, including fundraising, volunteering, donating, and creating or coordinating service programs.



Reaching goals

Our experiential learning programs are developed to show you that you can accomplish anything if you set your mind to it. Each experience revolves around a central theme (such as leadership or activism) and activities are designed to teach you how to set goals and overcome any obstacle.

Connect with us!

(888) 207-1119

www.emsofl.com



As an **Opportunities For Learning** student, you have the opportunity to experience FREE groups, sports, trips, camps, and college tours. Talk to an OFL Teacher or Center Coordinator to find out how OFL can inspire you to achieve your dreams.



Take pride in your school

Join groups, events, and activities. From cheerleading to school talent shows, OFL has no shortage of good times and school spirit!



Play to win

Every 9-12th grade student is eligible to play on OFL's many sports teams, including passing league football, basketball, volleyball, and soccer. Enjoy friendly competition as you compete with your friends to win the regional championship!



Become a leader

Rocky Mountain Pathways Ranch, a working dude ranch, is located in Allenspark, Colorado, on the edge of Rocky Mountain National Park. Focus on teamwork and leadership as you take over all ranch operations, including land and animal care. Tend to the ranch chickens, llamas, and horses, and ride or hike the surrounding trails while bonding with nature and your fellow ranchers.

"You get to meet a lot of different people, and you get to put yourself in situations where you are out of your comfort zone, but at the same time you also have people that are in that same situation and you just converse and it becomes a great experience." – Student Participant



Explore new lands

Tour Washington, D.C.

During a six-day trip to our nation's capital, visit museums and landmarks, and analyze historical figures. You will be encouraged to develop your own leadership style and become an advocate of change in your community.

Hello Havana!

Experience a cultural excursion where you'll visit local homes and historic landmarks, such as Revolutionary Square and the Presidential Palace, discuss Cuban life with locals, and take salsa dancing classes.

Viva Italia!

An 11-day trip through Venice, Florence, and Rome will immerse you in Italian culture, cuisine, and history as you come face-to-face with priceless works of art, learn to make pasta, and tour the Vatican and Roman ruins.

Welcome To China!

Travel from Beijing to Shanghai while you learn to make dumplings with a local family, study Chinese calligraphy, enjoy a kung fu show, and conquer the Great Wall of China.



Opportunities For Learning
Public Charter Schools

www.emsofl.com
(888) 207-1119

OFL partners with Pathways in Education to provide many of these programs.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?