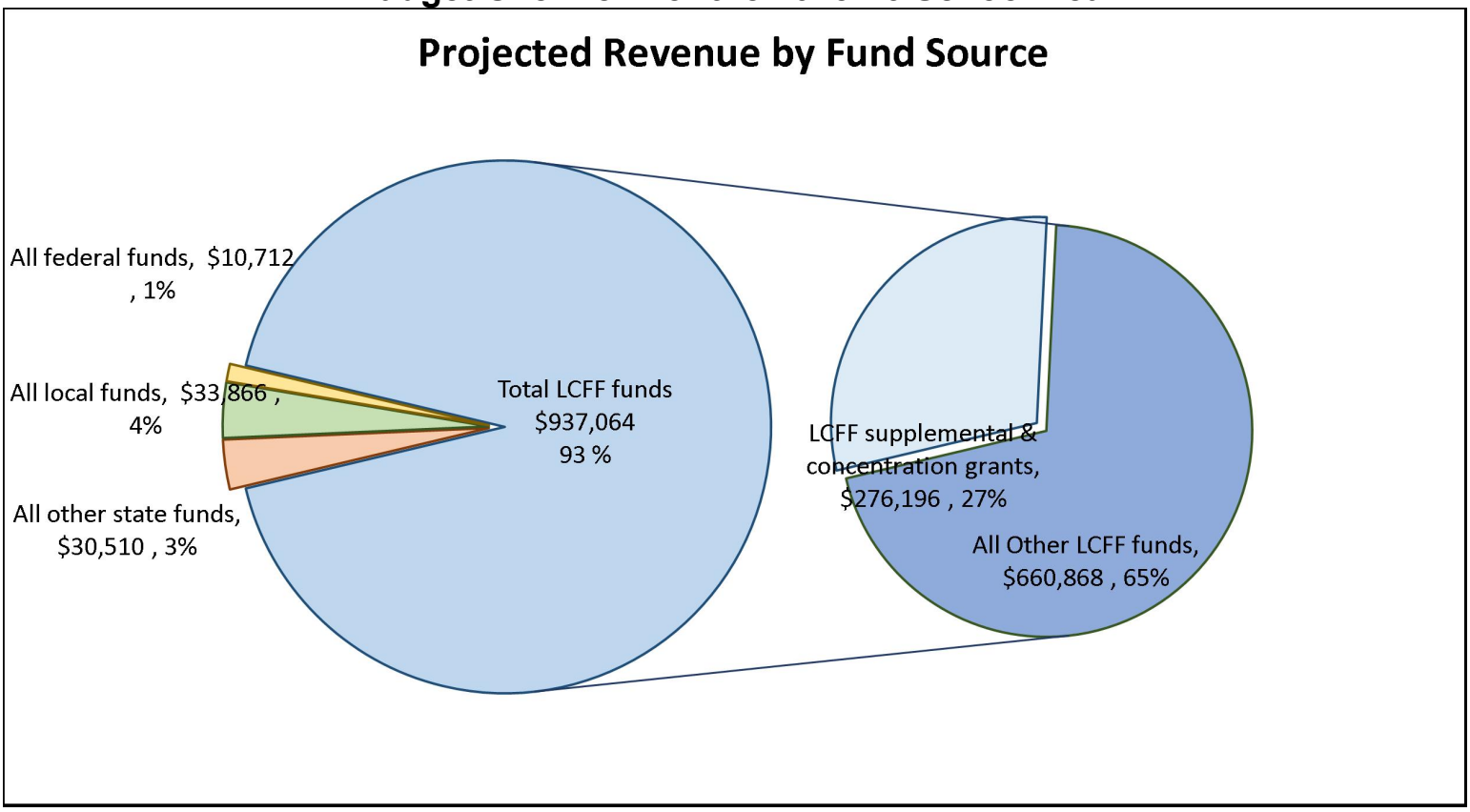
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monterey County Office of Education - Open Door Charter School
CDS Code: 27-10272-0116491
School Year: 2025-26
LEA contact information:
Dr. Ernesto Vela
Assistant Superintendent
evela@montereycoe.org
831-755-1405

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

Budget Overview for the 2025-26 School Year

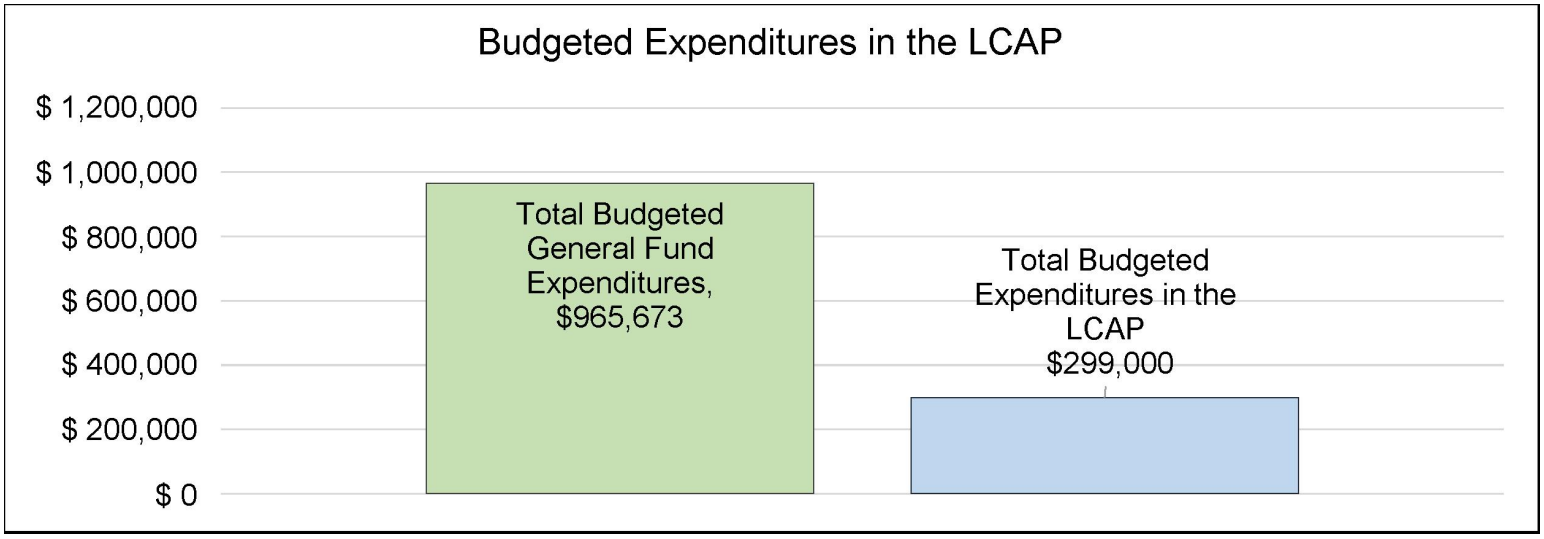


This chart shows the total general purpose revenue Monterey County Office of Education - Open Door Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monterey County Office of Education - Open Door Charter School is $1,012,152, of which $937,064 is Local Control Funding Formula (LCFF), $30,510 is other state funds, $33,866 is local funds, and $10,712 is federal funds. Of the $937,064 in LCFF Funds, $276,196 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monterey County Office of Education - Open Door Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monterey County Office of Education - Open Door Charter School plans to spend $965,673 for the 2025-26 school year. Of that amount, $299,000 is tied to actions/services in the LCAP and $666,673 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

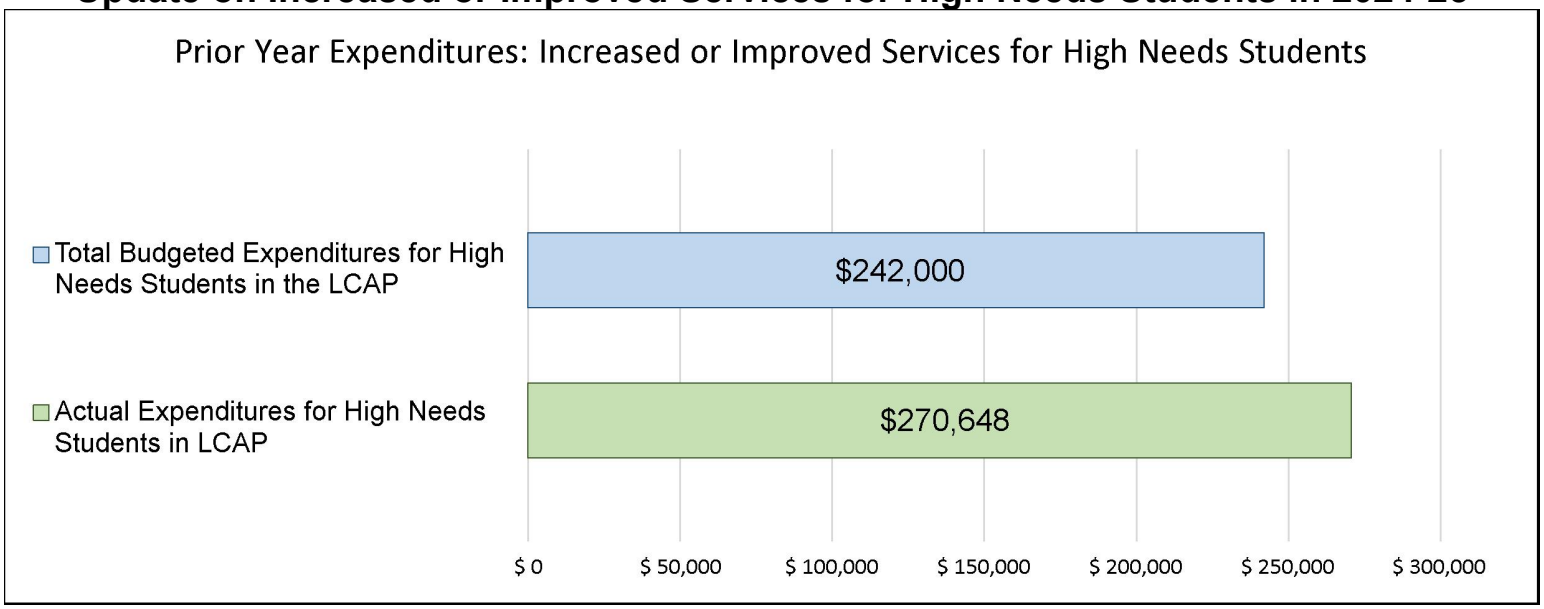
The LCAP focuses on actions, services, and related expenditures aimed at meeting the educational needs of students in our Open Door Charter School. The remaining budgeted expenditures not included in the LCAP will be used to support all other educational programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Monterey County Office of Education - Open Door Charter School is projecting it will receive $276,196 based on the enrollment of foster youth, English learner, and low-income students. Monterey County Office of Education - Open Door Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monterey County Office of Education - Open Door Charter School plans to spend $279,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Monterey County Office of Education - Open Door Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monterey County Office of Education - Open Door Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Monterey County Office of Education - Open Door Charter School's LCAP budgeted $242,000 for planned actions to increase or improve services for high needs students. Monterey County Office of Education - Open Door Charter School actually spent $270,648 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monterey County Office of Education - Open Door Charter School	Dr. Ernesto Vela Assistant Superintendent	evela@montereycoe.org 831-755-1405

Plan Summary [2025-26]

General Information

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

Open Door Charter (ODC) is a dependent charter school designed to meet the academic needs of students aged 16 and older, particularly those in grades 11-12 who are at risk of not completing their high school diploma. Authorized by the Monterey County Board of Education and administered by the Monterey County Office of Education Alternative Education Programs, ODC was established to provide a supportive and effective educational environment for these students. The County Board of Education approved the school's petition in December 2019, and ODC will be seeking charter reauthorization in the 2024-25 school year, utilizing the two-year extension provided by Section 58 of AB 130, added to California Education Code (EC) Section 47607.4, effective July 1, 2021. ODC is accredited by the Western Association of Schools and Colleges (WASC) as a non-classroom-based charter school. ODC's mission is to meet students' academic needs, help them complete their high school diploma, and prepare them for college and career transitions, enhancing their earning potential in the 21st-century labor market. The school achieves this through high-quality learning opportunities and a rigorous educational environment, ensuring students are well-prepared for future endeavors. Critical components of ODC's program include:

- Oversight by the Monterey County Board of Education and Monterey County Office of Education, ensuring strong governance and accountability.
- Program administrators with a proven track record of working with "at promise" students to emphasize college and career readiness.
- Successful partnerships with Turning Point/WIOA to provide workforce readiness and job placement services.
- Concurrent Enrollment opportunities at Hartnell College in Salinas and Monterey Peninsula Community College in Monterey allow students to jump-start their college careers.

Educational Program Overview:

The instructional staff at Open Door Charter designs educational programs tailored to each student's academic needs, aiming to reconnect them to learning and improve their employability or success in post-secondary education. The independent study model offers self-directed teaching through a student-centered, standards-based, and Common Core curriculum focused on meeting graduation requirements. This flexible approach is particularly beneficial for students who have struggled in traditional classroom settings, experienced anxiety, or require a more adaptable schedule due to work or childcare responsibilities. Students appreciate the various Independent Study options, such as online coursework, self-directed learning, and project-based learning. Positive teacher-student relationships support students' adjustment to school and promote academic performance. Weekly meetings between teachers and students offer motivational feedback on assignments, one-on-one instructional support, and progress tracking toward individual graduation goals.
ODC offers a comprehensive curriculum aligned with the California State Content Standards, including English language arts (with English language development), mathematics, history-social sciences, science, art, and physical education. Students can access over 300 standards-aligned courses and instructional materials in core subjects and enriching electives, including Career Technical Education (CTE) and college and career readiness preparation. All courses, whether textbook-based or online, are modified as needed to provide additional instructional opportunities and remediation as necessary. Teachers and Resource Specialists collaborate using Specially Designed Academic Instruction in English (SDAIE) instructional strategies to differentiate instruction according to individual student needs.

To monitor student performance, ODC employs multiple measures, including the NWEA benchmark assessments in English and Math, administered three times per school year. This comprehensive approach ensures that students receive the support and instruction necessary to achieve their academic goals and prepare for successful futures.

Reflections: Annual Performance

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

The small student population at Open Door Charter participating in state testing results in no performance indicators for English Language Arts, Mathematics, English Learner Progress, or College and Career Readiness.

Successes in annual performance data include:
A review of the school-level dashboard data for Open Door Charter indicates a very low suspension rate: 0% of students were suspended.

The results of the Youth Truth Survey conducted by the Alternative Education Schools in March 2025 demonstrated an increase in the following indicators compared to the prior year: Engagement (+2%), Relationships (+26%), Culture (+10%), and College and Career Readiness (+14%) across all groups surveyed (parents, students, and staff).
Overall, local survey data indicate that students feel safe at school, do not experience bullying, and have access to adults who can provide help.

Students commented positively about staff, stating, "The thing I like most about my school is the teachers, they help me when needed and push me to work hard." In addition to academics, students also state, "If I need help with something from them, they are more than happy to try and help with whatever I need help with. In whatever way they can help." The students feel that their teachers support and guide them in overcoming obstacles in their educational journeys. The survey identified two areas for improvement: the distance to meet with teachers for

students not living in Salinas, and the need for more diverse curricular choices to meet academic standards. Students also stated that having an academic counselor would support college and career transitions, help with filling out financial aid paperwork, and facilitate dual enrollment opportunities.

Areas of need in annual performance data include:
A review of the 2023-2024 CA School Dashboard for Open Door Charter indicates very low performance (red) on the Graduation Indicator for All Students and Hispanic Students.
To support improvements in Graduation Rates, action 1.2 will provide supplemental materials to support student access to a standards-based curriculum. In addition, action 1.1 will enable a program specialist to consolidate transcripts and create individualized graduate profiles (via Aeries) to identify and monitor credit acquisition, resulting in improved academic outcomes.

Learning Recovery and Emergency Block Grant
ODC has unexpended LREBG funds for the 2025–26 school year.
LREBG-funded action may be found in Goal 1, Action 3.
The ODC needs assessment, informed by the 2024 CA School Dashboard and local data review, identified disparities in graduation rates among long-term English Learners, low-income, homeless, foster, Hispanic students, and students with disabilities. These disparities suggest that the targeted student groups continue to face systemic barriers that hinder their path to graduation.
Action 1.3 is designed to address these barriers. The action includes implementing tailored, student-centered academic supports such as credit recovery, evidence-based small-group interventions, culturally and linguistically responsive instruction, and one-on-one support to keep students on track for high school completion.
This action aligns with the allowable uses of LREBG funds, specifically:
Accelerating progress to close learning gaps through evidence-based supports and providing instruction and services that improve students' college and career eligibility and graduation outcomes.

ODC will monitor the impact of this action using Metric 1.3, which tracks the percentage of students on track to graduate.

Reflections: Technical Assistance

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

Open Door Charter is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Open Door Charter is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Open Door Charter is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Open Door Charter is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Staff participated in staff surveys and staff meetings on February and March of 2025 to provide feedback and input to the LCAP goals and actions.
Parents	Parents participated in parent/teacher conferences in the fall of 2024 and spring of 2025 to provide feedback and input on the proposed LCAP goals and actions, including unexpended LREBG funds.
Students	Students participated in small group feedback sessions in the fall of 2024 and spring 2025 YouthTruth survey to provide feedback on the proposed LCAP goals and actions, including unexpended LREBG funds.
Administrators /Principal	Administrators participated in administrator meetings specifically to review the current LCAP and the goals and actions proposed for the upcoming held as well as to identify ongoing collaboration on needs. LCAP during meetings in February and March of 2025.
Other School Personnel	Support staff participated in surveys and staff meetings conducted monthly from September 2024 to May 2025, to review LCAP Goals, Actions and gather feedback.
Site Council/ELAC	School Site Council/ English Language Advisory Council (ELAC) members participated in monthly meetings and town hall events in March and April to review LCAP Goals, Actions and gather feedback.
SELPA	SELPA was consulted to ensure that specific actions for individuals with exceptional needs are included in LCAP and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

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

Educational partner engagement is an ongoing process for Open Door Charter School (ODC) every year. Meetings are held with our educational partners to gain input and feedback on our programs and services as a part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP educational partner meetings and surveys during the 2024-2025 school year. Educational partners reviewed student data, program outcomes, and state priorities at each meeting and provided input. Open Door Charter also holds conferences twice a year, with students and parents when appropriate, and gathers feedback on areas of success and need. School staff considered input from educational partners regarding student data, state priorities, and the unique needs of our students.

On February 21, 2025, and March 20, 2025, the Open Door Charter School staff held Site Council/English Language Advisory Committee meetings to participate in breakout sessions and provide feedback. In the spring of 2025, students, staff, and families participated in the YouthTruth survey. Since 87% of Open Door Charter students for the 2024-25 school year were over the age of 18, they served as both parents and students during educational partner meetings. Parents and students also responded to surveys that provided additional feedback.

In addition to the community feedback sessions mentioned above, ODC also participated in a staff feedback session on May 1, 2025, where they shared their perspective on student needs and outcomes based on the prior Local Control Accountability Plan (LCAP) and plans for the new LCAP. Teachers discussed the needs and successes of student achievement. They also provided feedback on the metrics and their alignment with the updated graduation requirements.

Summary of feedback from educational partner meetings provided by educational partners (which included students, staff, and families):

*Continue to support students with individualized graduation profiles (Included in goal 1)
*Provide extra academic support (Included in goal 1)
*Support transitions/enrollments and connect students with community partners (included in goal 3)
*Provide staff development to support student academic achievement (Included in goal 1)
*Provide opportunities for course alignment to college and career goals (included in goal 2)
*Maintain supplemental curriculum to support student access to core subjects (Included in goal 1)
*Implement specific events to engage adult learners (included in goal 3)
*Provide academic advising and career interest assessments to support students in transitions to college and career (included in goal 2)
*Provide more locations to meet due to distance and challenges of transportation (Included in goal 1)
*Provide more choices in subject-based curriculum (Included in goal 1)
*Provide more opportunities for collaboration (Included in goal 3)
*Provide more opportunities for community engagement (Included in goal 3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Open Door Charter will enhance students' proficiency in core subjects, prepare them for post-secondary education and career opportunities, and address disparities in academic performance among different student groups to ensure equitable academic achievement with a focus on unduplicated students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Open Door Charter School (ODC) strives to foster an equitable and inclusive learning environment where all students, regardless of their background or circumstances, have the opportunity to succeed academically. By focusing on unduplicated students, who often face additional barriers to success, Open Door Charter is committed to addressing systemic inequalities in education to meet the diverse needs of students from various backgrounds. The school acknowledges that students have different learning styles, abilities, and challenges. By implementing targeted interventions and support structures, ODC will address the individual needs of students, ensuring that everyone receives the necessary support to thrive academically.

By providing targeted interventions and support structures, such as tutoring, counseling, or specialized programs, ODC will improve academic outcomes for all students. Focusing on unduplicated students demonstrates a commitment to the educational achievement of all students. Implementing targeted interventions and support structures focusing on unduplicated students reflects a commitment to equity, inclusivity, and academic excellence. It signifies a proactive approach to addressing educational disparities and ensuring that every student has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4 year Cohort Graduation Rate Source:Dashboard	2022-2023 All Students: 50% (20/40) Socioeconomically Disadvantaged: 51.4% (19/37) Homeless: 61.5 (8/13) Foster:(*) English Learners:(*) Students with disabilities: (*) Hispanic: 50% (18/36) (*)Unable to calculate due to less than 11 students	2023-2024 All Students: 72% (18/25) Socioeconomically Disadvantaged: 72% (18/25) Homeless:(*) Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic:79% (15/19) (*) Unable to calculate due to less than 11 students		2025-2026 All Students: 55% Socioeconomically Disadvantaged: 55% Homeless: 65% Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic: 83% (*)unable to calculate due to low student numbers	All Students: +22% Socioeconomically Disadvantaged: +20.6% Homeless: (*) Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic: +29% (*)unable to calculate due to low student numbers
1.2	Percentage of students making progress towards the English Language Proficiency Indicator (ELPI) Source: Dashboard	2022-2023 (*)Unable to calculate due to less than 11 students	2023-2024 (*) Unable to calculate due to less than 11 students		2025-2026 50%	(*)unable to calculate due to less than 11 students
1.3	California Assessment for Student Performance and Progress (CAASPP) Math Average distance from standard (DFS) Source: Dashboard	2022-2023 (*)unable to calculate due to less than 11 students	2023-2024 (*) Unable to calculate due to less than 11 students		2025-2026 (-150)	(*)unable to calculate due to less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP Language Arts Average distance from standard Source: Dashboard	2022-2023 (*)Unable to calculate due to less than 11 students	2023-2024 (*) Unable to calculate due to less than 11 students		2025-2026 (-150)	(*)unable to calculate due to less than 11 students
1.5	Percent of students who met the UC/CSU requirements Source: Dashboard Additional Reports	2022-2023 0% of students met the UC/CSU requirements	2023-2024 0% of students met the UC/CSU requirements		2025-2026 0%	0%
1.6	Percent of students who completed at least one Career Technical Education (CTE) Pathway Source: Dashboard Additional Reports	2022-2023 All Students: 2.5% Socioeconomically Disadvantaged: 2.7% Homeless: 7.7% Foster:(*) English Learners:(*) Students with disabilities: (*) Hispanic: 2.8% (*)Unable to calculate due to less than 11 students	2023-2024 All Students: 8% Socioeconomically Disadvantaged: 8% Homeless:(*) Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic Students: 11% (*) Unable to calculate due to less than 11 students		2025-2026 All Students: 0% Socioeconomically Disadvantaged: 0% Homeless: 0% Foster: 0% English Learners: 0% Students with disabilities: 0% Hispanic: 0%	All Students: +5.5% Socioeconomically Disadvantaged: +5.3% Homeless:(*) Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic: +8.2% (*) Unable to calculate due to less than 11 students
1.7	Percent of students who met the UC/CSU requirements and	2022-2023 0%	2023-2024 0%		2025-2026 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed at least one CTE Pathway Source: Dashboard Additional Reports					
1.8	Percent of students who passed Advanced Placement (AP) exams Source: College Board	2022-2023 0%	2023-2024 0%		2025-2026 0%	0%
1.9	Percent of pupils demonstrating preparedness as part of the Early Assessment Program (EAP) Source: CAASPP.ORG	2022-2023 (*) Unable to calculate due to less than 11 students	2023-2024 (*)unable to calculate due to less than 11 students		2025-2026 0%	(*) Unable to calculate due to less than 11 students
1.10	Percent of pupils meeting or exceeding standard on the Science assessment. (CAST) Source: Dashboard	2022-2023 Science (CAST) (*) Unable to calculate due to less than 11 students	2023-2024 Science (CAST) 16.7%		2025-2026 5%	*
1.11	Percentage of students that have access to standards aligned instructional materials	2023-24 100% All students	2023-2024 100% All students		2026-2027 100%	100% All students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	College/Career Readiness Indicator. Source: CA Dashboard	2022-2023 All Students: 0% Socioeconomically Disadvantaged: 0% Homeless: 0% Foster:(*) English Learners:(*) Students with disabilities: (*) Hispanic: 0% (*)Unable to calculate due to less than 11 students	2023-2024 All Students: : 0% Socioeconomically Disadvantaged: 0% Homeless: 0% Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic: 0% (*) Unable to calculate due to less than 11 students		2026-2027 All Students: : 0% Socioeconomically Disadvantaged: 0% Homeless: 0% Foster: 0% English Learners: 0% Students with disabilities: 0% Hispanic: 0% (*) Unable to calculate due to less than 11 students	All Students: 0% Socioeconomically Disadvantaged: 0% Homeless: 0% Foster:(*) English Learners:(*) Students with disabilities:(*) Hispanic: 0% (*) Unable to calculate due to less than 11 students
1.13	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching, as assessed by administrative audit. Source: Dashboard	2021-2022 33.3%	2023-2024 25.3%		2025-2026 80%	(-8%)
1.14	The adopted curriculum meets state standards with considerations for students with disabilities. Source: Local Data	2023-2024 100%	2024-2025 100%		2026-2027 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Ensure school facilities are maintained and in good repair. Source: Facility Inspection Tool (FIT)	2023-2024 100%	2024-2025 100% Good Repair		2026-2027 100%	0%
1.16	Implementation of state standards for all students. Source: Local Data	2023-2024 100% of California state standards have been fully adopted	2024-2025 100% of California state standards have been fully adopted		2026-2027 100%	0%
1.17	Adoption of state standards Source: Local Data	2023-2024 100% of California state standards have been fully adopted	2024-2025 100% of California state standards have been fully adopted		2026-2027 100%	0%
1.18	Access to English Language Development standards Source: Local Data	2023-2024 100% of students have access through integrated and designated supports.	2024-2025 100% of students have access through integrated and designated supports.		2026-2027 100%	0%
1.19	Reclassification Rate Source: Calpads Reports	2023-2024 14% of students reclassified as English language proficient	2024-2025 0% of students reclassified as		2026-2027 20%	(-14%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English language proficient			
1.20	4-Year Cohort Dropout Rate CA Department of Education Report 15.1 Calpads	2022-2023: 48% All Students	2024-2025 13% All Students		2025-2026 40%	(-35%)
1.21	A percentage of student schedules were audited to ensure a broad course of study	2023-2024 All students: 100%	2024-2025 All students: 100%		2026-2027 All students: 100%	All students: 0%

Goal Analysis [2024-25]

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

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

Open Door Charter School implemented several targeted strategies in Year 1 to improve student academic proficiency and post-secondary readiness, particularly for unduplicated students. A significant success was the increase in the 4-year cohort graduation rate from 50% to 72% overall, with similar gains for socioeconomically disadvantaged and Hispanic students. All students maintained 100% access to standards-aligned instructional materials and adopted curriculum, indicating strong implementation in these areas. However, some planned actions were affected by systemic challenges, including a decrease in the percentage of appropriately assigned and fully credentialed teachers (from 33.3% to 25.3%) and consistently low student counts that prevented data reporting for several key indicators (e.g., CAASPP, ELPI, EAP). These challenges limited the ability to measure full program effectiveness, especially for English Learners, Foster Youth, and students with disabilities.

During the 2024-25 school year, Open Door Charter School successfully implemented Goal 1 actions to enhance students' proficiency in core subjects, prepare them for post-secondary education and career opportunities, and address disparities in academic performance among different student groups, ensuring equitable academic achievement with a focus on unduplicated students.

1.1 Improve Academic Outcomes

Open Door Charter School implemented the planned action by maintaining a program specialist to meet the unique needs of Open Door Charter School students and respond to the lowest performance indicators, specifically the Graduation Rate, for all students and Hispanic students. Implementation focused on transcript consolidation to create individualized graduate profiles, monitor credit acquisition, assign intervention and remediation support services, and provide information on dual enrollment, career exploration opportunities, and other required services to support English Learners, low-income, homeless, foster, Hispanic, and those with disabilities.

1.2 Provide supplemental materials to support student access to standards-based curriculum
Open Door Charter School implemented the planned action by providing supplemental materials and academic resources to increase engagement and graduation rates, including selecting texts, examples, and projects that reflect the diverse backgrounds of students with a focus on English Learners, low-income, homeless, foster, Hispanic, and/or those with disabilities, incorporating students' experiences into the curriculum.

1.3 Maintain teacher(s) for specialized academic interventions
Open Door Charter School implemented the planned action by delivering fair and inclusive interventions to improve academic achievement rates for long-term English Learners, low-income, homeless, foster, Hispanic, and/or those with disabilities.

1.4 Provide academic intervention support to identified English Learners and Professional Learning
Open Door Charter School implemented the planned action by providing a language acquisition program and academic interventions to support English Learners (ELs), including access to standards-based curriculum and culturally relevant content with integrated and designated English Language Development supports. Additionally, staff were provided professional development on research-based instructional strategies specifically designed to help English Learners.

1.5 Increase Locations
Open Door Charter School implemented the planned action by providing more in-person student-teacher meeting locations for students to receive services, thereby eliminating barriers to attendance due to distance and transportation challenges resulting from the geographic spread of the areas served.

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

Actions 1.1, 1.2, 1.3, and 1.4 had material differences. More funding was spent than originally budgeted. Performance gaps in college-readiness metrics (e.g., AP exam performance, UC/CSU eligibility, EAP readiness—all at 0%) suggest possible material differences between intended and actual allocation of resources toward academic enrichment and college preparatory supports. Conversely, the rise in CTE participation (from 2.5% to 8%) implies a redirection of expenditures to vocational pathways, which yielded measurable benefits for targeted student groups. These disparities (increase in spending) likely reflect shifts in implementation focus and highlight areas for future budget refinement to better align with planned service improvement percentages. 1.5 had zero funding attached.

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

The actions taken to date have yielded mixed effectiveness. Improvements in graduation rates and increased CTE pathway participation among unduplicated students indicate successful implementation of student-centered supports and career-focused instruction. However, the continued absence of progress in college readiness outcomes, stagnant AP exam pass rates (0%), and the drop in teacher credentialing levels reveal significant areas of ineffectiveness. Additionally, the inability to report data for several metrics due to small student populations hindered comprehensive evaluation of progress, particularly in academic performance indicators and English Language Development.

Action 1.1 - Improve Academic Outcomes
Metrics: 1.1 - Graduation Rates; 1.6 - CTE Completion
Analysis statement: This action is effective as evidenced by the increase in graduation rates for All students, Socioeconomically Disadvantaged students and Hispanic students by more than 20% points each. CTE completion also increased by more than 5%.

Action 1.2 - Supplemental Materials
Metrics: 1.1 - Graduation Rates (Hispanic, All)
Analysis statement: This action is effective as evidenced by the increase in graduation rates for All students, Socioeconomically Disadvantaged students and Hispanic students by more than 20% points each.

Action 1.3 - Teachers for intervention
Metrics: 1.1 - Graduation Rates ; 1.13 Teacher Credentialing
This action is minimally effective. While graduation rates increased substantially, the percentage of fully credentialed teachers fell to 25.3%

Action 1.4 - EL Intervention Support
Metrics: 1.19 - Reclassification Rate
This action was not effective. The Reclassification rate fell to 0% and other academic indicators such as CAASPP and ELPAC had too low of numbers to report.

Action 1.5 - Locations
Metrics: 1.15 Facilties
This action was effective. The facilities remained in Good Repair and there was an expansion in the number of locations used.

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

1.21 Whereas no actions are designated for specific subgroups, the subgroups have been removed from this metric.

At this time, ODC does not plan to change the goal, metrics, target outcomes, or core actions for the coming year. Year 1 reflections showed progress in graduation rates. The only change is the addition of LREBG funds to support Action 1.3. This funding will enhance academic

interventions for long-term English Learners, low-income, homeless, foster, Hispanic students, and students with disabilities, and help improve graduation outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improve Academic Outcomes (Red Indicator, Graduation Rate)	Open Door Charter will maintain a program specialist to meet the unique needs of Open Door Charter School students, especially in response to the lowest performance indicators, including the Graduation Rate, for all students and His nic students. The program specialist will consolidate transcripts to create individualized graduate profiles (via Aeries) to identify and monitor credit acquisition, resulting in improved academic outcomes. They will assign intervention and remediation support services and provide information on dual enrollment, career exploration opportunities, and other required services to support English Learners, low-income individuals, homeless individuals, foster youth, Hispanic individuals, and those with disabilities.	$190,000.00	Yes
1.2	Provide supplemental materials to support student access to standards based curriculum	Open Door Charter will provide supplemental materials and academic resources to increase engagement and graduation rates. Staff will select texts, examples, and projects that reflect the diverse backgrounds of students, with a focus on English Learners, low-income students, homeless students, foster students, Hispanic students, and/or those with disabilities. These selections will incorporate students' experiences into the curriculum.	$5,500.00	Yes
1.3	Maintain teacher/(s) for specialized academic interventions.	Learning Recovery Emergency Block Grant (LREBG) Action Open Door Charter will deliver fair and inclusive interventions to improve academic achievement rates for long-term English Learners, low-income, homeless, foster, Hispanic, and/or those with disabilities.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research supports that equitable and inclusive academic interventions can significantly improve outcomes for students facing systemic barriers. This is particularly critical for English Learners and students with disabilities, who benefit from targeted support embedded in the instructional day. Metric being used to monitor the action: Metric 1.1 LREBG Funds supporting this action: $20,000 for school year 2025-26		
1.4	Academic intervention support to identified English learners and and Professional Learning.	Open Door Charter will provide a language acquisition program and academic interventions to support English learners (ELs). This language program ensures that English Language Learners (ELs) can access a standards-based curriculum through culturally relevant content and integrated, designated English Language Development supports. These interventions are designed for students who have been in ELD programs for several years but have not yet achieved full English proficiency. Additionally, professional learning for staff will explore research-based instructional strategies specifically designed to support English language learners.	$3,000.00	Yes
1.5	Increase Locations	Open Door Charter will provide more in-person locations for students to receive services to eliminate barriers to attendance due to distance and transportation challenges resulting from the geographic spread of the areas served.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Open Door Charter School will implement targeted interventions and support structures to ensure that students engage and graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Open Door Charter School's (ODC) commitment to providing tailored assistance and resources ensures all students, especially those who may face unique challenges or barriers to success, are equipped with the necessary skills and knowledge to thrive beyond high school. ODC recognizes that a one-size-fits-all approach does not work. Instead, identifying specific needs and challenges that students face and providing customized support and services can be identified and provided. These services to students include, but are not limited to, tutoring, mentoring, and counseling.

ODC's goal of graduating students who are academically and socially prepared includes developing social skills and competencies essential for success in college, the workforce, and civic engagement. This focus encompasses subject knowledge, critical thinking, communication, collaboration, and other interpersonal skills. Through this goal, ODC aims to prepare students for various pathways after high school, whether they pursue higher education, enter the workforce directly, or actively participate in civic life. This strategy indicates a holistic approach to education that recognizes students' diverse aspirations and needs. By prioritizing unduplicated students, the school acknowledges the systemic barriers they may face and commits to providing targeted support to ensure equal opportunities for success.

These strategies reflect a comprehensive approach to education that prioritizes equity, individualized support, and preparation for diverse post-secondary pathways and civic engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate Source: Dashboard	2022-2023 0%	2023-2024 0%		2025-2026 0%	0%
2.2	Chronic Absenteeism Rate (k-12) Source: Data Quest	2022-2023 All students: 36.4% Socioeconomically Disadvantaged: 37.8% Homeless: 37.5% Foster:(*) English learners: 25% Hispanic: 37% (*)unable to calculate due to low student numbers	2023-24 All students: 32% Socioeconomically Disadvantaged: 32% Homeless: 30% Foster:(*) English learners:(*) Students with disabilities:(*) Hispanic: 34.8% (*)unable to calculate due to low student numbers		2026-2027 All Students: 30% Socioeconomically Disadvantaged: 31% Homeless: 32% Foster: 30% English Learners: 20% Students with disabilities: 30% Hispanic: 32%	All students: (-4.4%) Socioeconomically Disadvantaged: (-5.8%) Homeless: (-7.5%) Foster:(*) English learners:(*) Students with disabilities:(*) Hispanic: 34.8% (*)unable to calculate due to less than 11 students
2.3	Average Daily Attendance Rate through P2 Source: Local Data, AERIES Average Daily Attendance Summary	2023-2024 92%	2024-2025 93.9%		2026-2027 95%	1.9%
2.4	Expulsion Rate Source: Dataquest	2022-2023 0%	2023-2024 0%		2025-2026 0%	0%
2.5	Participation in enrollment interviews to	2023-2024	2024-2025		2026-2027	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	inform academic needs and/or barriers to success. Local Data	100% All students 100% Socioeconomically Disadvantaged 100% Homeless 100% Foster 100% English learners 100% Students with disabilities 100% Hispanic	100% All students 100% Socioeconomically Disadvantaged 100% Homeless 100% Foster 100% English learners 100% Students with disabilities 100% Hispanic		100% All students 100% Socioeconomically Disadvantaged 100% Homeless 100% Foster 100% English learners 100% Students with disabilities 100% Hispanic	
2.6	The percentage of pupils that feel engaged and connected to the school environment Local Data: YouthTruth	2023-24 Engagement (99%) Relationships (98%) Culture (98%) College and Career Readiness (100%)	2024-2025 Engagement (99%) Relationships (90%) Culture (97%) College and Career Readiness (96%)		2026-27 Engagement (99%) Relationships (99%) Culture (99%) College and Career Readiness (99%)	Engagement (0%) Relationships (-8%) Culture (-1%) College and Career Readiness (-4%)

Goal Analysis [2024-25]

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

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

Open Door Charter School has demonstrated strong fidelity in implementing its planned actions to provide targeted interventions and support structures, ensuring academic and social readiness for post-secondary life. The goal centered on personalized supports such as tutoring, counseling, and mentorship, focusing on students who face systemic barriers, including socioeconomically disadvantaged, homeless, and English learner populations. The 100% participation rate in enrollment interviews across all subgroups demonstrates a robust and inclusive implementation strategy. Moreover, the consistent 0% rates for suspension and expulsion underscore a supportive school climate. A significant success lies in the measurable reduction in chronic absenteeism across key subgroups, indicating that student-tiered re-engagement strategies have a positive impact. However, challenges remain in accurately tracking some subgroup metrics (e.g., foster youth and students with disabilities), primarily due to small sample sizes, which can hinder comprehensive data-driven decision-making.

During the 2024-25 school year, Open Door Charter School successfully implemented Goal 2 actions to support the implementation of targeted interventions and support structures, ensuring that students are academically and socially prepared for college, the workforce, and civic responsibility upon graduation from high school.

2.1 Materials to Support Student Engagement
Open Door Charter School implemented the planned action by selecting and using educational content, instruction, and assessments aligned with an established academic standards-based curriculum to improve student learning outcomes, student engagement, and grade-level understanding.

2.2 Safe and Inclusive Environment
Open Door Charter School implemented the planned action by providing ongoing staff professional development that supports students in developing and maturing their Social Emotional Learning (SEL) skills, the knowledge, skills, and attitudes to create healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

2.3 College and Career Readiness and Transitions
Open Door Charter School implemented the planned action by providing college readiness transition activities, including career inventories, assessments, college visits, and support in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA).

2.4 Maintain a Part-time Transition Specialist
Open Door Charter School implemented the planned action by providing a transition specialist (part-time) to coordinate with the program specialist to support high-risk English learners, low-income, homeless, foster, and students with disabilities in enrollment and outreach with attendance. The specialist also supports students in accessing daycare, transportation, and work-study opportunities and connects them to partnering agencies.

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

Actions 2.1, 2.2, 2.3, and 2.4 had no material differences.
The alignment between planned and actual services appears strong. Full participation in interventions, such as enrollment interviews, and maintaining low disciplinary incidents, suggests that resources were directed effectively toward planned priorities. As it is, it's possible that underspending or overspending may have occurred in areas with limited measurable impact due to undetermined subgroup data. Additionally, any discrepancies in the "percentage of improved services" metrics for unduplicated pupils may stem from data suppression or reallocation to higher-need populations, particularly where subgroups were too small to report.

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

The data suggests that the actions taken under Goal 2 have mainly been effective in advancing student outcomes. he chronic absenteeism rate improved overall by 4.4%, with even greater gains for socioeconomically disadvantaged (-5.8%) and homeless students (-7.5%), demonstrating the success of tiered re-engagement interventions and family engagement efforts. The increase in average daily attendance from the baseline to 92% also reflects a positive trajectory. Although the English learner and disability subgroup data remain suppressed, their inclusion in interview participation indicates at least equitable access to support. Furthermore, the absence of suspensions and expulsions reinforces the effectiveness of proactive behavior supports and restorative practices.

2.1 Materials to Support Student Engagement
Metrics: 2.2 - Chronic Absenteeism
Analysis: This action was effective. The chronic absenteeism
rate improved overall by 4.4%, with even greater gains for socioeconomically disadvantaged (-5.8%) and homeless students (-7.5%).
Furthermore, zero suspensions and expulsions
reinforce the effectiveness of proactive behavior supports and restorative practices.

2.2 Safe and Inclusive Environment
Metrics: 2.1 - Suspensions, 2.2 - Chronic Absenteeism, 2.4 - Expulsions
Analysis: This action was effective. The chronic absenteeism
rate improved overall by 4.4%, with even greater gains for socioeconomically disadvantaged (-5.8%) and homeless students (-7.5%).
Furthermore, the absence of suspensions and expulsions reinforces the effectiveness of proactive behavior supports and restorative practices.

2.3 College and Career Readiness and Transitions
Metrics: 1.12 - College/Career Readiness; 2.2 - Chronic Absenteeism
Analysis: This action had mixed effectiveness. While chronic absenteeism improved, the college and career readiness indicator remained at 0%.

2.4 Maintain a Part-time Transition Specialist
Metrics: 2.5 - Enrollment Interview Participation
Analysis: This action was effective, as measured by the enrollment interview participation rate, which remained steady at 100%.

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

Based on Year 1 outcomes and implementation reflections, Open Door Charter School plans to prioritize attendance interventions moving forward, given their demonstrated impact on improving student engagement and reducing chronic absenteeism across multiple student groups. These strategies will be refined and scaled, particularly for subgroups that consistently experience attendance challenges. While maintaining successful components like enrollment interviews and individualized supports, the school will enhance efforts to address

underlying causes of absenteeism, including transportation, health, and family engagement barriers. Additionally, to support more accurate and inclusive reporting, the school may strengthen data collection practices for smaller subgroups such as foster youth and students with disabilities. Adjustments to metrics or targets related to attendance and engagement may also be considered to reflect better and support these focused efforts. Action 2.2 was revised to ensure professional development that reflects the diverse backgrounds and unique needs of the school population.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Materials to Support Student Engagement	Open Door Charter School will ensure that students' educational content, instruction, and assessments are aligned with an established academic standards-based curriculum to improve student learning outcomes. Teachers will select and utilize materials and resources that support state standards, foster student engagement, and promote grade-level understanding.	$4,500.00	Yes
2.2	Safe and Inclusive Environment	Open Door Charter School will implement ongoing professional development that supports students in developing and maturing their Social Emotional Learning (SEL) skills, the knowledge, skills, and attitudes to create healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Professional development will focus on Universal Design for Learning (UDL), strategies to increase student engagement, trauma-informed practices, and instructional methods that support all learners.	$13,000.00	Yes
2.3	College and Career Readiness and Transitions	Open Door Charter will implement college readiness transition activities, including career inventories, assessments, college visits, and support in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA).	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Maintain a Part TimeTransition Specialist	Open Door Charter School will provide a transition specialist (part-time) to coordinate with the program specialist to support high-risk English learners, low-income, homeless, foster, and students with disabilities in enrollment and outreach with attendance. The specialist will also help students access daycare, transportation, and work-study opportunities and connect them to partnering agencies.	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Open Door Charter School will cultivate involvement and engagement by fostering collaborative partnerships between parents, families, educators, and community educational partners in the educational process. This will ensure effective communication and participation among all educational partners and support student success and well-being, with a focus on unduplicated students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Open Door Charter School (ODC) aims to actively encourage and facilitate the participation of different educational partners, including parents, families, educators, and community members, in student education. ODC recognizes that student success is not solely the responsibility of teachers and administrators but requires the collective effort and involvement of the entire community. ODC is committed to fostering collaboration and partnership among various educational partners involved in the educational process, mainly supporting the success and well-being of historically underserved or underrepresented groups.

ODC understands that student success cannot be fostered in isolation, so the school seeks to establish partnerships and collaboration among community educational partners. By fostering partnerships, the school acknowledges the value of collective expertise and resources in addressing students' diverse needs and challenges, and in promoting student success.

Providing transparent and open communication channels, ODC ensures that all educational partners are informed, involved, and engaged in the educational process. This focus includes sharing information about student progress, school initiatives, and opportunities for involvement. Effective communication facilitates active participation and collaboration among educational partners with the ultimate goal of promoting the success and well-being of students. This approach goes beyond academic achievement to encompass students' holistic development, including their social, emotional, and mental health needs. The school is committed to nurturing the whole child by prioritizing student success and well-being. By focusing on unduplicated students, ODC aims to promote equity and ensure all students have access to the support and resources they need to thrive.

This goal reflects ODC's understanding of the importance of collaboration, communication, and partnership in creating a supportive and inclusive educational environment where all students can succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of students participating in group networking and college and career information opportunities. Local Data: Aeries (participants/total graduates)	2023-24 3%	2024-2025 48%		2026-2027 55%	+45%
3.2	Percent of students who participated in educational partner surveys Local Data: YouthTruth Survey	2023-24 90%	2024-2025 80%		2026-2027 95%	(-10%)
3.3	Percent of students and parents who participated in parent/student/teacher conferences Local Data: Aeries	2023-24 90%	2024-2025 100%		2026-2027 95%	+10%
3.4	The percentage of parents and educational partners for students who are not of legal age, invited to participate in Council/English Language Advisory	2023-24 100%	2024-2025 100%		2026-2027 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Committee including low income, foster, English learners, and students with disabilities. In addition, all students of legal age are also invited to participate in Council/English Language Advisory Committee. Local Data: Aeries					

Goal Analysis [2024-25]

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

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

Open Door Charter School (ODC) set an ambitious target to strengthen collaborative engagement between families, educators, and community partners. Overall, Year 1 implementation closely followed the planned actions, with notable success in dramatically increasing student participation in group networking and college/career information events, from a baseline of 3% to 48%. This suggests that strategic outreach and event coordination were executed effectively. Participation in parent-student-teacher conferences also exceeded expectations, reaching 100% from a 90% baseline, which showcases strong home-school communication. However, a decline in educational partner survey participation (from 90% to 80%) may indicate challenges in survey distribution, engagement, or timing, suggesting an area for recalibration. There were no substantive differences between the planned actions and what was implemented, reflecting sound operational alignment.

During the 2024-25 school year, Open Door Charter School successfully implemented Goal 3 actions to cultivate involvement and engagement, ensure effective communication and participation, and support student success and well-being, with a focus on unduplicated students, by fostering collaborative partnerships between parents, families, educators, and community educational partners in the educational process.

Goal 3.1 Student/Parent Involvement
Open Door Charter School implemented the planned action by organizing and hosting family nights, cultural events, open houses, college and career information meetings, and workshops for students, parents/families, and educational partners. This action strengthened

relationships among families, partners, and school staff. It provided students and their families with information on college and career planning, the FAFSA process, and transitions to post-secondary programs.

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

Action 3.1 had no material differences.
The substantial gains in student networking participation (+45 percentage points) and parent-teacher conference attendance (+10 percentage points) likely required targeted resource allocation (e.g., staffing, event planning, transportation, communication platforms). If there were material differences between budgeted and actual expenditures or service percentages, they would presumably align with these gains. The 10% drop in survey participation may reflect underinvestment in digital outreach or insufficient incentives. More granular expenditure analysis would be necessary to evaluate these budget/service disparities precisely, but the outcome variation suggests minor, targeted shifts rather than systemic gaps.

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

The data show that Action 3.1 was effective. The jump from 3% to 48% in college and career opportunity participation (Metric 3.1) suggests a significant expansion in programming and outreach, while 100% conference participation (Metric 3.3) underscores effective scheduling and communication strategies. However, the dip in survey response (Metric 3.2) rates (-10%) reveals a potential disconnect in engaging broader educational partners in reflective feedback. This may indicate issues with either the survey's accessibility or perceived relevance. Overall, actions targeting in-person or scheduled engagement proved more effective than asynchronous or passive methods, such as surveys. Chronic Absenteeism improvements (Metric 2.2) also reflect greater engagement from students.

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

3.1 Changed 3-year outcome to 55% as current data exceeded the target.

Based on Year 1 results, ODC may consider enhancing outreach strategies for educational partner surveys, possibly through simplified formats, multilingual access, or integrating feedback collection with events. Additionally, metrics related to survey participation may need to be disaggregated (by group or timing) to identify gaps better. Given the success in in-person engagement, the school could also explore hybrid models (e.g., digital + in-person sessions) for council participation and survey distribution. No changes to the overall goal or target outcomes appear necessary, but refining the actions related to data collection and partner feedback could optimize progress toward fully inclusive engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student/Parent Involvement	Open Door Charter School will organize and host family nights, cultural events, open houses, college and career information meetings, and workshops for students, parents/families, and educational partners. This action supports building relationships among families, partners, and school staff. It provides students and families with information on college and career planning, the FAFSA process, and transitions to post-secondary programs.	$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$276,196	$25734

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
51.543%	0.000%	$0.00	51.543%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Improve Academic Outcomes (Red Indicator, Graduation Rate) **Need:** Graduation Rates The ODC graduation rate indicates that all students and Hispanic students are in the red category on the California Department of Education (CDE) School Dashboard. Hispanic,	This action is designed to support unduplicated students by employing a program specialist to analyze each student's personalized academic profile, identifying their strengths, weaknesses, and educational objectives. The specialist will track students' progress in earning credits to ensure they are fulfilling their graduation requirements and will also identify any potential obstacles or areas where students may require extra support. Furthermore, the Program Specialist will collaborate with the guidance counselor to help	Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income, homeless, foster, English learners, and students with disabilities attending ODC often face systemic barriers that contribute to lower academic performance compared to their peers. **Scope:** LEA-wide	students select courses that align with their interests, abilities, and academic goals. The Program Specialist will support the identification of students who may require additional intervention or remediation support to succeed academically; coordinate with teachers, counselors, and support staff to implement appropriate interventions and monitor progress; inform eligible students about dual enrollment opportunities, allowing them to earn college credits while still in high school. This action is explicitly designed to accelerate learning and support English learners, as well as foster youth and low-income students. However, as all students enrolled in these programs are likely to benefit from extra resources and support, any student who needs them can access them.	
1.2	**Action:** Provide supplemental materials to support student access to standards based curriculum **Need:** Graduation Rates Northwest Evaluation Association (NWEA) scores indicate a need for additional academic support for English learners, low-income, homeless, foster, Hispanic, and/or those students with disabilities, who often have individual learning gaps due to various factors. **Scope:**	Low-income students and English learners (EL) often face significant barriers to academic success, including limited access to resources relevant to their unique circumstances. This inequity can lead to an achievement gap, where these students perform below their peers in overall academic achievement. Targeted materials and resources tailored to the specific needs of low-income students and English language learners (ELs) can significantly enhance their academic performance. This will include differentiated resources, multimedia content, and hands-on activities that cater to individual learning preferences and abilities, thereby increasing engagement and, consequently, graduation rates.	Graduation Rate Hispanic students Graduation Rate All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	This action is specifically designed to accelerate learning and support English learners and low-income students. However, as all students enrolled in these programs are likely to benefit from extra resources and support, any student who needs them can access them.	
1.3	**Action:** Maintain teacher/(s) for specialized academic interventions. **Need:** NWEA scores indicate a need for additional academic support for unduplicated pupils, who often have individual learning gaps due to various factors. **Scope:** LEA-wide	The action is designed to support the unique needs of personalized tutoring for English language learners (ELs) and low-income students. It is grounded in addressing educational inequities, improving academic outcomes, and enhancing engagement and motivation. Personalized tutoring is an effective intervention for students, allowing for the individualized attention necessary for their academic success. We anticipate that the need is higher among unduplicated students, but the small enrollment size of ODC allows staff to provide services to all students. Therefore, this action is being implemented LEA-wide to maximize the impact on academic outcomes.	Graduation Rate
2.1	**Action:** Materials to Support Student Engagement **Need:** On the LCAP student survey, students expressed a need for more diverse course materials and better alignment of courses with their interests, as well as their college and career goals.	Increasing the relevance of course materials to students' academic and college or career interests will lead to higher student motivation and interest in academic standards-based subject matter coursework, as well as increased levels of work completion. We anticipate that the need is higher among English learners, low-income students, and foster youth. However, Open Door Charter's small enrollment size allows staff to provide services to	Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	all students; therefore, this action is being implemented LEA-wide to maximize the impact on academic outcomes.	
2.2	**Action:** Safe and Inclusive Environment **Need:** The chronic absenteeism rate is 36.4% for all students, 37.8% for Foster 25%, 37.5% for Low-income students. Homeless and English learner data is unavailable due to low student numbers. **Scope:** LEA-wide	This action addresses the need to improve absenteeism by providing inclusive resources and training on practices to help bridge gaps in understanding and ensure that all students have an equal opportunity to access the curriculum and achieve academic success. This can be accomplished by integrating multicultural education, diverse perspectives, and culturally relevant materials into the curriculum. Additionally, it offers professional development on inclusive practices and will lead to improved attendance. We anticipate that the need is higher among English learners, low-income students, and foster youth. However, the small enrollment size of ODC allows staff to provide services to all students. Therefore, this action is being implemented LEA-wide to maximize the impact on academic outcomes.	Chronic Absentism
2.3	**Action:** College and Career Readiness and Transitions **Need:** The chronic absenteeism rate is 36.4% for all students, 37.8% for Foster 25%, 37.5% for Low-income students. Homeless and English learner data is unavailable due to low student numbers.	Socioeconomically disadvantaged, foster students with disabilities, English learners, and Hispanic students often face systemic barriers that contribute to decreased college and career training attendance compared to their peers. By providing services that connect students to college and career training opportunities, we ensure that all students have access to these opportunities. It offers engaging workshops and provides college and career information to inform students about post-high school academic and career opportunities.	Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	We anticipate that the need is higher among English learners, low-income students, and foster youth; however, ODC's small enrollment size allows staff to provide services to all students. Therefore, this action is being implemented LEA-wide to maximize the impact on academic outcomes.	
2.4	**Action:** Maintain a Part TimeTransition Specialist **Need:** Unduplicated students often need additional support to access educational opportunities and support services. This need is identified by individual enrollment interviews conducted with students. **Scope:** LEA-wide	The Transition Specialist will ensure equitable access to resources that promote the academic achievement of unduplicated students and foster a more inclusive and supportive educational environment where all students can thrive regardless of their background or circumstances. This action is explicitly designed to accelerate learning and support English learners, as well as foster youth and low-income students. However, as all students enrolled in these programs are likely to benefit from extra support, and given the small student population, any student who needs it can access it.	Participation in enrollment interviews to inform academic needs and/or barriers to success.
3.1	**Action:** Student/Parent Involvement **Need:** Student YouthTruth survey data indicates a need for collaborative opportunities and community engagement as an area of growth for ODC.	English learners, Hispanics, Homeless Youth, and Socioeconomically Disadvantaged students enrolling at ODC often face challenges that result in decreased social and academic engagement opportunities in schools. By providing opportunities tailored to the time constraints, needs, and interests of ODC, we aim to support increased engagement and collaboration. This action is specifically designed to address that need and foster relationships between families, partners,	Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	and school staff, ultimately leading to increased engagement. Due to the small student and staff size, any student can benefit from increased engagement activities; therefore, this action is being implemented LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Academic intervention support to identified English learners and and Professional Learning. **Need:** Student, staff, and parent feedback expressed a need for individualized support opportunities in core academic subjects to ensure comprehension and success. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to meet the needs of English learners by assessing each student's language proficiency and academic skills to create tailored learning goals and instructional strategies. Regularly monitor progress and adjust plans as needed. Provide interventions to support academic achievement for long-term English learners.	English Language Proficiency Indicator (ELPI)

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

There are no limited action contributing to meeting the increased or improved services requirement.

Additional Concentration Grant Funding

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

ODC does receive additional concentration funding in the amount of $25,734. This does not allow for a full time employee to reduce staff to student ratio. However, in Goal 2, Action 4, there is funding to support the part time transition specialist.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	0
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:23

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$535,856.00	276,196	51.543%	0.000%	51.543%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$279,000.00	$20,000.00	$0.00	$0.00	$299,000.00	$242,500.00	$56,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Improve Academic Outcomes (Red Indicator, Graduation Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$190,000.00	$0.00	$190,000.00				$190,000.00	
1	1.2	Provide supplemental materials to support student access to standards based curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,500.00	$5,500.00				$5,500.00	
1	1.3	Maintain teacher/(s) for specialized academic interventions.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$30,000.00	$0.00	$10,000.00	$20,000.00			$30,000.00	
1	1.4	Academic intervention support to identified English learners and and Professional Learning.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.5	Increase Locations	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Materials to Support Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,500.00	$4,500.00				$4,500.00	
2	2.2	Safe and Inclusive Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,500.00	$6,500.00	$13,000.00				$13,000.00	
2	2.3	College and Career Readiness and Transitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$4,000.00	$4,000.00	$8,000.00				$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.4**	Maintain a Part TimeTransition Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
3	**3.1**	Student/Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,000.00	$3,000.00	$15,000.00				$15,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$535,856.00	276,196	51.543%	0.000%	51.543%	$279,000.00	0.000%	52.066 %	**Total:**	$279,000.00
								LEA-wide Total:	$276,000.00
								Limited Total:	$3,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Improve Academic Outcomes (Red Indicator, Graduation Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
1	1.2	Provide supplemental materials to support student access to standards based curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
1	1.3	Maintain teacher/(s) for specialized academic interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
1	1.4	Academic intervention support to identified English learners and and Professional Learning.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	
2	2.1	Materials to Support Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	
2	2.2	Safe and Inclusive Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	College and Career Readiness and Transitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	2.4	Maintain a Part TimeTransition Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	Student/Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$242,000.00	$270,648.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Improve Academic Outcomes (Red Indicator, Graduation Rate)	Yes	$175,000.00	195,000
1	**1.2**	Provide supplemental materials to support student access to standards based curriculum	Yes	$3,500.00	5,000
1	**1.3**	Maintain teacher/(s) for specialized academic interventions.	Yes	$10,000.00	15,860
1	**1.4**	Academic intervention support to identified English learners and and Professional Learning.	Yes	$3,000.00	4,000
1	**1.5**	Increase Locations	No	$0.00	0.00
2	**2.1**	Materials to Support Student Engagement	Yes	$4,500.00	$4,500.00
2	**2.2**	Safe and Inclusive Environment	Yes	$7,000.00	7,288.00
2	**2.3**	College and Career Readiness and Transitions	Yes	$4,000.00	4,000.00
2	**2.4**	Maintain a Part TimeTransition Specialist	Yes	$30,000.00	30,000.00
3	**3.1**	Student/Parent Involvement	Yes	$5,000.00	5,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$242,000.00	$242,000.00	$270,648.00	($28,648.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improve Academic Outcomes (Red Indicator, Graduation Rate)	Yes	$175,000.00	195,000.00		
1	1.2	Provide supplemental materials to support student access to standards based curriculum	Yes	$3,500.00	5,000.00		
1	1.3	Maintain teacher/(s) for specialized academic interventions.	Yes	$10,000.00	15,860.00		
1	1.4	Academic intervention support to identified English learners and and Professional Learning.	Yes	$3,000.00	4,000.00		
2	2.1	Materials to Support Student Engagement	Yes	$4,500.00	4,500.00		
2	2.2	Safe and Inclusive Environment	Yes	$7,000.00	7,288.00		
2	2.3	College and Career Readiness and Transitions	Yes	$4,000.00	4,000.00		
2	2.4	Maintain a Part TimeTransition Specialist	Yes	$30,000.00	30,000.00		
3	3.1	Student/Parent Involvement	Yes	$5,000.00	5,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$535,856.00	$242,000.00	0	45.161%	$270,648.00	0.000%	50.508%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024