LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: OCS-South

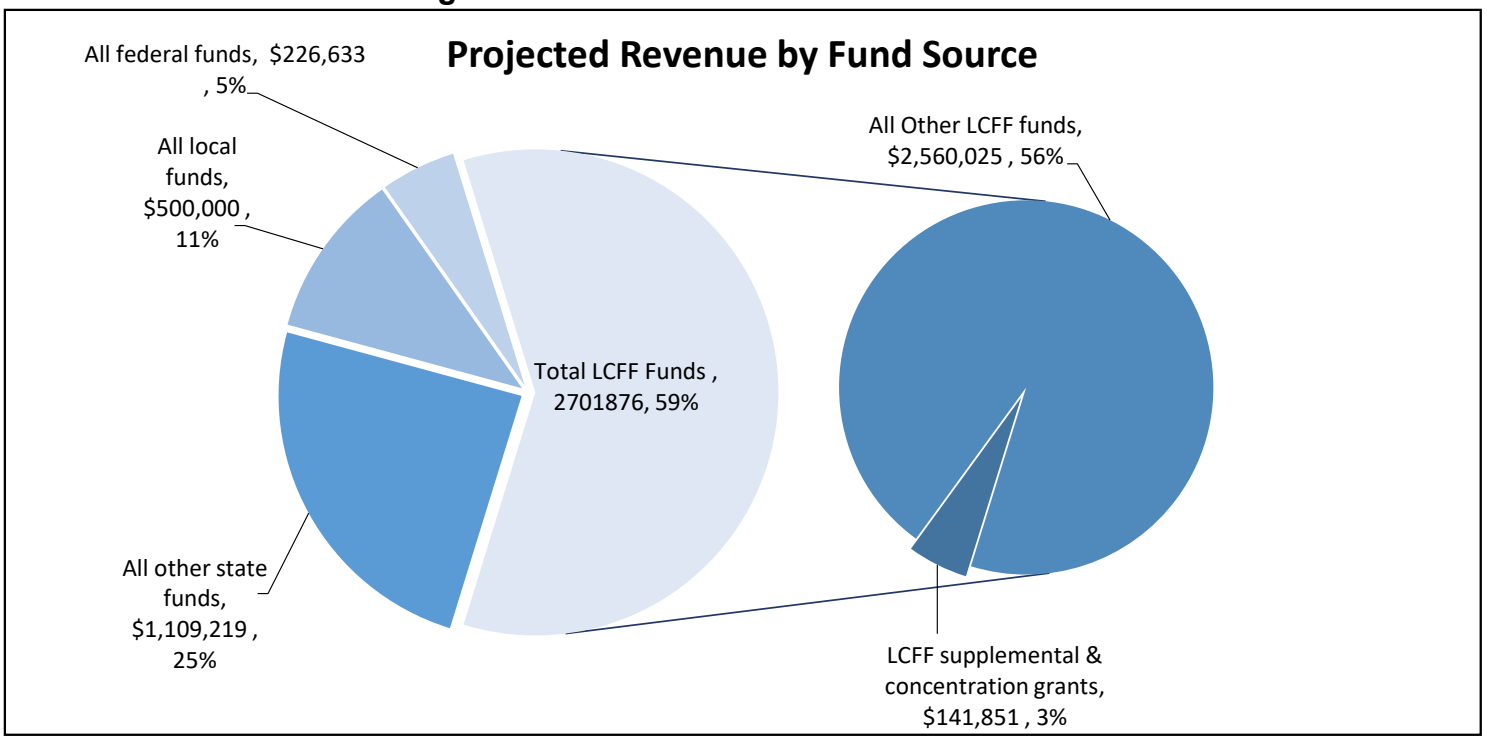
CDS Code: 19-64881-0136945

School Year: 2026-2027

LEA contact information: Lauren O'Neill, 626-229-0993, laureno@ocsmail.org

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

Budget Overview for the 2026-2027 School Year

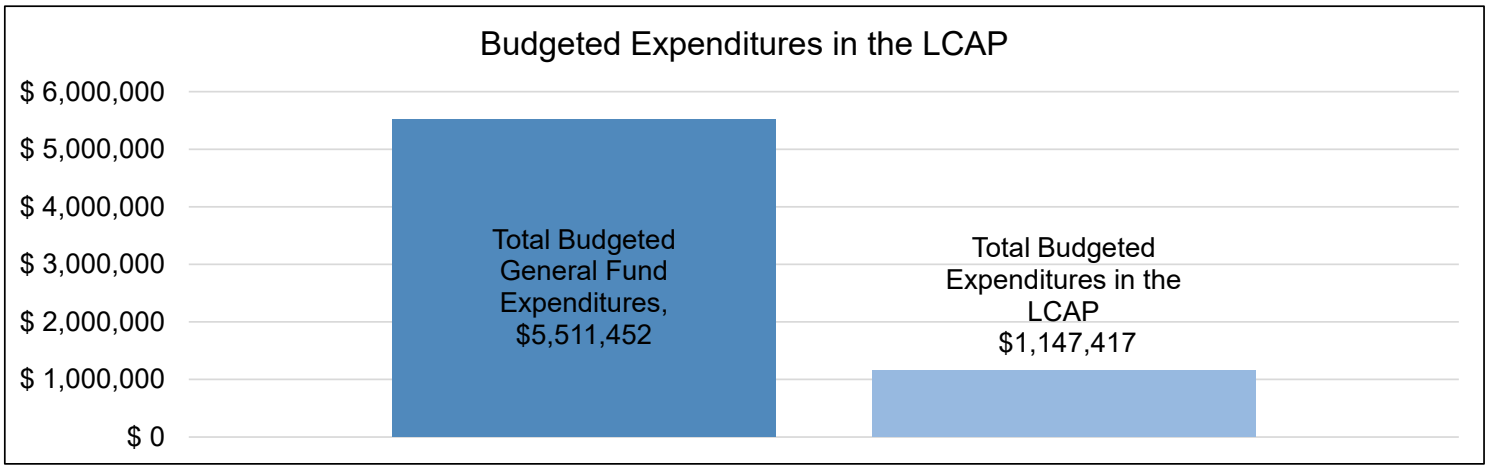


This chart shows the total general purpose revenue OCS-South expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for OCS-South is $4,537,728.00, of which $2,701,876.00 is Local Control Funding Formula (LCFF), $1,109,219.00 is other state funds, $500,000.00 is local funds, and $226,633.00 is federal funds. Of the $2,701,876.00 in LCFF Funds, $141,851.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much OCS-South plans to spend for 2026-2027. 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: OCS-South plans to spend $5,511,452.00 for the 2026-2027 school year. Of that amount, $1,147,417.00 is tied to actions/services in the LCAP and $4,364,035.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

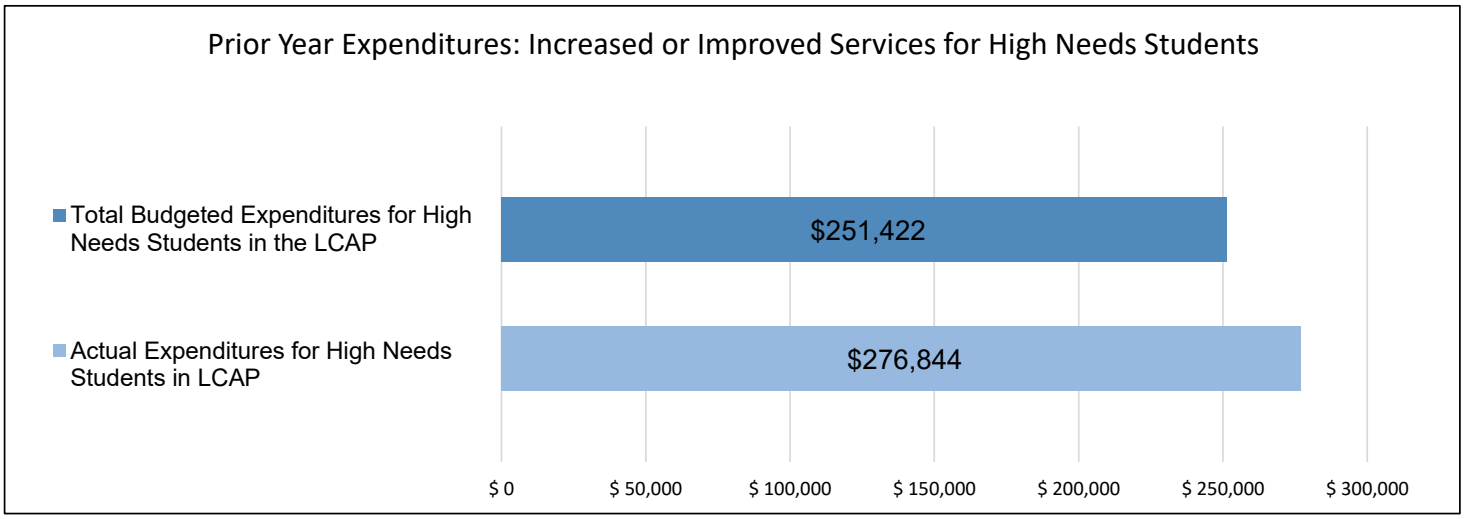
Teacher Salaries, Instructional Aides, Facility Rent expense, Executive Director Salary, Accounting and Finance function, Food program, Special Education Staff, School Supplies, Noncapitalized Equipment

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, OCS-South is projecting it will receive $141,851.00 based on the enrollment of foster youth, English learner, and low-income students. OCS-South must describe how it intends to increase or improve services for high needs students in the LCAP. OCS-South plans to spend $126,747.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what OCS-South budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what OCS-South estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, OCS-South's LCAP budgeted $251,422.00 for planned actions to increase or improve services for high needs students. OCS-South actually spent $276,844.00 for actions to increase or improve services for high needs students in 2025-2026.

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
OCS - South Charter School	Lauren O'Neill, Interim Executive Director	laureno@ocsmail.org/ 626-209-5635

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

OCS- South opened in 2018 with the goal of creating a public charter school which would address the diverse learning needs of students in the Altadena, Pasadena, and surrounding communities. Our educationally rigorous and rich learning environment aims to develop active learners who discover their interests and broaden their knowledge in an engaging environment of academic excellence. Through a workshop model that emphasizes student choice and emotional well-being, students collaborate with peers, teachers, and community members. Our thoughtfully designed curriculum promotes social responsibility that impacts the larger community.

OCS- South's unique school design embraces the individual and varied learning styles of all students and is tailored to meet the needs of those who learn best by doing. In our classrooms, students experience learning in both traditional and innovative ways that blend a multitude of content sources, learning modalities, instructional approaches, and pedagogies. Our instructional design recognizes that meeting the needs of all students requires purposeful, flexible design of learning experiences and environments. Our innovative instructional program is a structured yet flexible classroom setting that provides personalized opportunities for all learners to be supported, challenged, and engaged in the curriculum. Our looping classroom environments, grounded in the workshop model, foster this personalization and flexibility, allowing close, ongoing collaboration, and deep engagement with student needs and interests.

Our core beliefs of community, inclusivity, academic excellence, and a diverse by design model define how we work, how we treat each other, and demonstrate what our organization and schools' value in life and education. In the 2025-2026 school year, OCS – South served 184 students in grades TK through 8th. Our diverse community was comprised of 41% students who were socioeconomically disadvantaged, 5% students designated as English Learners, 1.1% Foster students, 9% students who identified as Black/African American, 8% students who identified as Asian or Filipino, 43% students who identified as Hispanic/Latino, 24.5% students who identified as White, 12.5% students who identified as Biracial/Multiracial and 3.8%, 23% Students with Disabilities.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for OCS - South which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the

students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

The plans included in the LCAP address these requirements by focusing on three broad goals: 1) Cultivate a positive school climate by emphasizing diversity and inclusivity, focusing on student engagement to build and maintain a safe, welcoming community. 2) Provide equitable access to teaching and learning, improving academic achievement and closing the achievement gap by ensuring all students, including every student group, demonstrate proficiency through enhanced instruction and robust Multi-Tiered Systems of Support 3) Foster dynamic relationships with parents and the community to establish a safe, inclusive environment that nurtures joy, teamwork, and high expectations for every student's learning experience.

OCS – South does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

A reflection on annual performance using the 2025 California School Dashboard and local data provides insight into student academic outcomes, engagement, and school climate. The Dashboard indicators highlight both areas of success and opportunities for continued growth. Interpretation of the 2025 Dashboard should be considered within the context of the Eaton Fire, which resulted in the loss of the OCS South campus and required the school community to transition to a new facility while maintaining continuity of instruction and student supports. Despite these unprecedented challenges, OCS South maintained strong academic outcomes in English Language Arts, demonstrated positive student growth across multiple student groups, and successfully reestablished operations in a new learning environment. Areas for continued focus include chronic absenteeism, outcomes for Students with Disabilities, and strengthening student engagement and attendance as the school community continues its recovery. This analysis helps guide decision-making, refine instructional practices, and ensure that resources remain aligned to the needs of students while supporting long-term academic success.

2025 Dashboard

English Language Arts (ELA): Green performance level schoolwide in English Language Arts, with All Students scoring 34.9 points above standard. Hispanic students, White students, and Socioeconomically Disadvantaged (SED) students also performed at the Green level. Notably, the SED student group increased by 8.8 points, moving from the Orange performance level in the previous year to Green. White students scored 33 points above standard, while Hispanic students scored 27.3 points above standard. Students with Disabilities (SWD) demonstrated significant improvement, increasing by 28.7 points from the previous year, though they remained 23.6 points below standard. Overall, OCS South student groups continue to outperform state averages in English Language Arts despite the significant disruption caused by the Eaton Fire and relocation to a new school facility.

Mathematics: Green performance level schoolwide, with All Students scoring 2.9 points above standard. White students also performed at the Green level, scoring 24.8 points above standard. Hispanic students performed at the Yellow level, scoring 13.1 points below standard, while Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD) performed at the Orange level, scoring 43.9 points and 52.2 points below standard, respectively. While achievement gaps persist among some student groups, OCS South maintained overall Green performance in mathematics and continues to outperform state averages in several student groups despite the challenges associated with the Eaton Fire and relocation to a new school facility.

Chronic Absenteeism: Red performance level for chronic absenteeism, with 31.5% of students chronically absent, representing an increase of 11.3 percentage points from the previous year. All reported student groups experienced increases and performed in the Red level. Hispanic students recorded

a chronic absenteeism rate of 38.2%, an increase of 11.1 percentage points. Socioeconomically Disadvantaged (SED) students recorded a rate of 42.2%, increasing by 10.2 percentage points, while Students with Disabilities (SWD) recorded a rate of 34.2%, increasing by 11.1 percentage points. These increases reflect the significant disruption caused by the Eaton Fire, including student displacement, changes in transportation, housing instability, and the challenges associated with relocating the school community to a new campus. Attendance remains a key area of focus as the school continues to strengthen family outreach, student engagement, and attendance supports.

Suspensions: Yellow performance level schoolwide for suspensions, with 1.8% of students suspended at least one day, reflecting maintenance from the previous year. White students achieved a Blue performance level with 0% suspensions, representing a 2.4 percentage point improvement. Socioeconomically Disadvantaged (SED) students performed at the Orange level, with 2.4% suspended at least one day, while Students with Disabilities (SWD) recorded a suspension rate of 5.5%. Hispanic students also performed at the Orange level, with 4.4% suspended at least one day. These results reflect the school's continued commitment to maintaining a positive school climate during a period of significant disruption, while indicating a need to strengthen restorative practices, targeted behavioral supports, and consistency of implementation for specific student groups.

Local Indicators: All local indicators were met.

Additional Dashboard Data: Informational Purposes

Science: OCS South students increased by 2.6 points, achieving a score of 63.3 points and performing 10.7 points above the statewide average. Hispanic students increased by 5.6 points and White students increased by 9.4 points from the previous year, while Socioeconomically Disadvantaged (SED) students maintained stable performance. No performance colors are assigned by student group. Overall, student performance in science continued to exceed state averages.

CA Growth Model ELA: Students in the All Students group performed at the Accelerated level. Socioeconomically Disadvantaged (SED) students demonstrated Accelerated growth, with 71% improving upon prior-year performance. Students with Disabilities (SWD) also performed at the Accelerated level, with 81.3% improving their previous year's scores, while White students demonstrated Accelerated growth with 75% improving. Hispanic students achieved the Exceptional growth level, with 69% improving upon prior-year performance**.** These outcomes reflect widespread academic progress and the effectiveness of instructional supports across multiple student groups

CA Growth Model Math: Students in the All Students group performed at the Average growth level, with 65.8% improving scores over the previous year. White students achieved Exceptional growth, with 83.3% improving their prior-year performance. Students with Disabilities (SWD) performed at the Accelerated level, with 56.3% improving their scores, while Hispanic students and Socioeconomically Disadvantaged (SED) students performed at the Average level, with 57.1% and 58.1% improving their prior-year scores, respectively. These results indicate continued academic progress in mathematics and reflect the positive impact of targeted supports across multiple student groups.

Lowest Performing Student Groups

Chronic Absenteeism for all students**,** Hispanic**,** Two or More Races**,** Students with Disabilities, and White student groups received a red performance indicator on the 2023 CA Dashboard. (See Goal 1, Action 1.2: Attendance Initiatives).

Learning Recovery Block Grant

OCS - South does not have any LREGB unexpended funds.

Reflections: Technical Assistance

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

OCS – South Local Control and Accountability Plan 2026-2027

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

OCS - South is a single school LEA that 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Odyssey Parent Participation Group	School leadership engaged families through Odyssey Parent Participation Group meetings to gather input on the development of the LCAP. Families were provided updates on current LCAP goals, student outcomes, and school

	priorities and were invited to provide feedback on future needs and areas of focus. Feedback gathered through these discussions was reviewed and incorporated into the development of the LCAP.
Faculty Meeting	School leadership engaged faculty in reviewing student achievement, engagement, and school climate data, as well as progress toward current LCAP goals. Staff identified areas of strength, opportunities for improvement, and priorities for the coming year. Feedback from these discussions informed the development of the LCAP goals, actions, and services.
Odyssey Charter Schools Governing Board	School leadership provided the Governing Board with a mid-year update on LCAP implementation, including progress toward LCAP goals, student outcomes, and expenditures associated with LCAP actions and services. The Governing Board reviewed implementation progress, resource allocation, and priorities for continuous improvement.
Students	Students provided input through surveys and school-based feedback opportunities regarding their educational experiences, school climate, engagement, and areas for improvement. Student feedback was considered in the development of the LCAP.
Desert Mountain Charter Special Education Local Plan Area (SELPA)	School leadership consulted with the SELPA regarding the development of the LCAP. Feedback and guidance from the SELPA, including consideration of Basic Services, State Standards, Student Achievement, Parent Involvement, Student Engagement, School Climate, and Course Access, were incorporated into the development of the LCAP.

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

The adopted LCAP was informed by input gathered from educational partners, including families, staff, students, the Governing Board, and the SELPA. Educational partner engagement focused on reviewing progress toward current LCAP goals, student outcome data, school climate information, and priorities for the coming year.

A consistent theme throughout educational partner engagement was the importance of rebuilding a sense of community following the loss of the OCS South campus. Families expressed concerns regarding student safety, the transition to a new facility, and creating a sense of belonging in a commercial building that was not originally designed as a school. Parents emphasized the importance of maintaining open communication regarding facility improvements, expanding outdoor play and recreation spaces, and ensuring that the new campus provides a safe, welcoming, and engaging environment for students.

Educational partners also emphasized the importance of continued academic, behavioral, and social-emotional supports, as well as preserving enrichment opportunities such as arts education, field trips, and community events that help strengthen student engagement and school connectedness.

These themes aligned closely with the school's existing goals and priorities and were considered in the development of the adopted LCAP, including the continuation of actions and services designed to support academic achievement, student well-being, family engagement, and the continued development of a strong school community in its new home.

The public hearing and board approval for the Local Control Accountability Plan and Local Indicators was held on June 23, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Cultivate a positive school climate by emphasizing diversity and inclusivity, focusing on student engagement to build and maintain a safe, welcoming community.	Broad

State Priorities addressed by this goal.

Priorities: #1 Basic services, #5 Student Engagement, #6 School Climate, #7 Broad Course of Studies

An explanation of why the LEA has developed this goal.

Our goal is to create a positive school climate by emphasizing diversity and inclusivity, focusing on student engagement to build and maintain a safe, welcoming community. This goal was developed to ensure Odyssey Charter Schools' goals, actions, services, and expenditures support positive student outcomes that address our state and local priorities. The actions and services under this goal are designed to foster a diverse and inclusive school culture that involves input and collaboration from all stakeholders, ensuring a safe and positive school community.

To increase student engagement and improve daily attendance, we recognize the importance of establishing a strong foundation between a supportive school climate and positive student engagement rates. To support this relationship, we have increased expenditures to train and support staff in restorative practices, Social-Emotional Learning (SEL), and student activities. Additionally, we provide enrichment programs throughout the school day and ensure the implementation of practices that promote student engagement.

Furthermore, we have enhanced our focus on mental health, health and safety, recognizing their critical role in fostering a supportive environment. By integrating these elements, we aim to create a school climate that not only prioritizes academic achievement but also the overall well-being of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate *Data Source: CALPADS P-2*	94% P-2 *Data Year: 2023-2024*	P-2 Data In Progress *Data Year: 2024-2025*	P-1: 93.78% *Data Year: 2025-2026*	95%	-0.22%

1.2	Chronic Absenteeism Rate *Data Source: CA Dashboard*	32% *Data Year: 2022-2023*	20.2% *Data Year: 2023-2024*	31.5% *Data Year: 2024-25*	<10%	-0.5%
1.3	Middle School Dropout Rate *Data Source: Dataquest*	0% *Data Year: 2022-2023*	0% *Data Year: 2023-2024*	0% *Data Year: 2024-25*	0%	Maintained
1.4	Suspension Rate *Data Source: CA Dashboard*	2.5% *Data Year: 2022-2023*	1.6% *Data Year: 2023-2024*	1.8% *Data Year: 2024-25*	<1%	-0.7%
1.5	Expulsion Rate *Data Source: Dataquest*	0% *Data Year: 2022-2023*	0% *Data Year: 2023-2024*	0% *Data Year: 2024-25*	<1%	Maintained
1.6	% of students with access to broad course of study, including unduplicated students and students with exceptional needs *Data Source: Local*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*	100% *Data Year: 2025-2026*	100%	Maintained
1.7	% of students that feel a sense of connectedness to the school *Data Source: Local Survey*	3rd Grade:81% 5th Grade: 77% *Data Year: 2023-2024*	3rd Grade:90% 5th Grade: 88% *Data Year: 2024-2025*	3rd Grade:71% 5th Grade: 56% *Data Year: 2025-2026*	83%	3rd Grade: -10% 5th Grade: -21%
1.8	% of students that feel a school is safe *Data Source: Local*	3rd Grade: 93% 5th Grade: 86% *Data Year: 2023-2024*	3rd Grade: 90% 5th Grade: 85% *Data Year: 2024-2025*	3rd Grade: 60% 5th Grade: 68% *Data Year: 2025-2026*	90%	3rd Grade: -33% 5th Grade: -18%
1.9	% of teachers feel school is a safe space for staff and is a	86% feel school is safe	% feel school is safe	97% feel school is safe	90% feel school is safe	11% feel school is safe 0% feel school is an inviting place to work

	supporting and inviting place to work *Data Source: Teacher Survey*	91% feel school is an inviting place to work *Data Year: 2023-2024*	% feel school is an inviting place to work *Data Year: 2024-2025*	91% feel school is an inviting place to work *Data Year: 2025-2026*	90% feel school is an inviting place to work	
1.10	School facilities condition *Data Source: SARC*	Good *Data Year: 2022-2023*	Good *Data Year: 2023-2024*	Good *Data Year: 2025-2026*	Good	Maintained

Goal Analysis for 2025-2026

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

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

All planned actions aligned to Goal 1 were implemented with consistency and fidelity throughout the year, and there were no substantive differences between the actions as planned and their implementation. OCS South remained focused on providing a safe and supportive learning environment, maintaining access to a broad course of study, supporting student attendance, and fostering a positive school culture through restorative practices and student supports.

A significant focus of implementation during the year was responding to the loss of the OCS South campus in the Eaton Fire and preparing a new facility in time for the start of the school year. School leadership, staff, and families worked collaboratively to transition the program into a commercial facility that was not originally designed as a school while maintaining continuity of instruction and student services. Considerable effort was dedicated to preparing learning spaces, relocating resources, ensuring student safety, and creating a welcoming environment for students and families.

Despite the challenges associated with the loss of the campus, OCS South maintained 100% access to a broad course of study for all students, preserved a Good facilities rating, and continued to implement attendance initiatives, restorative practices, and student support services. The successful opening of the new facility for the start of the school year represented a significant accomplishment and provided stability for students, staff, and families during a period of recovery and transition.

While rebuilding a sense of place and community remains an ongoing process, the school successfully reestablished operations, maintained core educational programs, and continued supporting the academic, social-emotional, and safety needs of students throughout the year.

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

All Goal 1 actions were implemented as planned with no substantive differences between intended and actual implementation. Budget variances were minor, ranging from 0.4% below budget for Restorative Practices to 8.4% above budget for Facilities due to operational needs. Attendance initiatives slightly exceeded projected costs as the school continued to invest in student engagement and attendance supports. Overall, the actions were successfully implemented and provided students with access to a broad course of study, attendance supports, restorative practices, and safe learning environments

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

The actions associated with Goal 1 were effective in maintaining student access, school operations, and a positive learning environment during a year marked by the loss of the OCS South campus in the Eaton Fire and the transition to a new facility. Action 1.1 was successfully implemented, with 100% of students continuing to have access to a broad course of study, including physical education, visual and performing arts, and other enrichment opportunities. School facilities maintained a Good rating despite the challenges associated with relocation and establishing a learning environment in a commercial facility.

Actions 1.2 and 1.3 continued to support student engagement and school climate through attendance initiatives, family outreach, restorative practices, and student supports. Attendance remained relatively stable at 93.78%, while staff survey results remained strong, with 97% of staff reporting that the school is a safe place to work and 91% reporting that it is a supportive and inviting workplace.

Several metrics indicate areas requiring continued focus. Chronic absenteeism increased to 31.5%, suspension rates increased to 1.8%, and student survey results reflected declines in students' sense of connectedness and perceptions of school safety. These results likely reflect the challenges associated with the loss of the school campus, relocation to a new facility, and the disruption experienced by students and families following the Eaton Fire.

Overall, the data indicate that Goal 1 actions were effective in maintaining educational access, supporting students and families through a period of significant transition, and successfully reopening and operating a new school facility while continuing to address student attendance, engagement, and school climate needs.

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

Based on the review of local data, Dashboard indicators, and educational partner input, no substantive changes were made to Goal 1, its metrics, target outcomes, or actions for the coming year. The goal remains aligned with OCS South's commitment to providing a safe, supportive, and engaging learning environment for all students.

While attendance, chronic absenteeism, student connectedness, and perceptions of school safety remain areas of focus, the existing actions related to access to a broad course of study, attendance initiatives, restorative practices, and facility maintenance continue to address the identified needs. As the school community continues to establish routines and strengthen connections within its new facility, these actions remain critical to supporting student well-being, engagement, and a positive school climate.

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	Access to and enroll in broad course of the educational program	Our educational program and a broad course of study encompasses three interconnected educational domains: Academic Excellence, Social Emotional Wellbeing, and Social Responsibility. As part of this broad curriculum, special emphasis will be placed on including robust physical education programs and diverse art opportunities, ensuring these elements are integral to the educational experience. This approach is particularly designed to support low-income students, students with disabilities, and English learners, providing them with the necessary learning support to achieve their growth targets.	$151,746	No
1.2	Attendance Initiatives	In order to support attendance and chronic absenteeism of our unduplicated students and highest need students, the school our Office Manager and the front office team will support in the early identification for students who show signs of chronic absenteeism, establish regular family communication, establish regular family communication, establish community partnerships, and develop new parent engagement strategies to increase a sense of connectedness for both students and families. This action will support regular attendance of all students but has been designed specially to support the needs of our Hispanic, Two or More Races, Students with Disabilities and White student subgroups due to the red indicator on our 2023 Dashboard.	$112,170	Yes
1.3	Restorative Practices	In order to develop and support student engagement and a positive school culture, our Principals and Assistant Principals will lead our faculty in training and implementation of restorative practices for all learners. Implementation of restorative practices will ensure teachers provide clear boundaries, set high expectations in both academic and social domains and build attentive and supportive relationships. Through our restorative practices, we will increase the services to our unduplicated students and students with disabilities to improve a sense of connectedness, increase programming, mental health services and offer mentoring programs to create a safe and nurturing campus climate.	$12,000	No
1.4	Facilities	In order to support student safety and the educational program for all students, the school will continue to maintain a clean and safe school facility by employing the necessary custodial staff. Ongoing professional development will ensure team members are able to continue growing and remain abreast of trends in this field.	$56,640	No

Goal

Goal #	Description	Type of Goal
2	Provide equitable access to teaching and learning, improving academic achievement and closing the achievement gap by ensuring all students, including every student group, demonstrate proficiency through enhanced instruction and robust Multi-Tiered Systems of Support.	Broad

State Priorities addressed by this goal.

Priorities: #1 Basic services, #2 Implementation of State Standards, #4 Pupil Outcomes

An explanation of why the LEA has developed this goal.

The goal of providing equitable access to teaching and learning, improving academic achievement, and closing the achievement gap by ensuring all students, including every student group, demonstrate proficiency through enhanced instruction and robust Multi-Tiered Systems of Support (MTSS) was developed to align Odyssey Charter Schools' goals, actions, services, and expenditures with our state and local priorities. This goal supports students, families, teachers, and staff in achieving proficiency or academic growth in all core content areas, including all student groups. Our focus is on narrowing the achievement gap for English Learners, socioeconomically disadvantaged students, and students with disabilities in English Language Arts and Mathematics. To achieve this, we will gather and analyze student performance data (i-Ready and CAASPP) to evaluate the effectiveness of our programs. Rigorous data analysis will enable us to identify and assess students' needs in academic achievement, social-emotional well-being, and educational engagement. The MTSS framework employs universal assessments to identify students in need of support and uses formative assessments to guide interventions. While MTSS engages all learners, it recognizes that some students may require supplemental support, and a few may need more intensive interventions. Success is fostered through an integrated multi-tiered system of support, where general and special education are combined at all three tiers, providing primary interventions alongside targeted and individualized support as needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to standards-aligned instructional materials for use at home and at school *Data Source: SARC*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*	100% *Data Year: 2025-2026*	100%	Maintained

2.2	% of properly credentialed and assigned teachers *Data Source: SARC*	100% *Data Year: 2021-2022*	100% *Data Year: 2022-2023*	67.6% *Data Year: 2023-24*	100%	-32.4%
2.3	% of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Data Source: Local*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*	100% *Data Year: 2025-2026*	100%	Maintained
2.4	i-Ready: The average Annual typical Growth of the school *Data Source: Local*	The median Annual typical growth OCS-South 121%	The median Annual typical growth OCS-South Data In Progress	The Median Annual Growth Reading: 57% Math: 52%	95%	N/A due to change in reporting
2.5	CAASPP ELA: Student Performance Data for all students and all numerically significant subgroups *Data Source: CA Dashboard*	All: 70% met/exceeded SED: 54% African American: 37% Hispanic: 71% White: 76% Two or More Races: 73% SWD: 43% EL: 71% *Data Year: 2022-2023*	All: 62% met/exceeded SED: 46% African American: 40% Hispanic: 60% White: 71% Two or More Races: 47% SWD: 31% *Data Year: 2023-2024*	All: 67% met/exceeded SED: 50% A. American: 37% Hispanic: 64% White: 69% 2 + Races: 73% SWD: 42% EL: N/A *Data Year: 2024-25*	73%	All: -3% met/exceeded SED: -4% A. American: 0% Hispanic: -7% White: -7% 2 + Races: 0% SWD: -1% EL: N/A
2.6	CAASPP Math: Student Performance Data for all students and all numerically significant subgroups	All: 60% met/exceeded SED: 44% African American: 19% Hispanic: 54% White: 71% Two or More Races: 55% SWD: 43%	All: 57% met/exceeded SED: 41% African American: 13% Hispanic: 46% White: 74% Two or More Races: 38% SWD: 34%	All: 53% met/exceeded SED: 24% A. American: N/A Hispanic: 42% White: 66% 2 + Races: N/A SWD: 42% EL: N/A	63%	All: -7% met/exceeded SED: -20% A. American: N/A Hispanic: -12% White: -5% 2 + Races: N/A SWD: -1% EL: N/A

	Data Source: CA Dashboard	EL: 61% *Data Year: 2022-2023*	*Data Year: 2023-2024*	*Data Year: 2024-25*		
2.7	CA Science (CAST): % of students met/exceeded standard *Data Source: Dataquest*	60% of our 5th grade students met or exceeded *Data Year: 2022-2023*	50% of our 5th grade students met or exceeded *Data Year: 2023-2024*	56% of our 5th & 8th grade students met or exceeded standard for Science *Data Year: 2024-25*	62%	-4%
2.8	% of English Learners increasing a level or maintaining at the highest level on the ELPAC *Data Source: CA Dashboard*	35.7% making progress towards the English Language Proficiency *Data Year: 2022-2023*	No Data Less than 11 students *Data Year: 2023-2024*	No Data Less than 11 students *Data Year: 2024-2025*	42% making progress towards the English Language Proficiency	N/A
2.9	EL Reclassification *Data Source: Dataquest*	3.4% Reclassified Fluent English Proficient (RFEP) *Data Year: 2023-2024*	Reclassified Fluent English Proficient (RFEP) In Progress *Data Year: 2024-2025*	25% Reclassified Fluent English Proficient (RFEP) *Data Year: 2025-2026*	35%	21.6%
2.10	Participation in Professional Development *Data Source: SARC*	100% *Data Year: 2023-2024*	100% *Data Year: 2024-2025*	100% *Data Year: 2024-2025*	100%	Maintained

Goal Analysis for 2025-2026

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

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

All planned actions aligned to Goal 2 were implemented with consistency and fidelity throughout the year, and there were no substantive differences between the actions as planned and their implementation. OCS South continued to focus on improving academic achievement and closing opportunity

gaps through professional development, targeted supports, standards-aligned curriculum, and the effective use of assessment tools and instructional resources.

The Eaton Fire resulted in the loss of the OCS South campus and created significant challenges for students, families, and staff. Despite these obstacles, the school remained committed to implementing its instructional program and support systems. School leadership successfully secured and prepared a new facility in time for the start of the school year, ensuring students continued to receive access to high-quality instruction, intervention services, special education supports, and educational technology resources.

Professional development, Multi-Tiered Systems of Support (MTSS), English Learner supports, special education services, and i-Ready assessments continued to be implemented throughout the year. While the transition to a new facility and the loss of a familiar school environment presented challenges, staff remained focused on maintaining instructional continuity and supporting students' academic and social-emotional needs.

A significant success during the year was the school's ability to sustain strong academic programming and student supports while transitioning into a new learning environment. The dedication of staff, students, and families allowed OCS South to maintain focus on student achievement and continue implementing all planned actions despite the extraordinary circumstances faced by the school community.

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.

All Goal 2 actions were implemented as planned with no substantive differences in services provided. Several actions exceeded budgeted expenditures due to the school's fire recovery efforts, including additional professional development opportunities for staff, expanded MTSS supports for students, and the replacement of curriculum materials lost in the fire. Other actions, including i-Ready, Special Education, technology resources, English learner supports, and credential monitoring, were implemented within or near projected budgets. Overall, the school successfully maintained academic supports, instructional resources, and student intervention services throughout the year while responding to the additional needs created by fire recovery.

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

The actions associated with Goal 2 were effective in supporting academic achievement and access to high-quality instruction. Students continued to have 100% access to standards-aligned instructional materials, 100% of teachers utilized standards-aligned scope and sequence documents, and 100% of staff participated in professional development. English Learner supports, special education services, MTSS interventions, and instructional resources remained fully implemented throughout the year.

Despite the challenges associated with the Eaton Fire and transition to a new facility, academic outcomes remained strong. English Language Arts performance improved from 62% to 67% of students meeting or exceeding standards, Science increased from 50% to 56%, and Students with Disabilities and Socioeconomically Disadvantaged students demonstrated gains in ELA. English Learner outcomes also improved, with 42% making progress toward English language proficiency and the reclassification rate increasing from 3.4% to 25%.

Overall, the data indicate that Goal 2 actions were effective in maintaining academic progress and supporting student achievement during a year of significant transition and recovery.

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 the review of local data, Dashboard indicators, and educational partner input, no substantive changes were made to Goal 2, its metrics, target outcomes, or actions for the coming year. The goal remains aligned with OCS South's commitment to providing high-quality instruction, standards-aligned curriculum, and targeted supports to meet the needs of all learners.

While the school continues to focus on improving academic outcomes for all student groups, the existing actions related to professional development, MTSS, English Learner supports, special education services, instructional resources, and standards-aligned curriculum continue to address the identified needs. These actions remain critical to supporting academic achievement, student growth, and equitable access to learning opportunities.

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	Professional Development	To support quality instruction, differentiated instructional practices, and targeted support for our English Learners, students with disabilities, and unduplicated students, we will provide professional development training throughout the school year. Topics will include local best practices for implementing effective, mission-aligned curricula, understanding CA Common Core State Standards, and utilizing assessment and performance data to inform instruction. Additionally, the training will cover strategies for supporting students' social-emotional learning and wellbeing, as well as improving communication with families about the curriculum and lessons to better support their children at home.	$24,980	No
2.2	i-Ready Software	School Administration in conjunction with our technology support staff will ensure the i-Ready Assessment & Instruction software is implemented with fidelity across all grade levels. The purpose for using i-Ready benchmark assessments is to offer internal and external stakeholders' timely data on student progress toward grade level mastery. i-Ready is also an approved CDE verified data source which supports academic student progress, allows disaggregation, and allows reporting of data of all student groups as evidence for charter renewal.	$20,000	Yes
2.3	Multi-Tiered Systems of Support	Implement a Multi-Tiered System of Supports (MTSS) with tiered interventions to increase academic and social-emotional learning for all students, focusing on unduplicated students. Tiered levels of support will ensure students receive	$106,608	Yes

		individualized and targeted supports needed to make progress toward meeting learning growth targets. Assistant Principals will use the Student Support Progress Team (SSPT) process for data analysis, planning, teacher professional development, and program evaluation to enhance student performance and close the achievement gap. We also leverage our teacher assistants to support small group instruction and targeted interventions. In addition, teacher assistants will be leveraged to support tiered interventions		
2.4	Special Education	To support and enhance our services for students with disabilities within a full inclusion special education model, we will create shared systems of compliance, accountability, and professional growth to ensure increased and improved services. This model aims to enhance the delivery of special education services through active participation in the California Department of Education's Special Education Monitoring Processes, including Targeted Review and Intensive Monitoring activities. Additionally, we will receive program and technical support from a Program Specialist and other SELPA team members, and participate in SELPA's professional learning offerings. This comprehensive approach will ensure that our students with disabilities receive the best possible support and resources within an inclusive educational environment.	$515,387	No
2.5	Technology and Educational Resources	In order to support the teaching and learning of our educational program, school personnel will plan, purchase, and manage educational and technology resources to support learning and improve services for our unduplicated students and students with disabilities through individualized learning plans.	$48,015	No
2.6	English Learners Supports and Curriculum	To improve learning outcomes for our English Learners and improved proficiency rates for our English Learners, we will continue to implement our standards aligned ELD curriculum to ensure students are able to access the CA CCSS, receive daily designated and integrated language development support in class and increase targeted literacy interventions, to improve pupil outcomes and reclassification rates and regularly track and monitor data on learning growth.	$1,000	No
2.7	CCSS standards aligned curriculum materials	To aid in the effective implementation of the CCSS academic standards, principals will review all instructional materials aligned to CA Common Core State Standards and our current charter petition. This will ensure all students have access to quality, standards aligned materials, and enable teachers to help meet explicit learning growth targets.	$57,250	No

2.8	Credentialed Teacher/Staff Assignments	To support high quality instruction and improve student learning, all core teacher candidates will hold valid teaching credentials per the CTC to ensure all students receive quality first instruction.	$4,500	No

Goal

Goal #	Description	Type of Goal
3	Foster dynamic relationships with parents and the community to establish a safe, inclusive environment that nurtures joy, teamwork, and high expectations for every student's learning experience.	Broad

State Priorities addressed by this goal.

Priorities: #3 Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

We developed a goal for parental involvement and family engagement to foster dynamic relationships and establish a safe and inclusive environment that nurtures joy, teamwork, and high expectations for every student's learning experience. A key component in establishing a supportive school climate and positive student engagement is providing and promoting parental and family involvement. This ensures families have accessible support and resources to provide input and participate in school planning and decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents encouraged to be an active partner with the school *Data Source: Local Survey*	87% *Data Year: 2023-2024*	95% *Data Year: 2024-2025*	99% *Data Year: 2025-2026*	90%	11%
3.2	% of parents who feel engaged in the school decision-making and school actively seeks input *Data Source: Local Survey*	68% *Data Year: 2023-2024*	84% *Data Year: 2024-2025*	88% *Data Year: 2025-2026*	80%	20%
3.3	% of parents that feel the school is safe for their child *Data Source: Local Survey*	90% *Data Year: 2023-2024*	98% *Data Year: 2024-2025*	98% *Data Year: 2025-2026*	95%	8%
3.4	Opportunities for family engagement *Data Source: School Calendar*	15 Community Events *Data Year: 2023-2024*	15 Community Events *Data Year: 2024-2025*	15 Community Events *Data Year: 2025-2026*	15	Maintained
3.5	Parent Representative on the Board (2) *Data Source: Local*	2 *Data Year: 2023-2024*	1 *Data Year: 2024-2025*	2 *Data Year: 2025-2026*	2	Maintained

Goal Analysis for 2025-2026

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

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

All planned actions aligned to Goal 3 were implemented with consistency and fidelity throughout the year, and there were no substantive differences between the actions as planned and their implementation. OCS South remained focused on strengthening school-home partnerships, increasing family engagement, and fostering a welcoming and inclusive school community through regular communication, community events, family outreach, and opportunities for parent participation.

A significant focus of implementation during the year was maintaining strong connections with families following the loss of the OCS South campus and the transition to a new facility. School leadership prioritized frequent communication, family outreach, and community-building opportunities to support students and families through the transition. Despite the challenges associated with relocation, the school-maintained opportunities for family engagement, continued family outreach efforts, and preserved parent participation in school governance.

The successful transition to a new facility, coupled with ongoing family engagement efforts, helped strengthen trust and maintain strong relationships among families, students, and staff throughout the year.

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

All Goal 3 actions were implemented substantially as planned. Community event expenditures were slightly below budget as the school's relocation and fire recovery efforts required significant time and resources, resulting in fewer events being held than originally anticipated. Expenditures for the Family and Community Engagement Specialist were slightly higher than budgeted due to salary costs. Family workshops were not held during the reporting period as staff prioritized family support, communication, and recovery efforts related to the fire. Despite these challenges, the school continued to maintain strong family engagement and community outreach efforts throughout the year.

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

he actions associated with Goal 3 were highly effective in strengthening family engagement and maintaining strong partnerships between home and school during a year of significant transition. Family survey results exceeded target outcomes across all measures, with 99% of families reporting they are encouraged to be active partners with the school, 88% reporting that the school actively seeks input and engages families in decision-making, and 98% reporting that the school is safe for their child.

Community events, family outreach, and ongoing communication played an important role in maintaining connections with families following the loss of the OCS South campus and the transition to a new facility. The school maintained 15 family engagement opportunities throughout the year and continued to provide parent representation on the Governing Board, ensuring families remained connected to the school community and informed about school programs and priorities.

Overall, the data indicate that Goal 3 actions were highly effective in fostering trust, strengthening communication, and maintaining strong family-school partnerships during a period of significant change and recovery for the OCS South community.

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 the review of local data, family survey results, and educational partner input, no substantive changes were made to Goal 3, its metrics, target outcomes, or actions for the coming year. The goal continues to align with OCS South's commitment to fostering strong partnerships with families and maintaining meaningful opportunities for family engagement and participation.

Family survey results exceeded target outcomes across all measures related to family partnership, engagement in decision-making, and school safety. The existing actions related to community events, family outreach, and family engagement opportunities continue to effectively support the school's efforts to build trust, strengthen relationships, and maintain a connected school community. As a result, the school will continue implementing these actions in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Events	In partnership with the Odyssey Parent Participation Group (OPPG), host family and community events that provide opportunities for families to come to campus and develop strong relationships. Examples of community events are: Welcome Back Meet & Greet; Kinder Boohoo Breakfast; Restaurant Night; Scholastic Book Fair; Movie Night; High School Night; Gratitude Fair; Parent Night Out; learning celebrations; Mystery Readers	$5,000	No
3.2	Family and Community Engagement Specialist	The Family and Community Engagement Specialist will support all students, with a specific focus on our unduplicated students and their families. This role ensures full access to our academic program, social-emotional learning support, and after-school program in partnership with the Boys and Girls Club of Pasadena. Key responsibilities include building and maintaining strong relationships with families, organizing workshops, meetings, and events to provide valuable resources and strategies, and establishing partnerships with community organizations to offer additional support. The specialist will address the unique challenges faced by underrepresented families and develop effective communication strategies to keep them informed and engaged with school activities.	$27,121	No
3.3	Family Workshops	In partnership with the Odyssey Parent Participation Group (OPPG), provide a series of parent education nights to enhance family involvement in their children's education. Topics can include: Restorative Practices, Supporting students with Disabilities, Diversity Equity and Inclusion, classroom curriculum and social emotional learning.	$5,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$141,851	$0

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
6%	0.00%	$0.00	6%

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 school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	OCS-South's community is richly diverse, with unique identified needs for our Socioeconomically Disadvantaged students (31.1%), English Learners (3%), Foster Youth (0.3%), Students with Disabilities (14.6%), Hispanic (35.1%), African American (7.6%), Two or More Races (10.3%) and White (32.7%). Our 2023 CA Dashboard indicates chronic absenteeism for our Hispanic students (red), Socioeconomically Disadvantaged students and students with disabilities (orange). The 2024 CA Dashboard demonstrates these student groups significantly improved their attendance rates by double digits suggesting current strategies are effective though continued progress is still needed.	Odyssey is committed to enhancing our attendance initiative by providing increased staffing dedicated to monitoring, tracking, and supporting student attendance. This includes building strong relationships with families to ensure students attend school regularly and benefit from essential learning supports. These efforts are particularly focused on addressing the needs of our socioeconomically disadvantaged students, English learners, Hispanic students and students with disabilities. By offering tailored support and resources, we aim to remove barriers to regular attendance, fostering an inclusive and equitable educational environment where every student has the opportunity to succeed.	1.1 Attendance Rate Data Source: CALPADS P-2
2.2 & 2.3	The 2023-24 CAASPP data for our socioeconomically disadvantaged students indicates 47.61% of our students met or exceeded in English Language Arts and 41.26% met or exceeded in Mathematics.	The Multi-Tiered Systems of Support action provides tiered levels of support to ensure students receive individualized and targeted supports needed to make progress toward meeting learning growth targets. These focused efforts include data analysis, interventions, and program evaluation to enhance student performance and close the achievement gap. In addition, teacher assistants will be leveraged to support tiered interventions. In addition, the iReady software program will target areas of growth in reading and math to support the learning of our unduplicated students. These services are principally directed towards Socioeconomically Disadvantaged students, English learners, and Foster Youth, but are provided on a schoolwide basis because all students will benefit.	2.5 CAASPP ELA and Math: Student Performance Data for all students and all numerically significant subgroups 2.6 CAASPP Math: Student Performance Data for all students and all numerically significant subgroups

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
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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

N/A

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.

N/A

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
N/A	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 962,373.00	$ 1,023,338.00

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	Access to and enroll in broad course of study	No	$166,916	$161,743
1	2	Attendance Initatives	Yes	$110,792	$115,355
1	3	Restorative Practices	No	$11,000	$10,956
1	4	Facilities	No	$70,223	$76,084
2	1	Professional Development	No	$35,467	$49,670
2	2	i-Ready Software	Yes	$20,000	$18,932
2	3	Multi-Tiered Systems of Support	Yes	$120,630	$142,557
2	4	Special Education	No	$297,435	$284,778
2	5	Technology and Educational Resources	No	$45,625	$45,625
2	6	EnglishLearners Supports and Curriculum	No	$1,000	$1,000
2	7	CCSS Standards aligned curriculum materials	No	$40,000	$75,000
2	8	Credentialed Teacher/Staff Assignments	No	$4,500	$4,500
3	1	Community Events	No	$5,000	$4,480
3	2	Family and Community Engagement Specialist	No	$28,785	$32,658
3	3	Family Workshops	No	$5,000	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 241,668	$ 251,422	$ 276,844	$ (25,422)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	256	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Attendance Initatives	Yes	$ 110,792	$115,355	0.000%	0.000%
2	2	i-Ready Software	Yes	$ 20,000	$18,932	0.000%	0.000%
2	3	Multi-Tiered Systems of Support	Yes	$ 120,630	$142,557	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,916,819	$ 241,668	0.000%	6.170%	$ 276,844	0.000%	7.068%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 2,299,051	$ 141,851	6.2%	0%	6.2%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 479,373	$ 577,853	$ -	$ 90,191	$ 1,147,416.65	$ 1,023,796	$ 103,620

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	Access to and enroll in broad course of study	All	No	LEA-wide	N/A	Odyssey	Ongoing	$ 151,745		$ 116,049	$ 35,697			$ 151,746	0.000%
1	2	Attendance Initatives	All	Yes	LEA-wide	English Learners and Low-Income	Odyssey	Ongoing	$ 112,170		$ 112,170				$ 112,170	0.000%
1	3	Restorative Practices	All	No	LEA-wide	N/A	Odyssey	Ongoing		$ 12,000		$ 12,000			$ 12,000	0.000%
1	4	Facilities	All	No	LEA-wide	N/A	Odyssey	Ongoing		$ 56,640	$ 56,640				$ 56,640	0.000%
2	1	Professional Development	All	No	LEA-wide	N/A	Odyssey	Ongoing		$ 24,980	$ 17,948			$ 7,032	$ 24,980	0.000%
2	2	i-Ready Software	All	Yes	LEA-wide	English Learners and Low-Income	Odyssey	Ongoing			$ 20,000				$ 20,000	0.000%
2	3	Multi-Tiered Systems of Support	All	Yes	LEA-wide	English Learners and Low-Income	Odyssey	Ongoing	$ 106,608		$ 14,577	$ 92,031			$ 106,608	0.000%
2	4	Special Education	All	No	LEA-wide	N/A	Odyssey	Ongoing	$ 515,387		$ 125,156	$ 307,072		$ 83,159	$ 515,387	0.000%
2	5	Technology and Educational Resources	All	No	LEA-wide	N/A	Odyssey	Ongoing	$ 48,015			$ 48,015			$ 48,015	0.000%
2	6	EnglishLearners Supports and Curriculum	All	No	LEA-wide	N/A	Odyssey	Ongoing	$ 1,000			$ 1,000			$ 1,000	0.000%
2	7	CCSS Standards aligned curriculum materials	All	No	LEA-wide	N/A	Odyssey	Ongoing	$ 57,250		$ 2,333	$ 54,917			$ 57,250	0.000%
2	8	Credentialed Teacher/Staff Assignments	All	No	LEA-wide	N/A	Odyssey	Ongoing	$ 4,500		$ 4,500				$ 4,500	0.000%
3	1	Community Events	All	No	LEA-wide	N/A	Odyssey	Ongoing		$ 5,000	$ 5,000				$ 5,000	0.000%
3	2	Family and Community Engagement Specialist	All	No	LEA-wide	English Learners and Low-Income	Odyssey	Ongoing	$ 27,121			$ 27,121			$ 27,121	0.000%
3	3	Family Workshops	All	No	LEA-wide	N/A	Odyssey	Ongoing		$ 5,000	$ 5,000				$ 5,000	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,299,051	$ 141,851	6.2%	0.0%	6.2%	$ 146,747	0.000%	6.383%	**Total:**	$ 146,747
								LEA-wide Total:	$ 146,747
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Attendance Initatives	Yes	LEA-wide	English Learners and Low-Income	Odyssey	$ 112,170	0.000%
2	2	i-Ready Software	Yes	LEA-wide	English Learners and Low-Income	Odyssey	$ 20,000	0.000%
2	3	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners and Low-Income	Odyssey	$ 14,577	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

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).