LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

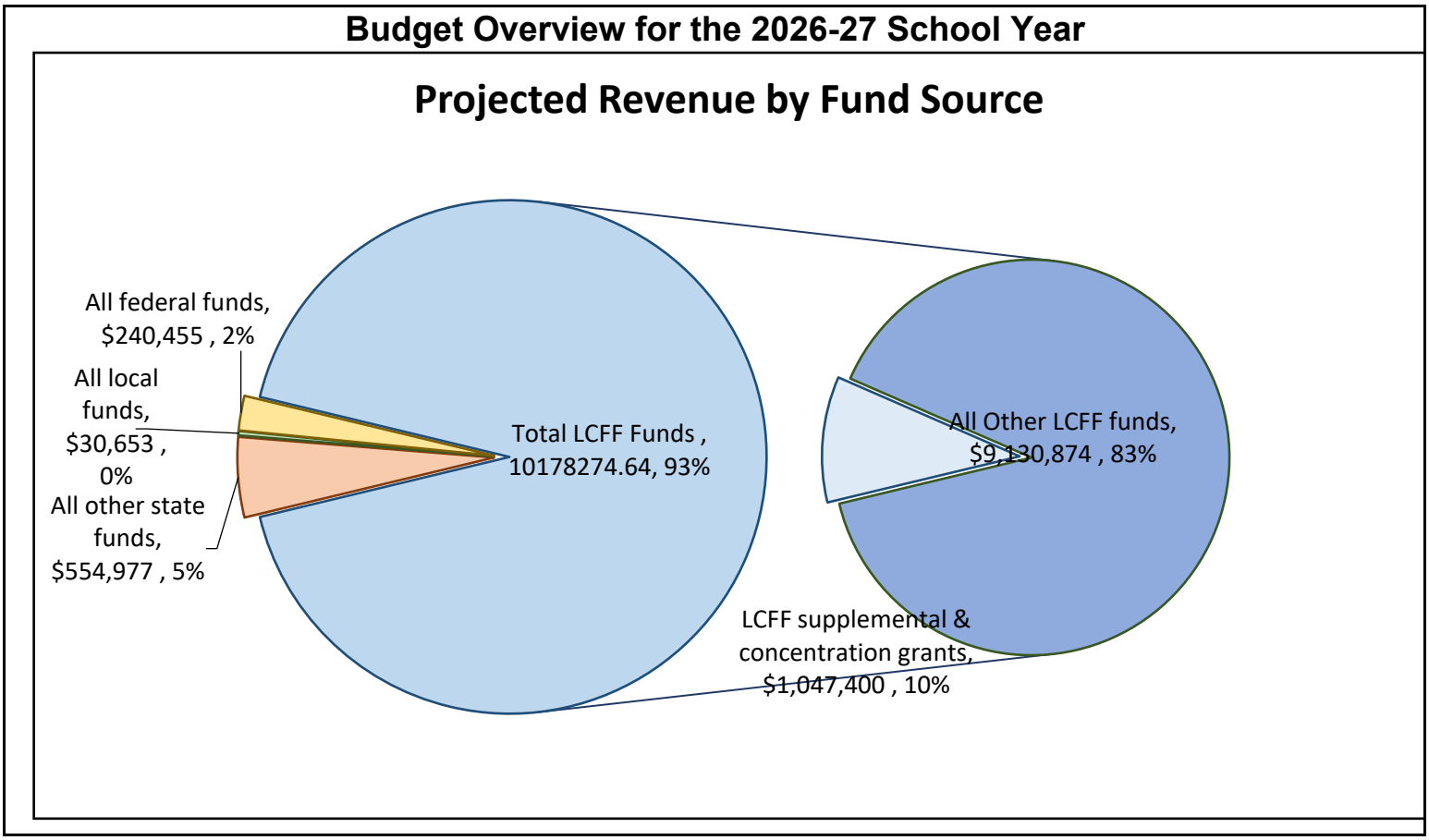
Local Educational Agency (LEA) Name: Encino Charter Elementary School

CDS Code: 19 64733 016935

School Year: 2026-27

LEA contact information: Amy Besser, Principal; adb1194@lausd.net

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).

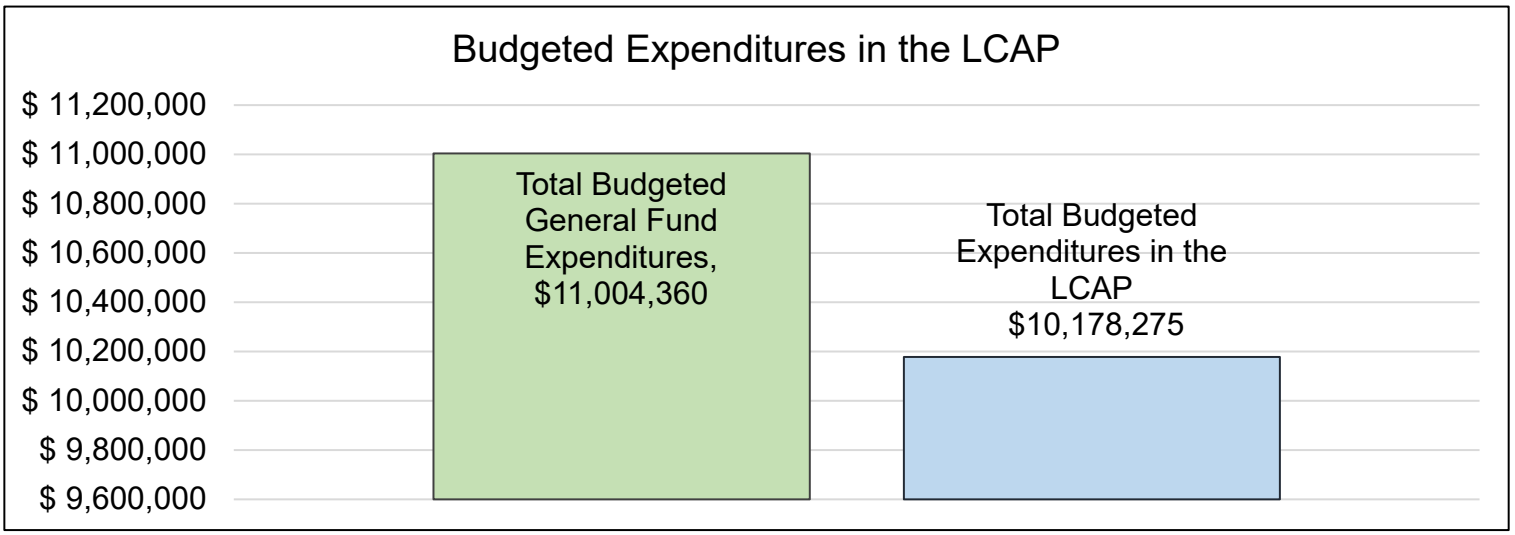


This chart shows the total general purpose revenue Encino Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Encino Charter Elementary School is $11,004,359.64, of which $10,178,274.64 is Local Control Funding Formula (LCFF), $554,977.00 is other state funds, $30,653.00 is local funds, and $240,455.00 is federal funds. Of the $10,178,274.64 in LCFF Funds, $1,047,400.23 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Encino Charter Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Encino Charter Elementary School plans to spend $11,004,359.64 for the 2026-27 school year. Of that amount, $10,178,274.64 is tied to actions/services in the LCAP and $826,085.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

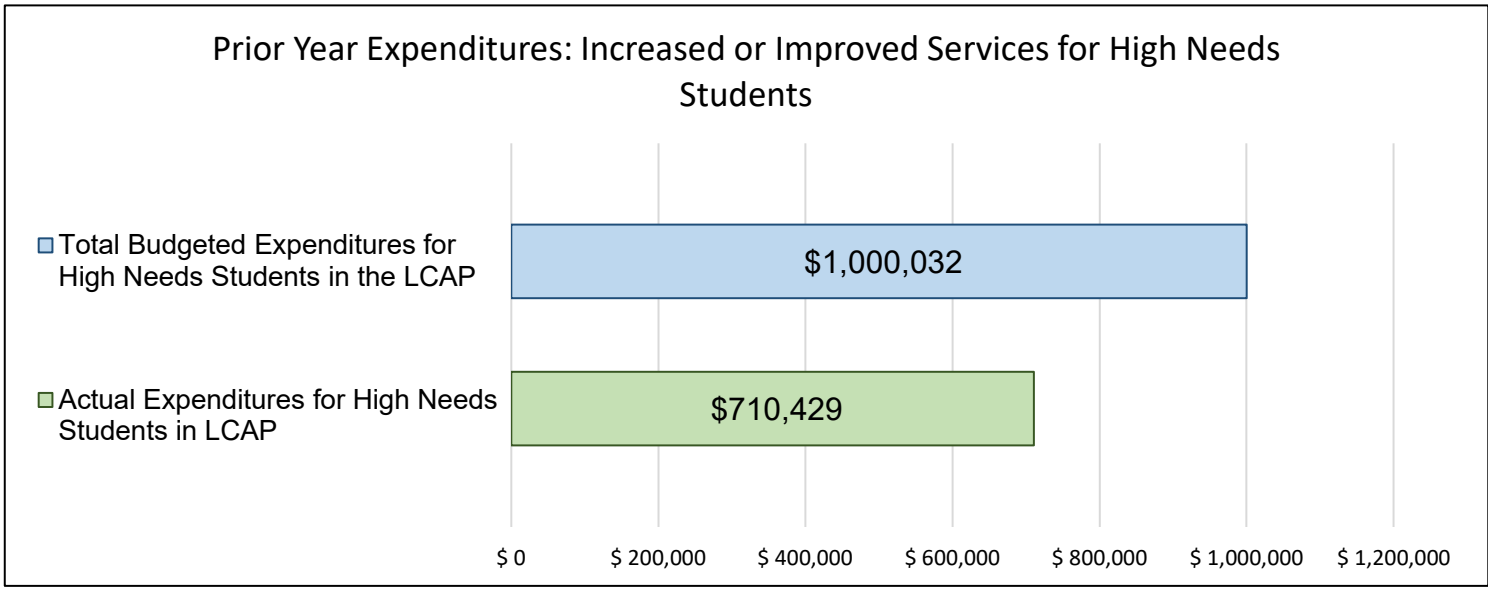
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Encino Charter Elementary School is projecting it will receive $1,047,400.23 based on the enrollment of foster youth, English learner, and low-income students. Encino Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Encino Charter Elementary School plans to spend $1,047,400.23 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Encino Charter Elementary School's LCAP budgeted $1,000,032.00 for planned actions to increase or improve services for high needs students. Encino Charter Elementary School actually spent $710,429.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $289,603.00 had the following impact on Encino Charter Elementary School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Encino Charter Elementary School	Amy Besser, Principal	adb1194@lausd.net; 818-784-1762

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

Encino Charter Elementary School has a long history of serving the San Fernando Valley and takes pride in its diverse student body of 516 students, with families representing a wide range of languages and cultural backgrounds. The school is committed to providing students with opportunities and experiences that nurture creativity, collaboration, and innovation, while fostering the development of well-rounded citizens.

Education at Encino Charter is built on strong partnerships among teachers, students, families, and the community.
As an Affiliated Charter School, Encino Charter offers a rich, integrated curriculum that emphasizes science, technology, engineering practices, the arts, and mathematics (STEAM). The school is designated as a School for Advanced Studies, providing innovative and differentiated instruction to meet the needs of all learners while challenging identified Gifted and Talented students. Encino Charter is also recognized as an Inclusion School, committed to educating students eligible for Special Education services in the Least Restrictive Environment.

Encino Charter's dedicated certificated and classified staff work together to maintain high academic standards while supporting the needs of the whole child. The school emphasizes an equitable, rigorous, diverse, and inclusive environment where every student can thrive. Administrators, teachers, parents, and community members collaborate to inspire students to become independent thinkers, problem-solvers, and lifelong learners.

Reflections: Annual Performance

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

In the 2023 CA School Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	Hispanic, Socioeconomically Disadvantaged	Socioeconomically Disadvantaged, Students with Disabilities, White
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

The 2025–2026 California School Dashboard identified Chronic Absenteeism as an area of need. For All Students, 13.4% were chronically absent, resulting in a Yellow performance level (Level 3 of 5) and reflecting a slight decline of 0.6% from the prior year. While overall rates improved modestly, significant disproportionality persisted among specific student groups. Socioeconomically Disadvantaged students (n=233) had a chronic absenteeism rate of 22.3%, Students with Disabilities (n=73) had a rate of 21.9%, and White students (n=208) had a rate of 15.9%; all three groups were identified at the Red performance level (Level 1 of 5), with increases of 2.2%, 6.9%, and 3.5% respectively. Students with Disabilities demonstrated the most significant increase. Based on these Dashboard results, reducing chronic absenteeism, particularly among identified student groups, has been prioritized in the LCAP to ensure equitable access to daily instruction.

Attendance discussions were embedded into IEP meetings for Students with Disabilities, and individualized attendance improvement plans were developed as needed. The school increased collaboration between administration, case carriers, and the PSW to address mental health and school avoidance concerns. Families of Socioeconomically Disadvantaged students were connected to community resources to reduce transportation, health, and basic-needs barriers. Universal strategies included schoolwide attendance messaging, classroom recognition programs, and proactive communication regarding attendance expectations. Moving forward, the school plans to strengthen early intervention protocols by flagging students at 6–8% absenteeism, formalize attendance mentoring supports for at-risk students, enhance MTSS

documentation of Tier II and Tier III interventions, and expand parent education efforts to address preventable absences. These actions are intended to reduce subgroup disparities and ensure equitable access to daily instruction for all students.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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
Students	Encino Charter fostered a positive and inclusive school climate through weekly all-school assemblies that emphasized attendance (with a monthly Attendance Trophy, “The Golden Trophy Award”), reinforced school-wide expectations, and celebrated diversity with student performances tied to Schoolwide Culture & Heritage. The principal and assistant principal also led monthly Every School Safe assemblies focused on safety and positive culture. To further encourage positive behavior, students earned Caught Being Good tickets and Encino Bucks, with weekly raffles recognizing multiple students across grade levels. Strong academics and strong character were encouraged through monthly Principal and Character Awards Assemblies. Leadership and mentorship were also embedded: Fifth Grade Kinder Buddies fostered relationships with Kindergarten students, while the expanded Student Council Leadership Program (grades 4–5) met weekly to design school-wide activities (annual Earth Day celebration) and promoted joy, wellness, and community by leading school tours and through school-wide Halloween and Valentine Grams. Students benefited from a broad range of school day enrichment activities funded by the parent booster (E-TEAM), including EnrichLA Gardening, Viridian Art, STEM Lab with Study Smart Tutors, and a comprehensive Physical Education program focused on fitness development and offering Psychomotor. District-funded enrichment further ensured access to the arts, including: music (vocal and instrumental), theater, dance, visual art, and library services, providing all students with a well-rounded educational experience that nurtured academic, creative, and social-emotional growth. Schoolwide events also strengthened engagement and community. Students participated in Unity Day, wearing orange to promote kindness, acceptance, and inclusion, and in the Annual Halloween Parade, which included parent participation. In November, each class joined the Turkey Trot, a fitness-focused fundraiser that built perseverance, school spirit, and supported enrichment programs. In December, students showcased their talents in the Annual Holiday Show, celebrating the arts and bringing the

	community together. In April each class participated in Earth Day activities organized by Student Council. In May, the school participated in Junior Olympics, a day of team building and sports. After-school programs extended learning opportunities beyond the school day, including the Robotics Competition Team, ESports and Computer Science for Good Clubs, and high-dosage tutoring to support academic growth. The parent booster also coordinated fee-based workshops—from cooking and languages to chess—that provided creative, skill-building experiences and further strengthened student confidence and connection.
Parents	Encino Charter Elementary School provided multiple opportunities for parents to engage in the school community and decision-making process. Parents played an active role through monthly meetings of the Local School Leadership Council (LSLC) and Charter Leadership Council (CLC), where the principal shared updates on expenditures, programs, curriculum, hiring, budget, enrollment, and school operations. The principal also hosted bi-monthly Coffee with the Principal sessions to share Every School Safe information, highlight programs and activities, and gather parent feedback. In addition, the principal regularly attended monthly Booster Club (E-TEAM) meetings to provide updates, and with the assistant principal, met monthly with the English Learner Advisory Committee (ELAC) to address the needs of Encino's English Learners. Parent engagement was further fostered through ongoing communication and school events. The principal maintained an open-door policy and provided consistent updates through weekly Sunday Message Blackboard Connect emails and phone calls, community assemblies, and parent workshops, such as Navigating Middle School CHOICES Application and iReady Parent Workshops. Families were invited to participate in schoolwide events such as Monday Morning Spirit Assembly, Unity Day, the Annual Halloween Parade, Turkey Trot, the Annual Holiday Show, Junior Olympics, and more. Parents also volunteered actively in classrooms, on field trips, and through the school's active parent organization (E-TEAM), which raised funds to support enrichment programs such as art, gardening, STEM Lab, and physical education. Targeted engagement opportunities were also provided. The ELAC hosted regular meetings for emergent bilingual families, while parents also contributed to decision-making through service on the Safety Committee and PBIS Committee. Input gathered across these groups was incorporated into planning, resource allocation, and the development of this LCAP.
Staff (Certificated and Classified)	Encino Charter Elementary engaged certificated and classified staff in multiple ways to gather feedback, address equity gaps, and support professional growth. The School Experience Survey provided valuable input that informed action steps to improve school performance. Weekly Banked Time Tuesday meetings were used to analyze state and i-Ready data, with targeted professional development in academic and

	social-emotional areas provided based on identified needs. Staff also participated in the School Budget Needs Assessment, ensuring their perspectives were included in resource planning and decision-making. Ongoing communication and collaboration supported a positive and professional school culture. The principal maintained consistent communication with staff through a weekly Sunday Message, Weekly Bulletin, and regular emails. Certificated employees met weekly for professional development and staff meetings, while Supervision and Support Aides met bi-weekly for updates and professional development training. The Administrative Team—including the Principal, Assistant Principal, SAA, Plant Manager, Nurse, Cafeteria Manager, and Psychiatric Social Worker (PSW)—met weekly to coordinate operations, safety, student services, and wellness. In addition, the principal and assistant principal met weekly for planning, and the principal held bi-weekly meetings with the teacher lead to maintain collaboration with union-represented staff. The principal also conducted frequent informal classroom observations to provide feedback and support, and teachers contributed to adjunct duties and leadership committees focused on district initiatives, programs, and integrated arts instruction.
Community	Encino Charter fostered strong connections with the broader community through collaboration, communication, and shared events. The principal participated in monthly Safety Collaborative meetings with community leaders, including mental health providers, law enforcement, schools, and district operations, to support campus and neighborhood safety. A digital marquee highlighted upcoming events, further strengthening communication and community connection. Community organizations and partners contributed meaningfully to school life. The parent booster (E-TEAM) collaborated with local businesses to host Restaurant Nights and provided sponsorship opportunities, while community members were invited to participate in the School Budget Needs Assessment and School Experience Survey, ensuring their perspectives informed decision-making. Families and partners were engaged through schoolwide events and workshops. They participated in Monday Morning Spirit Assemblies and community-building events such as STEM, Literacy, and Math Nights, the Welcome Back Block Party, Halloween Carnival, and ECES Junior Olympics. Parent workshops helped families explore district programs (e.g., middle school options) and better understand how tools such as i-Ready supported student learning. Monthly Coffee with the Principal, scheduled after the Monday Morning Spirit Assembly, provided an accessible forum for updates and feedback. In addition, the Psychiatric Social Worker (PSW) offered workshops to address the social-emotional needs of students, parents, and community members.

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

The 2025–2026 LCAP was shaped directly by feedback gathered from students, parents, certificated and classified staff, LSLC/CLC, ELAC, and community partners through the School Experience Survey, Budget Needs Assessment, Banked Time data analysis, and Coffee with the Principal meetings.

Based on survey results and data discussions, educational partners identified academic achievement and chronic absenteeism as areas of focus. As a result, the adopted LCAP prioritizes targeted small-group instruction, high-dosage tutoring, structured data analysis during professional development, and strengthened attendance monitoring and incentives.

Parent and ELAC feedback emphasized clear communication and support for English Learners. This input led to continued parent workshops, enhanced outreach, and targeted supports for emergent bilingual students.

Student feedback highlighted the importance of safety, belonging, and enrichment opportunities. Therefore, the LCAP maintains investment in positive behavior systems, student leadership programs, arts, STEM, physical education, and schoolwide recognition systems.

Staff input supported ongoing collaboration time and aligned professional development, which is reflected in the continued allocation of resources for data-driven instructional planning and professional learning.

Overall, educational partner feedback directly informed the LCAP's goals, actions, and resource allocation to improve achievement, attendance, safety, and equitable access to a well-rounded education.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Encino Charter Elementary developed this goal to ensure all students achieve academic excellence through equitable access to rigorous, standards-based instruction. The school emphasizes differentiated small group instruction, targeted intervention, and enrichment opportunities to meet diverse student needs, while providing innovative and challenging learning as a School for Advanced Studies and inclusive support for students with disabilities in the Least Restrictive Environment. By integrating STEM, visual and performing arts, and other enrichment programs into the curriculum, Encino Charter fosters creativity, critical thinking, and engagement, preparing students to become independent thinkers, problem-solvers, and responsible citizens.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 42.9 **African American/Black:** -24.1 **Hispanic/Latino:** 9.9 **English Learner:** -62.4 **RFEP:** 33.9 **Standard English Learner:** 5.9 **Students with Disability:** -41.2 **Low Income:** 8.2 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 27.3 **African American/Black:** -28.1 **Hispanic/Latino:** 4.5 **English Learner:** -37.9 **RFEP:** -25.4 **Standard English Learner:** -5.2 **Students with Disability:** -45.5 **Low Income:** -5.6 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 42.5 **African American/Black:** 1.5 **Hispanic/Latino:** 13.6 **English Learner:** -68.0 **RFEP:** -1.9 **Standard English Learner:** 14.5 **Students with Disability:** -49.9 **Low Income:** 6.1 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 43.0 **African American/Black:** -23.1 **Hispanic/Latino:** 10.0 **English Learner:** -30.9 **RFEP:** 34.0 **Standard English Learner:** 6.0 **Students with Disability:** -40.0 **Low Income:** 9.0	**All Students:** -0.4 **African American/Black:** +25.6 **Hispanic/Latino:** +3.7 **English Learner:** -5.6 **RFEP:** -35.8 **Standard English Learner:** +8.6 **Students with Disability:** -8.7 **Low Income:** -2.1
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 31.9 **African American/Black:** -26.6 **Hispanic/Latino:** -10.4 **English Learner:** -56.1 **RFEP:** -4.4	**2023-2024** **All Students:** 26.2 **African American/Black:** -21.3 **Hispanic/Latino:** -10.4 **English Learner:** -11.3 **RFEP:** -9.6	**2024-2025** **All Students:** 39.2 **African American/Black:** -11.1 **Hispanic/Latino:** 5.8 **English Learner:** -28.2 **RFEP:** -12.1	**2025-2026** **All Students:** 32.0 **African American/Black:** -26.0 **Hispanic/Latino:** -8.0 **English Learner:** -11.0 **RFEP:** -4.4	**All Students:** +7.3 **African American/Black:** +15.5 **Hispanic/Latino:** +16.2 **English Learner:** +27.9 **RFEP:** -7.7

		Standard English Learner: -2.9 **Students with Disability:** -46.5 **Low Income:** -4.1 *Source: Open Data Dashboard*	**Standard English Learner:** -15.1 **Students with Disability:** -39 **Low Income:** 1.1 *Source: Open Data Dashboard*	**Standard English Learner:** 5.4 **Students with Disability:** -20.3 **Low Income:** 6.9 *Source: Open Data Dashboard*	**Standard English Learner:** -2.0 **Students with Disability:** -35.0 **Low Income:** 2.0	**Standard English Learner:** +8.3 **Students with Disability:** +26.2 **Low Income:** +11.0
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 42.1% **Hispanic/Latino:** 28.1% **Standard English Learner:** 26.7% **Low Income:** 14.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 58.4% **Hispanic/Latino:** 47.1% **Standard English Learner:** 34.8% **Low Income:** 48.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 45.8% **Hispanic/Latino:** 43.8% **Standard English Learner:** 31.8% **Low Income:** 42.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 60.0% **Hispanic/Latino:** 50.0% **Standard English Learner:** 35.0% **Low Income:** 49.0%	**All Students:** +3.7% **Hispanic/Latino:** +15.7% **Standard English Learner:** +5.1% **Low Income:** +28.2%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 87.8% **Hispanic/Latino:** 88.9% **Standard English Learners:** 90.5% **Low Income:** 76.9% *Source: Open Data Dashboard*	**2023-2024 All Students:** 83.3% **Hispanic/Latino:** 92.9% **Standard English Learners:** 86.7% **Low Income:** 69.2% *Source: Open Data Dashboard*	**2024-2025 All Students:** 72.3% **Hispanic/Latino:** 50.0% **Standard English Learner:** 50.0% **Low Income:** 65.4% *Source: Open Data Dashboard*	**2025-2026 All Students:** 85.0% **Hispanic/Latino:** 90.% **Standard English Learners:** 91.0% **Low Income:** 77.0%	**All Students:** -15.5% **Hispanic/Latino:** -38.9% **Standard English Learner:** -40.5% **Low Income:** -11.5%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023 All Students:** 95.9% **Hispanic/Latino:** 88.2%	**2023-2024 All Students:** 90.2% **Hispanic/Latino:** 87.5%	**2024-2025 All Students:** 87.9% **Hispanic/Latino:** 94.1%	**2025-2026 All Students:** 96.0% **Hispanic/Latino:** 88.0%	**All Students:** -8.0% **Hispanic/Latino:** +5.9%

		Standard English Learners: 94.4% **Students with Disability:** 87.5% **Low Income:** 85% *Source: Open Data Dashboard*	**Standard English Learners:** 85.2% **Students with Disability:** 72.7% **Low Income:** 82.4% *Source: Open Data Dashboard*	**Standard English Learner:** 93.8% **Students with Disability:** 53.8% **Low Income:** 80.6% *Source: Open Data Dashboard*	**Standard English Learners:** 94.5% **Students with Disability:** 74.0% **Low Income:** 85.0%	**Standard English Learner:** -0.6% **Students with Disability:** -33.7% **Low Income:** -4.4%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023 All Students:** 80.7% **Hispanic/Latino:** 63.6% **Standard English Learners:** 72.0% **Students with Disability:** 50% **Low Income:** 69.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 92.2% **Hispanic/Latino:** 84.2% **Standard English Learners:** 78.9% **Students with Disability:** 76.9% **Low Income:** 87% *Source: Open Data Dashboard*	**2024-2025 All Students:** 82.8% **Hispanic/Latino:** 80.8% **Standard English Learner:** 76.9% **Students with Disability:** 61.5% **Low Income:** 73.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 93.2% **Hispanic/Latino:** 85.0% **Standard English Learners:** 79.0% **Students with Disability:** 78.0% **Low Income:** 90.0%	**All Students:** +2.1% **Hispanic/Latino:** +17.2% **Standard English Learner:** +4.9% **Students with Disability:** +11.5% **Low Income:** +4.0%
7	**English Learner Reclassification Rate**	**2022-2023 All Students:** 22% *Source: Open Data Dashboard*	**2023-2024 All Students:** 41.7% *Source: Open Data Dashboard*	**2024-2025 All Students:** 19.4% *Source: Open Data Dashboard*	**2025-2026 All Students:** 41.8%	**All Students:** -2.6%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** 36.8% *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data *Source: Open Data Dashboard*	**2024-2025 All Students:** 66.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 37.0%	**All Students:** +29.9%
9	**Percent of English Learners Meeting ELPAC**	**2022-2023 All Students:** 31.6%	**2023-2024 All Students:** 20.9%	**2024-2025 All Students:** 29.3%	**2025-2026 All Students:** 23.0%	**All Students:** -2.3%

	Performance Level 4	**Low Income:** 21.7% *Source: Open Data Dashboard*	**Low Income:** 23.3% *Source: Open Data Dashboard*	**Low Income:** No Data *Source: Open Data Dashboard*	**Low Income:** 25.0%	
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023 All Students:** 94.2% **Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 98.2% **Hispanic/Latino:** 91.7% **Standard English Learners:** 92.9% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 100.0%	**All Students:** +5.8% **Hispanic/Latino:** 0% **Standard English Learner:** 0% **Low Income:** 0%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023 All Students:** 88.2% *Source: Open Data Dashboard*	**2023-2024 All Students:** 70.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 46.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 73.0%	**All Students:** -42.0%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023 All Students:** 71.4% **Hispanic/Latino:** 80.0% **Standard English Learner:** 87.5% **Low Income:** 70.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 68.0% **Hispanic/Latino:** 66.7% **Standard English Learner:** 71.4% **Low Income:** 81.8% *Source: Open Data Dashboard*	**2024-2025 All Students:** 63.5% **Hispanic/Latino:** 80.0% **Standard English Learner:** 84.6% **Low Income:** 69.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 72.0% **Hispanic/Latino:** 80.0% **Standard English Learner:** 88.0% **Low Income:** 81.8%	**All Students:** -7.9% **Hispanic/Latino:** 0% **Standard English Learner:** -2.9% **Low Income:** -0.3%

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.

Action 1: General Fund School Program

During the 2025–2026 school year, this action was implemented to support the academic needs of all students through smaller class sizes, targeted small-group instruction, and data-informed instructional planning across grade levels. Teachers utilized i-Ready data, classroom assessments, and standards-aligned instructional practices to monitor student progress and provide timely intervention and enrichment.

Encino Charter Elementary continued to prioritize equitable access to rigorous, standards-based instruction by emphasizing differentiated instruction, targeted intervention, and enrichment opportunities to meet diverse student needs. As a School for Advanced Studies, the program supported advanced learners while also ensuring inclusive practices for students with disabilities in the Least Restrictive Environment.

Instructional programs incorporated STEM, visual and performing arts, and other enrichment opportunities to increase student engagement and deepen learning. These integrated approaches supported the development of creativity, critical thinking, and problem-solving skills while preparing students to become independent learners and responsible citizens.

Action 2: Special Education Supports

During the 2025–2026 school year, this action was implemented to support students with disabilities through inclusive instructional models aligned to students' Individualized Education Programs (IEPs). Special education staff provided a combination of push-in and pull-out services while collaborating closely with general education teachers to ensure students had access to grade-level curriculum and appropriate accommodations.

Student progress was monitored through multiple data sources, including classroom assessments and i-Ready diagnostics, allowing staff to adjust instruction and provide targeted interventions as needed. These coordinated supports strengthened access to academic instruction, promoted inclusion in the Least Restrictive Environment, and supported students in making progress toward their individualized learning goals.

Action 3: Charter School Categorical Block Grant

This action was implemented during the 2025–2026 school year to address the needs of all students through the use of Charter School Categorical Block Grant funds to provide additional student support services and supervision across the school program. Funding supported a Psychiatric Social Worker (3 days per week), additional school psychologist time, School Supervision Aides, and instructional materials.

These resources strengthened student wellness supports, provided access to mental health services, and ensured adequate supervision and safety during recess, lunch, and other unstructured times. The additional staffing also supported positive student behavior, social-emotional development, and a safe learning environment, allowing students to remain engaged in instruction throughout the school day.

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Encino Charter Elementary School . The Class Size Reduction action was implemented by adding an additional teacher in grades 4 and 5 to reduce overall class sizes. This staffing adjustment allowed teachers to provide more individualized instruction and targeted feedback. Small-group instruction was strengthened and implemented with greater consistency in English Language Arts and math, resulting in more intentional differentiation aligned to student performance data. Teachers also used the reduced class sizes to closely monitor student progress and respond to learning needs.

Action 5: Supplemental Arts Education

During the 2025–2026 school year, this action was implemented to support English Learners, students in foster care, and low-income students at Encino Charter Elementary. Supplemental Arts Education was delivered through a schoolwide arts integration model that ensured all students participated in music (vocal and instrumental), dance, theater, and visual arts.

Arts instruction was integrated into core academic subjects to reinforce literacy, mathematics, and critical thinking skills. Teachers collaborated with arts educators to align lessons with grade-level standards and promote student engagement through creative expression. In addition, grade-level arts-based field trips and family showcases were organized to expand access to enriching learning experiences, strengthen school-community connections, and celebrate student learning.

Action 6: Supplemental Afterschool Programs

During the 2025–2026 school year, this action was implemented to support English Learners, students in foster care, and low-income students at Encino Charter Elementary School. Supplemental Afterschool Programs included high-dosage afterschool tutoring and a school day model focused on English Language Arts and Mathematics.

Students were identified using assessment data and scheduled for targeted instruction aligned with their individual learning needs. Instruction emphasized skill reinforcement, guided practice, and ongoing progress monitoring using i-Ready diagnostic data and classroom assessments. These supports extended learning time and provided consistent academic reinforcement beyond the core instructional day, helping students strengthen foundational skills and make progress toward grade-level standards.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Encino Charter Elementary School.This action was implemented by allocating supplemental and concentration funds to support staffing, early literacy instruction, and arts programming for targeted student groups. English Learners received focused language development instruction and monitoring aligned to ELPAC performance and reclassification goals. Early grades implemented structured literacy practices to strengthen foundational reading skills.

Action 8: SENI Investments towards Academic Excellence

During the 2025–2026 school year, this action was implemented to support English Learners, students in foster care, and low-income students at Encino Charter Elementary School through Strategic Equity Needs Index (SENI) funding. SENI Investments towards Academic Excellence was used to support staffing and instructional resources aligned with LCAP goals.

Funding supported an Assistant Principal to strengthen instructional leadership and coordination of academic supports, as well as an Instructional Aide to assist with small-group instruction and targeted student support. SENI funds also supported instructional materials to enhance classroom learning and student engagement.

These investments increased the school's capacity to provide targeted academic interventions, monitor student progress using assessment data, and support teachers in implementing strategies that address the needs of historically underserved student groups. As a result, students received additional academic support and access to enriching learning experiences that promote academic growth and engagement.

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.

No material differences.

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

Action 1: General Fund School Program

During the 2024–25 school year, Smarter Balanced ELA Distance from Standard improved by +21.7 points, increasing from 20.8 (BOY) to 42.5 (EOY). Smarter Balanced Math Distance from Standard improved by +6.0 points, rising from 33.1 (BOY) to 39.1 (EOY). 2024–25 i-Ready Reading data showed that 86% of students in grades K–5 performed at or above grade level, while i-Ready Math data showed 83% of students at or above grade level on the EOY Diagnostic.

For the 2025–2026 school year, Beginning of Year (BOY) reading data indicated that 48% of students were performing at or above grade level compared to 47% at the start of the 2024–2025 school year, reflecting a 1% increase. BOY math data showed that 36% of students were at or above grade level compared to 33% in 2024–2025, reflecting a 3% improvement and indicating positive momentum in early-year performance.

Mid-Year (MOY) 2025–2026 data showed continued growth. Reading results indicated that 73% of students were performing at or above grade level, representing a 25 percentage point increase from BOY. Math results showed that 65% of students were performing at or above grade level, representing an 18 percentage point increase from BOY. These results suggested strong mid-year academic growth and indicated that instructional strategies, targeted interventions, and data-driven instruction were supporting continued progress toward grade-level proficiency.

Effectiveness: Data indicated that interventions were highly effective due to the implementation of structured small groups, targeted instruction, and rigorous learning opportunities that encouraged collaboration and peer problem-solving. These intentional strategies allowed teachers to differentiate instruction, address specific learning needs, plan effectively, and provide immediate feedback to students. As a result, teachers observed measurable growth not only on standardized assessments but also through ongoing formative assessments, with consistent progress evident across all grade levels.

Action 2: Special Education Supports

During the 2024–2025 school year, Smarter Balanced ELA Distance from Standard improved by 9.8 points, with students in grades 3–5 increasing from -65.1 at the beginning of the year to -55.3 by the end of the year. Smarter Balanced Math Distance from Standard improved by 28.1 points, rising from -49.2 to -21.1 over the same period. End-of-year i-Ready Diagnostic results showed that 56% of students in grades K–5 performed at or above grade level in reading and 80% performed at or above grade level in mathematics.

For the 2025–2026 school year, Beginning-of-Year (BOY) i-Ready data indicated that 51% of students were at or above grade level in reading compared to 48% at the start of 2024–2025, reflecting a 3 percentage point increase. BOY math results showed 35% of students at or above grade level compared to 33% the previous year, reflecting a 2 percentage point increase and indicating positive early-year progress.

Mid-Year (MOY) 2025–2026 data demonstrated continued growth. Reading results indicated that 73% of students were performing at or above grade level, representing a 22 percentage point increase from BOY. Math results showed that 66% of students were performing at or above grade level, representing a 31 percentage point increase from BOY. These results suggested strong mid-year academic growth and indicated that instructional strategies, targeted interventions, and data-driven instructional planning were supporting continued progress toward grade-level proficiency.

Effectiveness:

Encino Charter Elementary School continued to implement an inclusive instructional model in which students with Individualized Education Programs (IEPs) learned alongside their peers in the general education classroom. Data indicated that targeted interventions were effective due to the implementation of structured small-group instruction, evidence-based instructional practices, and rigorous learning opportunities that promoted collaboration and peer problem-solving.

Through coordinated push-in and pull-out service models, students with disabilities received individualized support while maintaining access to grade-level curriculum. These intentional strategies enabled teachers to differentiate instruction, address specific learning needs, and provide timely feedback to support student growth. This integrated approach strengthened academic progress while also promoted student confidence, active participation, and a strong sense of belonging within the general education environment, reflecting the school's commitment to equity, access, and inclusive excellence.

Action 3: Charter School Categorical Block Grant

Attendance Data: In 2024–2025, attendance data indicated that 50.72% had Proficient or Advanced (96% or higher) attendance or higher. In 2025–2026, data showed improvement to 62.90% having Proficient or Advanced (96% or higher) attendance or higher. School Experience Survey: In 2024–2025, the School Experience Survey indicated that 83% of students responded that they were feeling overall connected to the campus.

School Experience Survey: In 2024–2025, the School Experience Survey indicated that 85% of students and 88% of parents agreed to having positive feelings of overall safety at Encino Charter.

Effectiveness: The implementation of the Charter School Categorical Block Grant-funded supports proved highly effective in improving school climate, attendance, and student well-being. Attendance data showed a significant increase in the percentage of students with Proficient or Advanced attendance (96% or higher) from 50.72% in 2024–25 to 62.90% in 2025–26, reflecting improved engagement and consistent PSA intervention. School Experience Survey data around the area of Connectedness demonstrated that 83% of students felt

connected to school, indicating the positive impact of increased supervision, targeted counseling, and proactive social-emotional support provided by the PSW and supervision staff. Additionally, results from the 2024–25 School Experience Survey showed that 85% of students and 88% of parents reported positive feelings of overall safety at Encino Charter Elementary, further validating the effectiveness of the implemented supports and reinforcing the school's commitment to a safe, inclusive, and supportive learning environment.

Action 4: Class Size Reduction

During the 2024–2025 school year, English Learner (EL) Smarter Balanced ELA Distance from Standard declined by 37.7 points, with students in grades 3–5 moving from -41.3 at the beginning of the year to -79.0 at the end of the year. Smarter Balanced Math Distance from Standard declined by 54.0 points, decreasing from -15.0 to -39.0. Despite these changes in state assessment performance, 2024–2025 i-Ready end-of-year diagnostic data indicated that 66% of English Learner students in grades K–5 performed at or above grade level in Reading, while 44% performed at or above grade level in Math.

For the 2025–2026 school year, Beginning-of-Year (BOY) i-Ready data showed early improvement, with 8% of English Learner students performing at or above grade level in Reading compared to 3% at the start of 2024–2025, representing a 5 percentage point increase. BOY Math data indicated 6% of English Learner students at or above grade level compared to 3% the previous year, reflecting a 3 percentage point increase.

Mid-Year (MOY) 2025–2026 data demonstrated substantial growth. Reading results indicated that 37% of English Learner students were performing at or above grade level, while Math results showed 33% at or above grade level. These mid-year gains reflected strong progress from BOY performance and suggested that current instructional supports were contributing to accelerated academic growth.

Effectiveness: Analysis of these data indicated that Encino Charter's English Learner program continued to demonstrate positive growth, particularly in foundational literacy and language development. The decline in Smarter Balanced Distance from Standard during the 2024–2025 school year was largely attributed to cohort changes following the reclassification of a significant number of English Learners in the prior year. As a result, the tested cohort included a higher proportion of newly arrived English Learners with lower initial language proficiency.

Despite this shift, i-Ready diagnostic data provided strong evidence of instructional effectiveness. The substantial improvement from BOY to MOY in 2025–2026 demonstrated that students were making accelerated progress toward grade-level standards. Smaller group instruction enabled teachers to provide more individualized instruction, targeted language development, and structured small-group support. These conditions allowed educators to differentiate instruction, monitor student progress closely, and provide timely interventions that supported both language acquisition and academic achievement. Collectively, these strategies strengthened English Learners' confidence, participation, and access to rigorous academic learning.

Action 5: Supplemental Arts Education

Students were highly engaged in differentiated learning, which supported strong outcomes. Supplemental Arts integration remained schoolwide, reaching 100% of students and enriching their learning experiences. Attendance remained high, with the majority of students

maintaining excellent attendance, while chronic absenteeism stayed below district averages. Academic results from SBA and i-Ready further confirmed that students continued to excel in both ELA and Math.

Effectiveness: This action proved highly effective. The integration of music, dance, theater, and visual arts not only strengthened student engagement but also reinforced core academic skills. Supplemental Arts programming remained aligned during the instructional day and afterschool, ensuring consistency and a higher depth of learning. Both families and students expressed strong enthusiasm for arts showcases, and participation was closely linked to high levels of motivation, problem solving, and consistent attendance.

Action 6: Supplemental Afterschool Programs

Students who participated in Supplemental after-school tutoring and enrichment showed measurable improvement in i-Ready Assessments in both ELA and Math, as reflected in their formative and benchmark assessment results (results stated in previous LCAP actions).

Effectiveness: Supplemental Afterschool programs proved highly effective by offering students targeted academic support beyond the regular school day. These sessions provided additional time for students to strengthen foundational skills and master grade-level standards in both ELA and Math.

At the same time, enrichment activities such as Robotics Competition Team, Coding, ESports, CS for Good, and a variety of other offerings fostered creativity, confidence, and curiosity—helping students stay motivated and deeply engaged in their learning. These enrichment opportunities also promoted higher-order critical thinking by challenging students to analyze, problem-solve, and apply knowledge in new and meaningful ways.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

During the 2024–2025 school year, Charter Supplemental/Concentration Funds in Lieu of EIA supported measurable academic gains across grade levels. Smarter Balanced ELA Distance from Standard improved by 9.8 points, with students in grades 3–5 moving from -65.1 to -55.3. Smarter Balanced Math Distance from Standard improved by 28.1 points, increasing from -49.2 to -21.1. End-of-year i-Ready diagnostic data showed that 56% of students in grades K–5 performed at or above grade level in Reading and 80% in Math. Among English Learners, 66% performed at or above grade level in Reading and 44% in Math.

For the 2025–2026 school year, Beginning-of-Year (BOY) i-Ready data showed 48% of students performing at or above grade level in Reading compared to 47% the previous year, and 36% at or above grade level in Math compared to 33% the prior year. Mid-Year (MOY) 2025–2026 data indicated continued growth, with 73% of students performing at or above grade level in Reading and 65% in Math, representing increases of 25 percentage points and 18 percentage points from BOY, respectively.

Effectiveness: These outcomes indicated that supplemental and concentration funds were supporting improved student achievement by providing targeted academic interventions, small-group instruction, and additional student supports. The use of these funds strengthened data-driven instructional practices and expanded opportunities for English Learners, low-income students, and foster youth to access rigorous instruction and make progress toward grade-level standards. These investments advanced student achievement. Together, these

expenditures supported a comprehensive whole-child approach, ensuring that academic, safety, behavioral, and emotional needs were addressed to promote sustained growth and success for all students.

Action 8: SENI Investments towards Academic Excellence

During the 2024–2025 school year, academic growth was evident across grade levels. End-of-year i-Ready diagnostic results showed that 56% of students in grades K–5 performed at or above grade level in Reading, while 80% performed at or above grade level in Math. Smarter Balanced Assessment Distance from Standard (DFS) data reflected significant improvement in literacy, with 4th grade scores increasing from 26.1 to 42.4 and 5th grade scores improving from 15.4 to 44.1, surpassing grade-level standards. While mathematics performance presented challenges overall in grades 3–5, student subgroups including Black, Low-Income, and Latinx students demonstrated notable progress, improving from 33.1 to 39.1 and outperforming district averages.

For the 2025–2026 school year, Beginning-of-Year (BOY) i-Ready data indicated that 48% of students were performing at or above grade level in Reading compared to 47% at the start of the previous year, and 36% were at or above grade level in Math compared to 33% the prior year. Mid-Year (MOY) 2025–2026 data showed continued growth, with 73% of students performing at or above grade level in Reading and 65% in Math, representing increases of 25 percentage points and 18 percentage points from BOY, respectively.

Effectiveness: SENI Investments towards Academic Excellence was effective in accelerating student growth and promoting equitable access to academic supports. Funding supported targeted professional development, teacher collaboration and planning time, and expanded intervention opportunities, including afterschool academic support. These investments enabled staff to address specific student learning needs, provide additional instructional time for students most at risk, and support students' social-emotional well-being. By prioritizing resources for historically underserved student groups, SENI funds helped reduce barriers to learning and contributed to improved academic outcomes and increased student engagement.

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.

Encino Charter Elementary will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Encino Charter Elementary LCAP.

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	General Fund School Program	Encino Charter Elementary will provide quality first instruction to all students to reach Academic Excellence.	District Funded: $3,325,651 **School Discretionary Fund Cost: $418,992**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Encino Charter Elementary to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,721,029	N
3	Charter School Categorical Block Grant	For the 2026–2027 school year, Charter School Categorical Block Grant funds will be used to support student health, safety, and wellness through the continued allocation of a Psychiatric Social Worker, school psychologist services, and campus supervision aides. These discretionary funds ensure a safe, supportive learning environment that addresses students' social-emotional, behavioral, and supervision needs to promote academic success.	**School Discretionary Fund Cost: $228,022**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Encino Charter Elementary.	District Cost: $665,408	Y
5	Supplemental Arts Education	Encino Charter Elementary will implement Arts Education to support Academic Excellence for different learners in our school.	District Cost: $105,020	Y
	Supplemental Afterschool Programs	Encino Charter Elementary will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Encino Charter Elementary LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	For the 2026–2027 school year, Charter Supplemental/Concentration Funds in Lieu of EIA will be used to provide targeted support services for English Learners, low-income students, and other high-need populations through the allocation of	**School Discretionary Fund Cost: $39,511**	Y

		a PSA and instructional aide support. These discretionary funds will increase student access to academic intervention, attendance support, and social-emotional assistance to promote equitable outcomes and improved student achievement.		
7	SENI Investments towards Academic Excellence	For the 2026–2027 school year, SENI Investments toward Academic Excellence will fund Assistant Principal leadership and instructional aide support to strengthen instructional quality, data-driven practices, and targeted student intervention. These discretionary funds support academic achievement, teacher professional development, and increased classroom support to improve outcomes for all students, with focused attention on identified student subgroups.	**School Discretionary Fund Cost: $229,521**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Encino Charter Elementary School must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Since Encino CES is identified as an ATSI school, we will continue to address the attendance needs of our English Language Learners. Our PSW, Psychologist, and School Supervision Aides to partner with families, promote a positive and safe learning environment, provide targeted morning routines, engage parents, and create safe and inclusive environments by providing wraparound supports that address basic needs and mental and physical health challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 39.9% **African American/Black:** 40% **Hispanic/Latino:** 32.8% **English Learner:** 36.8% **RFEP:** 39.3% **Standard English Learner:** 37.1% **Students with Disability:** 36.7% **Low Income:** 32.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 50.6% **African American/Black:** 45.5% **Hispanic/Latino:** 40.5% **English Learner:** 35.1% **RFEP:** 52.9% **Standard English Learner:** 43.5% **Students with Disability:** 53.6% **Low Income:** 41.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.5% **African American/Black:** 38.5% **Hispanic/Latino:** 39.2% **English Learner:** 47.8% **RFEP:** 40.7% **Standard English Learner:** 39.2% **Students with Disability:** 50.7% **Low Income:** 37.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 51.0% **African American/Black:** 45.6% **Hispanic/Latino:** 41.0% **English Learner:** 37.0% **RFEP:** 40.0% **Standard English Learner:** 44.0% **Students with Disability:** 54.0% **Low Income:** 41.5%	**All Students:** +11.6% **African American/Black:** -1.5% **Hispanic/Latino:** +6.4% **English Learner:** +11.0% **RFEP:** +1.4% **Standard English Learner:** +2.1% **Students with Disability:** +14.0% **Low Income:** +4.8%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 18.6% **African American/Black:** 28.1% **Hispanic/Latino:** 22.4% **English Learner:** 28.2% **RFEP:** 25.0%	**2023-2024** **All Students:** 14.0% **African American/Black:** 19.0% **Hispanic/Latino:** 19.0% **English Learner:** 29.0% **RFEP:** 23.0%	**2024-2025** **All Students:** 17.4% **African American/Black:** 12.9% **Hispanic/Latino:** 17.9% **English Learner:** 13.2% **RFEP:** 15.6%	**2025-2026** **All Students:** 12.0% **African American/Black:** 17.0% **Hispanic/Latino:** 17.0% **English Learner:** 27.0% **RFEP:** 21.0%	**All Students:** -1.2% **African American/Black:** -15.2% **Hispanic/Latino:** -4.5% **English Learner:** -15.0% **RFEP:** -9.4%

		Standard English Learner: 20.4% **Students with Disability:** 17.9% **Low Income:** 24.9% *Source: Open Data Dashboard*	**Standard English Learner:** 17.0% **Students with Disability:** 16.0% **Low Income:** 19.0% *Source: Open Data Dashboard*	**Standard English Learner:** 19.5% **Students with Disability:** 22.5% **Low Income:** 21.5% *Source: Open Data Dashboard*	**Standard English Learner:** 15.0% **Students with Disability:** 14.0% **Low Income:** 17.0%	**Standard English Learner:** -0.9% **Students with Disability:** +4.6% **Low Income:** -3.4%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 22.8% **African American/Black:** 30.0% **Hispanic/Latino:** 28.2% **English Learner:** 34.2% **RFEP:** 32.1% **Standard English Learner:** 25.2% **Students with Disability:** 20.4% **Low Income:** 28.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 21.2% **African American/Black:** 18.2% **Hispanic/Latino:** 30.2% **English Learner:** 37.8% **RFEP:** 38.2% **Standard English Learner:** 25.9% **Students with Disability:** 23.2% **Low Income:** 28.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 19.2% **African American/Black:** 15.4% **Hispanic/Latino:** 28.3% **English Learner:** 21.7% **RFEP:** 29.6% **Standard English Learner:** 26.2% **Students with Disability:** 26.8% **Low Income:** 29.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 19.2% **African American/Black:** 16.2% **Hispanic/Latino:** 28.2% **English Learner:** 35.8% **RFEP:** 36.2% **Standard English Learner:** 23.9% **Students with Disability:** 21.2% **Low Income:** 26.5%	**All Students:** -3.6% **African American/Black:** -14.6% **Hispanic/Latino:** -1.7% **English Learner:** -12.5% **RFEP:** -2.5% **Standard English Learner:** +1.0% **Students with Disability:** +6.4% **Low Income:** +0.8%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 59.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 61.7% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 55.2% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 60.0%	**All Staff:** -4.5%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.55%	**2023-2024** **All Students:** 0.34%	**2024-2025** **All Students:** 0.9%	**2025-2026** **All Students:** 1.0%	**All Students:** +0.35%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 9 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** -9
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 87.5% **African American/Black:** 90.0% **Hispanic/Latino:** 90.9% **English Learner:** 83.3% **RFEP:** 93.8% **Standard English Learner:** 91.3% **Students with Disabilities:** 66.7% **Low Income:** 94.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 79.7% **African American/Black:** 73.3% **Hispanic/Latino:** 72.7% **English Learner:** 91.7% **RFEP:** No Data **Standard English Learner:** 71.7% **Students with Disabilities:** 62.5% **Low Income:** 84.1% *Source: Open Data Dashboard90*	**2024-2025** **All Students:** 63.0% **African American/Black:** 50.0% **Hispanic/Latino:** 56.7% **English Learner:** No Data **RFEP:** 42.9% **Standard English Learner:** 52.6% **Students with Disability:** 50.0% **Low Income:** 65.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 87.6 % **African American/Black:** 80.3% **Hispanic/Latino:** 80.0% **English Learner:** 95.6% **RFEP:** 94.0% **Standard English Learner:** 80.0% **Students with Disabilities:** 67.0% **Low Income:** 95.0%	**All Students:** -24.5% **African American/Black:** -40.0% **Hispanic/Latino:** -34.2% **English Learner:** ±0 **RFEP:** +1.1% **Standard English Learner:** -38.7% **Students with Disability:** -16.7% **Low Income:** -28.8%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School**	**2022-2023** **All Parents:** 83.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 82.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 84.0%	**All Parents:** -0.5%

	Experience Survey)					
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 98.1% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 94.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 93.8% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 99.0%	**All Staff:** -4.3%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 75.3% **African American/Black:** 70.0% **Hispanic/Latino:** 71.7% **English Learner:** 75.0% **RFEP:** 68.8% **Standard English Learner:** 68.8% **Students with Disabilities:** 75.0% **Low Income:** 69.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 66.5% **African American/Black:** 68.8% **Hispanic/Latino:** 66.7% **English Learner:** 66.7% **RFEP:** No Data **Standard English Learner:** 68.1% **Students with Disabilities:** 60.0% **Low Income:** 62.9% *Source: Open Data Dashboard.*	**2024-2025** **All Students:** 56.5% **African American/Black:** 36.4% **Hispanic/Latino:** 73.3% **English Learner:** No Data **RFEP:** 35.7% **Standard English Learner:** 64.9% **Students with Disability:** 25.0% **Low Income:** 53.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 75.4% **African American/Black:** 77.3% **Hispanic/Latino:** 72.0% **English Learner:** 68.7% **RFEP:** 70.0% **Standard English Learner:** 70.0% **Students with Disabilities:** 76.0% **Low Income:** 70.0%	**All Students:** -18.8% **African American/Black:** -33.6% **Hispanic/Latino:** +1.6% **English Learner:** ±0 **RFEP:** +1.2% **Standard English Learner:** -3.9% **Students with Disability:** -50.0% **Low Income:** -16.4%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 90.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 91.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 92.0%	**All Parents:** -5.7%

13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 71.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 65.8% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 63.3% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 72.0%	**All Staff:** -8.4%

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.

Action 1: Base-Funded Health Supports

This action was implemented to support the health and attendance of all students by providing consistent, base-funded health services, including access to a full-time school nurse throughout the school day. Systems were in place to promptly address student medical and wellness needs, including managing chronic health conditions and responding to illnesses or injuries. Health protocols and communication procedures ensured that families were informed and supported when students required care. The consistent presence of a nurse helped reduce instructional time lost due to health-related issues and removed barriers that might prevent students from attending school. As a result, many students maintained strong attendance during the 2025–26 school year. These structures helped ensure students remained healthy, present, and engaged in daily learning.

Action 2: Base-Funded School Climate Support Staff

This action was implemented to address the needs of all students through coordinated efforts focused on student engagement, wellness, and attendance. The Wellness and Attendance Teams implemented proactive strategies such as personalized outreach to families, attendance incentives, and early interventions for students identified as at risk. Additional safety personnel and consistent communication with families supported a positive and structured school environment. Classroom-based incentives and schoolwide recognition programs reinforced positive attendance habits and student engagement. These coordinated efforts helped build a culture of consistent attendance, strengthened students' sense of belonging, and supported overall student well-being.

Action 3: Supplemental School Climate Support Staff

This action was implemented to address the needs of English Learners, students in foster care, and low-income students by providing targeted supports that strengthened school climate and student connections. Dedicated staff provided supervision, support, and proactive conflict resolution to ensure a safe and structured school environment throughout the day. Social-emotional learning lessons, wellness initiatives, and leadership opportunities such as student council and peer mentoring were implemented to promote confidence, belonging, and student voice. Family engagement activities, enrichment opportunities, and community partnerships further strengthened relationships among students, families, and staff. These coordinated supports promoted an inclusive campus culture where students felt safe, connected, and valued as members of the school community.

Action 4: SENI Joy and Wellness

This action was implemented to promote student wellness and strengthen a positive school climate through coordinated systems of support. Key staff collaborated to develop a comprehensive support structure addressing students' psychological, emotional, and physical needs. Social-emotional learning practices and wellness-focused activities were integrated both inside and outside the classroom to support student engagement and positive relationships. Staff worked together to ensure that every student felt welcomed, supported, and connected to the

school community. These coordinated efforts reinforced a whole-child approach that supported student well-being, belonging, and overall success in the school environment.

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.

No material differences.

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

Action 1: Base-Funded Health Supports

The majority of students at Encino Charter Elementary school maintained excellent attendance during the first two semesters of the 2025-26 year. 58% Percent of All Students at Encino Charter have Excellent Attendance (96% or Higher) .

Effectiveness: This action was highly effective because consistent health support services, including a full-time nurse, ensured that students' medical and wellness needs were addressed promptly and effectively throughout the school day. Having a nurse on campus full-time allowed for immediate response to health concerns, management of chronic conditions, and proactive monitoring of student well-being. This consistent presence also reduced instructional time lost to health-related absences, improved attendance, and strengthened communication with families regarding student care. Overall, maintaining a full-time nurse supported a safe, healthy learning environment that directly contributed to improved student focus, engagement, and academic success.

Action 2: Base-Funded School Climate Support Staff

Schoolwide data from the School Experience Survey reflected a positive upward trend in student satisfaction and sense of belonging at Encino Charter Elementary School. The percentage of students who reported "I feel safe at this school" increased to 86% and 90% agreed with the statement "I feel like I am part of this school". These highlighted the school's ongoing commitment to fostering a safe, welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students, families, and staff, the school continues to enhance campus connectedness and overall student well-being.

Effectiveness: The majority of students at Encino Charter Elementary School maintained excellent attendance during the first semester of the 2025–26 school year, demonstrating the school's strong commitment to student engagement and wellness. This success resulted from the coordinated efforts of the Wellness and Attendance Teams, who implemented proactive strategies such as personalized outreach, attendance incentives, additional safety personnel, and early interventions for at-risk students. Ongoing communication with families, combined with classroom-based incentives and schoolwide recognition programs, helped establish a positive culture of consistent attendance. Collectively, these actions reduced chronic absenteeism, strengthened students' sense of belonging, and promoted academic consistency—supporting the school's goal of ensuring every student is present, engaged, and ready to learn each day.

Action 3: Supplemental School Climate Support Staff

Schoolwide data from the School Experience Survey reflects a positive upward trend in student satisfaction and sense of

belonging at Encino Charter Elementary School. In 2024-2025 the percentage of students who reported “I feel safe at this school” increased to 86% and 90% agreed with the statement “I feel like I am part of this school”. These improvements highlight the school’s ongoing commitment to fostering a safe, welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students and staff, the school continues to enhance campus connectedness and overall student well-being.

Effectiveness: Students at Encino Charter Elementary School consistently reported feeling safe and connected to their school community, reflecting a positive and inclusive campus culture. The school’s comprehensive approach to safety supported by dedicated supervision staff, clearly defined behavioral expectations, and proactive conflict resolution ensures that students feel secure throughout the day. In addition, wellness initiatives, social-emotional learning lessons, and leadership opportunities such as student council and peer mentoring help students build confidence, belonging, and pride in their school. Family engagement activities, community partnerships, and enrichment programs further strengthen these connections by fostering collaboration and shared responsibility for student success. As a result, a majority of English Learners, students in foster care, and those from low-income backgrounds—reported feeling safe at school and recognize themselves as valued and respected members of the Encino Charter Elementary School community.

Action 4: SENI Joy and Wellness

Schoolwide data from the School Experience Survey reflected a positive upward trend in student satisfaction and sense of belonging at Encino Charter Elementary School. In 2024-2025 the percentage of students who reported “I feel safe at this school” increased to 86% and 90% agreed with the statement “I feel like I am part of this school”. These improvements highlighted the school’s ongoing commitment to fostering a safe, welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students and staff, the school continued to enhance campus connectedness and overall student well-being.

Effectiveness: The effectiveness of our efforts to ensure that students feel safe, welcomed, and supported is evident in the schoolwide improvements reflected in the School Experience Survey. At Encino Charter Elementary School, key staff have been purchased and trained to develop a comprehensive support system that addresses the psychological, mental, and physical needs of all students. These professionals worked collaboratively to foster a positive school climate and embed social-emotional learning both inside and outside the classroom, ensuring that every child feels seen, valued, and supported. As a result, student satisfaction and sense of belonging showed measurable growth. These outcomes affirmed the success of the school’s whole-child approach—integrating wellness, safety, and relationship-building—to create a nurturing environment where students thrive academically, socially, and emotionally.

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.

While Encino Charter did not invest LCFF- SENI funds towards Joy and Wellness in 202-6-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.

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	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Encino Charter Elementary will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Encino Charter Elementary will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Encino Charter Elementary will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
	SENI Investments towards Joy and Wellness	While Encino Charter did not invest LCFF- SENI funds towards Joy and Wellness in 202-6-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.		

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Encino Charter Elementary School, will leverage resources and programs within the larger community in order to provide services that support the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 73.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 69.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 66.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 74.0%	**All Parents:** -7.1%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 80.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 75.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.0%	**All Parents:** -4.8%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 80.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 73.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 82.0%	**All Parents:** -6.9%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 91.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.0%	**All Parents:** -0.8%

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.

Action 1: SENI Investments towards Engagement and Collaboration
Encino Charter Elementary began the school year with a Transitional Kindergarten, Kindergarten, and New Family Orientation designed to welcome new families, build early connections, and help new families become familiar with the campus and community. The E-Team Booster Club Grade Level Advisors hosted Grade Level Playdates throughout the year to provide informal social opportunities for families to connect and build relationships. Weekly Monday Morning Spirit Assemblies continued to bring the school community together, fostering a strong sense of connection and shared purpose at the start of each week. Monthly “Coffee with the Principal” meetings were held to promote two-way communication, with additional sessions scheduled around specific topics of interest, such as Middle School CHOICES Application support and i-Ready family workshops.

Encino Charter maintained robust parent participation in governance, decision making, and volunteer opportunities. Parents served on the Local School Leadership Council (LSLC), Charter Leadership Council (CLC), and E-TEAM committees. Parents were also invited to respond to the Budget Development Needs Assessment for program planning. Parents volunteered in multiple capacities, including valet drop-off, classroom support, field trips, and community events. The school website was updated regularly to ensure that parents and community members had access to current information about upcoming events, school initiatives, and District resources.

The Assistant Principal supported English Language Learners and led the English Learners Advisory Council. The Assistant Principal and Family and Community Engagement liaison served as community liaisons, ensuring families were connected to the internet and had the training needed to access digital tools such as the LAUSD Parent Portal and Los Angeles Unified App, thereby strengthening communication and advocacy for student learning. The Pupil Services and Attendance (PSA) Counselor continued to identify and build on community assets and relationships to promote student attendance and engagement, while the Psychiatric Social Worker (PSW) offered family workshops that strengthened relationships and built parent capacity to support students’ social-emotional wellness.

That year, the school expanded its engagement efforts through increased communication channels, additional targeted workshops, and inclusive community events, which resulted in higher attendance at family meetings and stronger parent participation across school activities.

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.

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

According to the 2024–25 School Experience Survey, 87% of parents reported that “This school included me in important decisions about my child’s education.” 89% of parents agreed that “I could easily find information about parent workshops or other programs offered at this school.” 90% of parents indicated that “This school provided instructional resources to help me support my child’s education.” 98% of parents agreed that “This school provided information (verbal and written) I could understand.”

Effectiveness: Parent engagement was critical to schoolwide improvement efforts because it reflected the strength of family-school partnerships and the effectiveness of communication systems. When parents could easily access information, understand school resources, and engage in workshops or programs, they were better equipped to support their child’s learning at home. High levels of parent satisfaction—shown through consistent growth in these areas—demonstrated that strategies for transparency, outreach, and resource accessibility were working. Strengthening these connections not only enhanced student academic achievement but also fostered a collaborative school culture where families played an active role in continuous improvement.

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.

While Encino Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.

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
	SENI Investments towards Engagement and Collaboration	While Encino Charter did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.		

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order to create opportunities for our students to become ready for the world and develop into future leaders of change and progress, we must demonstrate that same leadership through innovative approaches to managing our organization. This includes improving and maintaining state-of-the-art facilities, providing access to modern technology, and establishing powerful new ways to look at data and budgets so that we make the best decisions to serve our students. We must further promote and improve access to the District's leading programs so our families are excited to stay and continue learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

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.

Action 1: LAUSD Support for Affiliated Charter Operations

Encino Charter Elementary School successfully implemented all components of this goal to ensure that every student learned in a clean, safe, and supportive environment staffed by highly qualified educators. The school maintained 100% appropriately credentialed teachers in every classroom and paraprofessionals to provide targeted instructional and behavioral support. All students had access to current, standards-based instructional materials, in full compliance with the Williams Act Requirements.

Facilities remained in good repair, as verified through monthly walkthroughs conducted by the principal and plant manager, and the annual Facilities Inspection Tool (FIT) confirmed an overall rating of “Good Repair” and “Exemplary.” Classrooms and high-traffic areas were cleaned and sanitized daily to promote health, safety, and focus. There were no substantive differences between planned and implemented actions. The school’s operational effectiveness continued to be a point of pride, with parents and community members frequently expressing appreciation for the cleanliness of the campus, the professionalism of staff, and the quality of instruction. These efforts directly supported academic excellence, student well-being, and a positive school culture, aligning with Encino Charter’s commitment to developing engaged, confident, and capable learners.

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.

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

The most recent School Accountability Report Card (SARC) showed that Encino Charter Elementary School facilities received a “Good Repair” rating with an overall rating of Exemplary. Additionally, 100% of teachers at Encino Charter Elementary School were appropriately credentialed for their teaching assignments. Finally, all students at Encino Charter Elementary School had access to standards-based instructional materials, meeting Williams Act requirements.

Effectiveness: This action was effective because the plant manager consistently maintained the school in excellent condition, ensuring classrooms and common areas were clean, safe, and conducive to learning. Parents and staff frequently noted the high quality of the facilities, which contributed to a positive and welcoming school environment. Additionally, fully credentialed teachers provided instruction aligned with state standards. Teacher expertise and professional development ensured that students received rigorous, standards-based instruction supported by best practices. Finally, all students at Encino Charter Elementary School had access to standards-based instructional materials, meeting Williams Act requirements.

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.

No significantly planned changes.

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Encino Charter Elementary will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $2,236,484	N

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
$269,032.00 (School Discretionary Funds - new S/C revenues) $1,047,400.23 (Total District and School S/C funds, including carryover)	$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
41.58%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	41.58%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Encino Charter. Scope: School-wide	Los Angeles Unified School District, including Encino Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English	Los Angeles Unified School District, including Encino Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5,

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Encino Charter. Scope: School-wide	schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Encino Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● Smarter Balanced Assessment: Math- Grades 3-5, ● Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Encino Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Charter Funds in Lieu of EIA will support a Pupil Services and Attendance (PSA) Counselor, an Instructional Aide, and a School Supervision Aide to provide targeted academic, attendance, and behavioral supports for English Learners, low-income students, and foster youth. These positions help address barriers to learning, support small-group instruction, and promote a safe, structured school environment. Effectiveness will be monitored through attendance and chronic absenteeism data, i-Ready and classroom assessment results, and behavior data such as office referrals and suspensions.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy

			Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 7	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Encino Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	PDSA Cycles of Continuous Improvement; Use curriculum embedded assessments to plan instruction; Use iReady Diagnostics and My Path to plan and implement small group, differentiated and targeted instruction; Develop deeper understanding of content and pedagogy; Deepen understanding of foundational skills necessary for students to access grade level content. Coaching cycle supports our teachers to plan and develop lessons that are aligned to the CA ELA Standards and the Science of Reading to ensure all students have access.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

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.

[Provide description here]

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.

Encino Charter is not eligible for these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	16.71 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 522 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	31.27 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 522 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Encino Charter Elementary School 2026-2027 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 %)
Encino Charter Elementary School 2026-2027	$ 647,014	$ 269,032	41.58%	0.000%	41.58%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 916,046	$ -	$ -	$ -	$ 916,046.00	$ 845,895	$ 70,151

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	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 395,876	$ 23,116	$ 418,992	$ -	$ -	$ -	$ 418,992	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 209,375	$ 18,647	$ 228,022	$ -	$ -	$ -	$ 228,022	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 32,019	$ 7,492	$ 39,511	$ -	$ -	$ -	$ 39,511	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 208,625	$ 20,896	$ 229,521	$ -	$ -	$ -	$ 229,521	0.000%

Encino Charter Elementary School 2026-2027 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
$ 647,014	$ 269,032	41.58%	0.000%	41.58%	$ 269,032	0.000%	41.58%	**Total:**	$ 269,032
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 269,032

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 39,511	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 229,521	0.000%

Encino Charter Elementary School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,000,032.00	$ 710,429.00

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	General Fund School Program	No	$ 416,231	$ 286,640
1	3	Charter School Categorical Block Grant	No	$ 283,719	$ 165,661
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 43,809	$ 34,055
1	8	SENI Investments towards Academic Excellence	Yes	$ 200,529	$ 178,427
2	4	SENI Investments towards Joy and Wellness	Yes	$ 44,250	$ 36,263
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 11,494	$ 9,383

Encino Charter Elementary School 2025-2026 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)
$ 300,082	$ 300,082	$ 258,128	$ 41,954	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 43,809	$ 34,055	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 200,529	$ 178,427	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 44,250	$ 36,263	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 11,494	$ 9,383	0.000%	0.000%

Encino Charter Elementary School 2025-2026 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)
$ 699,950	$ 300,082	0.000%	42.872%	$ 258,128	0.000%	36.878%	$0.00 - No Carryover	0.00% - No Carryover

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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