LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

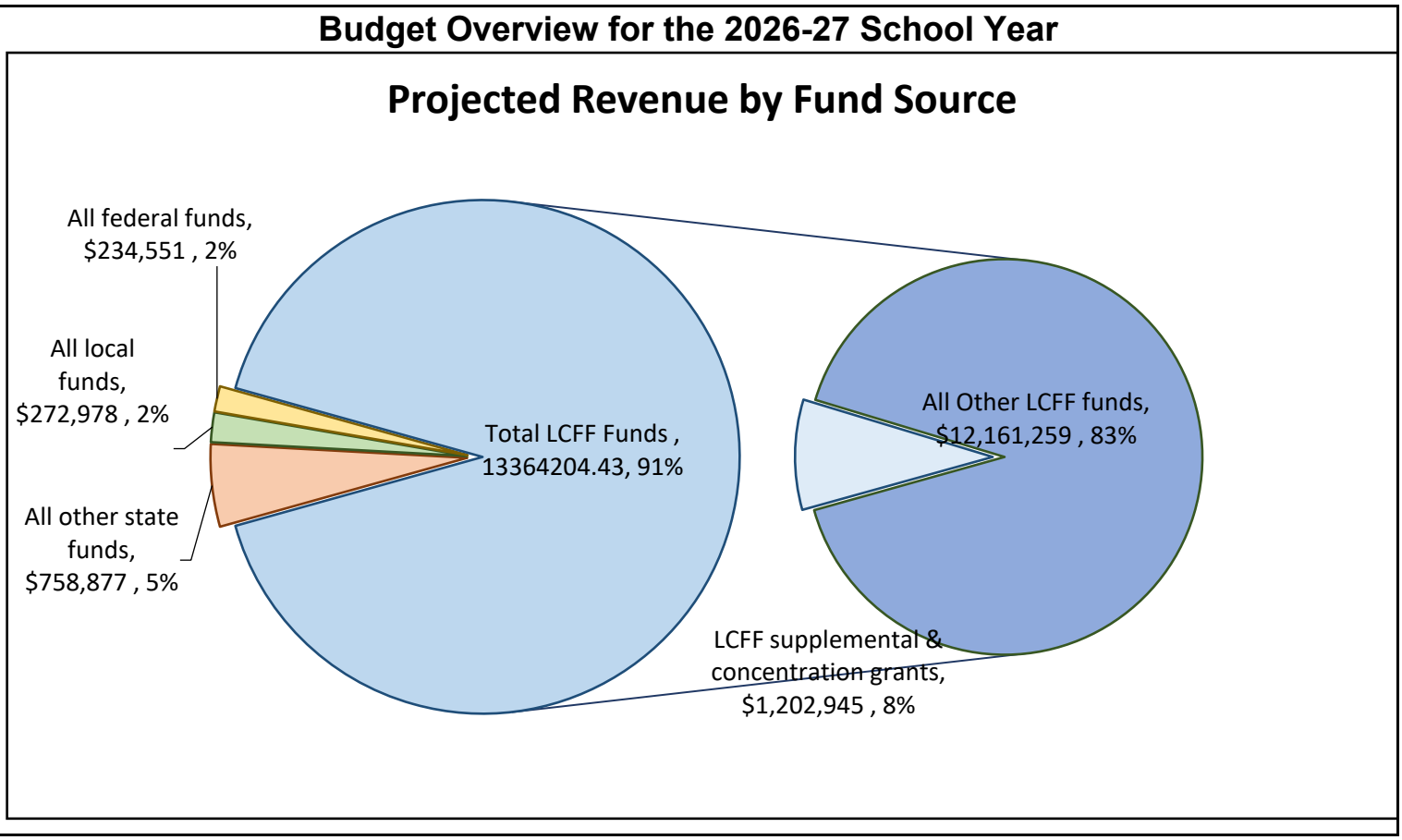
CDS Code: 19647336019939

School Year: 2026-27

LEA contact information: Elizabeth Lehmann, Principal, elizabeth.lehmann@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).

Budget Overview for the 2026-27 School Year

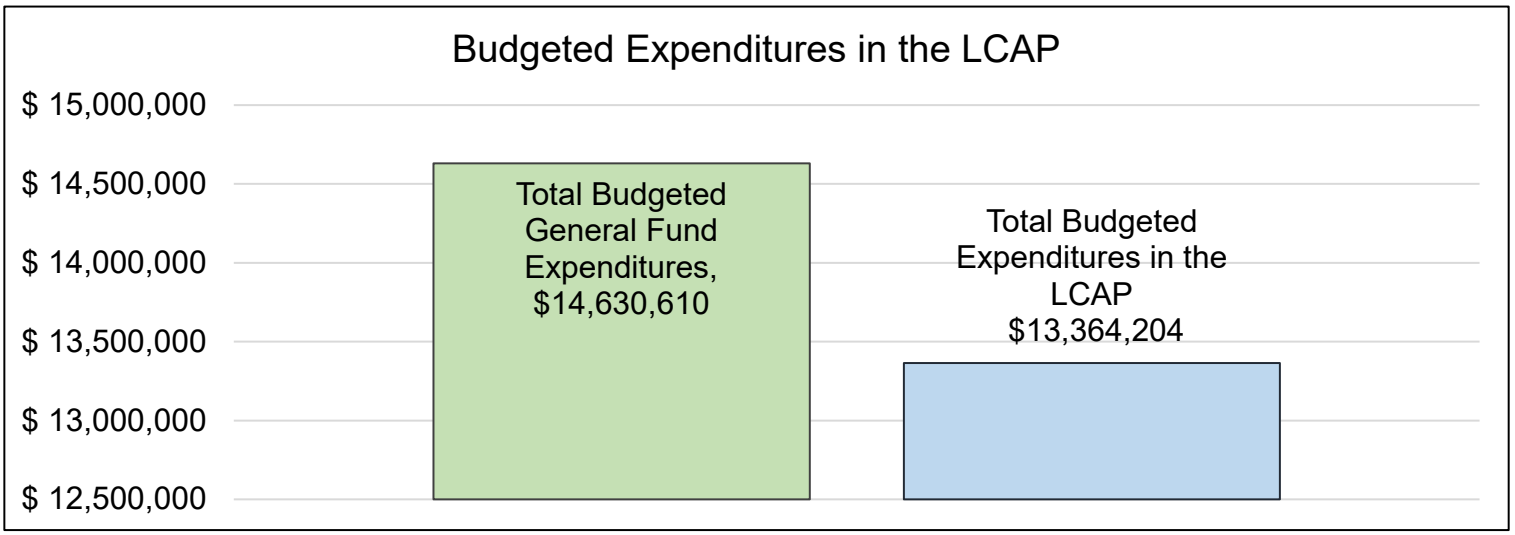


This chart shows the total general purpose revenue Westwood Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westwood Charter Elementary School is $14,630,610.43, of which $13,364,204.43 is Local Control Funding Formula (LCFF), $758,877.00 is other state funds, $272,978.00 is local funds, and $234,551.00 is federal funds. Of the $13,364,204.43 in LCFF Funds, $1,202,945.36 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 Westwood 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: Westwood Charter Elementary School plans to spend $14,630,610.43 for the 2026-27 school year. Of that amount, $13,364,204.43 is tied to actions/services in the LCAP and $1,266,406.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

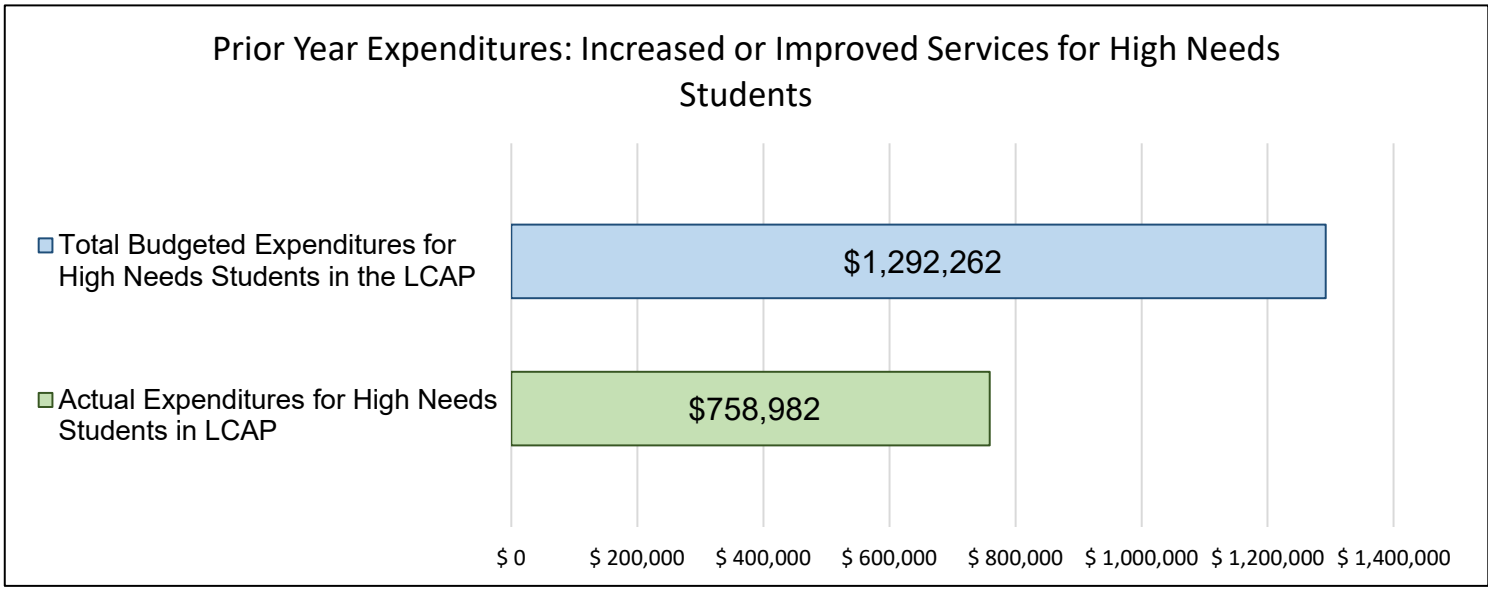
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Westwood Charter Elementary School is projecting it will receive $1,202,945.36 based on the enrollment of foster youth, English learner, and low-income students. Westwood Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Westwood Charter Elementary School plans to spend $1,202,945.36 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 Westwood 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 Westwood 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, Westwood Charter Elementary School's LCAP budgeted $1,292,262.00 for planned actions to increase or improve services for high needs students. Westwood Charter Elementary School actually spent $758,982.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $533,280.00 had the following impact on Westwood 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
Westwood Charter Elementary School	Elizabeth Lehmann, Principal	elizabeth.lehmann@lausd.net ; 310-474-7788

Plan Summary [2026-27]

General Information

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

At **Westwood Charter Elementary School**, our student body of 676 is multicultural and multilingual, representing cultures from various countries. Our students comprise approximately 45%white, 18% Asian, 12% Hispanic, 2% African American, 1% Filipino, and 11% Two or More Races, 13% Unknown. Within the white are children of Middle Eastern heritage, children of mixed racial origin, recent immigrants from Russia, a prominent Iranian community, and students from Azerbaijan, Canada, The Netherlands, France, Italy, Germany, Bulgaria, Ukraine, Croatia, Poland, Serbia, Dubai, England, Israel, Kazakhstan, Uzbekistan, Lebanon, South Africa, Switzerland, Australia, India, Pakistan, and Iraq. African students come from Cameroon, Kenya, and Nigeria, while Latinx students come from Mexico, Argentina, Peru, and Brazil. Within our student body, classified as Asians, students are from Vietnam, Cambodia, China, Japan, Korea, Mongolia, and Taiwan. Families identify culturally as European, Gypsy, Latino, African, Muslim, Jewish, Hindu, Christian, Polynesian, Asian, and Filipino.

The majority of our students reside within our residential attendance boundaries, and additional enrollment occurs through the District's eChoices lottery process in accordance with charter enrollment guidelines. Our student population reflects the diversity of the West Los Angeles community, and we are committed to providing an inclusive, equitable, and high-quality educational experience for all learners.

Our charter instructional model is grounded in a constructivist philosophy, with a distinctive focus on teaching and learning through the lens of history. Students engage deeply in interdisciplinary, project-based learning experiences that often include immersive simulation units. Through these experiences, students develop critical thinking, collaboration, communication, and problem-solving skills while making meaningful connections across subject areas. Instruction emphasizes inquiry, analysis of primary and secondary sources, writing across the curriculum, and authentic performance tasks that allow students to demonstrate mastery in dynamic and creative ways.

Equally important to our academic program is our commitment to developing global citizens who embody kindness, empathy, and strong social-emotional skills. Community circles are embedded into classroom routines to build trust, strengthen relationships, and provide space for student voice. In addition, we host evening community circles with families to extend this culture of connection beyond the school day. Service-learning projects are a hallmark of our curriculum, empowering students to apply their learning to real-world issues and contribute meaningfully to their local and global communities. Our strategic vision centers on educating the whole child—academically, socially, and emotionally—so that each student leaves our school prepared to lead with knowledge, integrity, and compassion.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 1 area where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023 and 2024 CA Dashboard indicators in the lowest rating:

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	Hispanic, Students with Disabilities	N/A	Two or More Races, Students with Disabilities
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

Based on the 2025 California School Dashboard results, our school performed above the state average in both English Language Arts and Mathematics, with particularly strong and accelerated progress in Mathematics. Overall academic indicators reflected solid performance for the schoolwide population.

The primary area identified as Red/Very Low was Chronic Absenteeism, specifically among the student groups identified as Students with Disabilities (SWD) and Two or More Races. While overall attendance rates remained strong compared to state averages, these subgroups demonstrated higher rates of chronic absenteeism, indicating a need for targeted intervention and support.

To support these students, the school implemented a multi-tiered system of supports focused on proactive monitoring, individualized outreach, and connection to services. Attendance is tracked weekly, and office staff initiate phone calls and follow-up communication when attendance concerns emerge. Administration meets directly with families whose children are chronically absent or at risk of becoming chronically absent to collaboratively identify barriers and develop practical solutions.

Targeted supports include referrals and connections to mental health services and school-based supports, including our Psychiatric Social Worker (PSW), School Psychologist, Intervention Coordinator, and TSP Coordinator. For students with disabilities, IEP teams review attendance patterns and adjust supports as needed, ensuring that accommodations, schedules, and services address attendance-related barriers. The school also works to ensure culturally responsive communication and family engagement practices that build trust and partnership with families of students identified as Two or More Races.

In addition, the school intentionally fosters a welcoming, inclusive, and celebratory environment that promotes a strong sense of belonging. Community-building structures such as classroom and evening Community Circles, service-learning projects, and culturally relevant instructional practices strengthen student connection to school. Schoolwide events and family engagement opportunities—such as Bedtime Story Jam, The Hoot, Heritage Week, Science Slam, FamFest, and Art Night—occur at least once per month, often more frequently. Heavy parental involvement and strong teacher commitment ensure consistent engagement opportunities for families.

Positive attendance is reinforced through recognition programs such as PAWS student committee acknowledgments, classroom celebrations, and public recognition of improvement in attendance. Enrichment opportunities and project-based learning experiences further motivate students to attend school regularly by creating meaningful and engaging academic experiences.

Chronic Absenteeism Strategies and Progress

To address chronic absenteeism among Students with Disabilities and students identified as Two or More Races, the school has implemented the following strategies:

Weekly attendance monitoring and early identification of at-risk students
Prompt outreach and follow-up calls from office staff
Administrative conferences with families to problem-solve barriers
Tiered interventions including counseling, mental health referrals, and academic intervention
IEP team review of attendance patterns and individualized planning
Culturally relevant and relationship-centered engagement practicesFamily-centered events that strengthen school-to-home connections
Recognition systems that promote positive attendance habits

Preliminary progress monitoring indicates improved responsiveness from families following early outreach, increased participation in support meetings, and stronger engagement in school events. While chronic absenteeism remains an area of focus for the identified student groups, early identification and proactive intervention have supported stabilization for several students who were previously trending toward chronic absenteeism.
The school remains committed to continuous improvement in attendance outcomes through relationship-based practices, culturally responsive engagement, and coordinated student supports that address academic, social-emotional, and family needs.

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	In addition to the District-wide engagement process, Westwood actively engages students and families through multiple, meaningful opportunities that promote voice, leadership, and community connection. Students regularly participate in grade-level and schoolwide assemblies with the principal to review academic data, reflect on progress toward schoolwide goals, and reinforce shared expectations. Through our PAWS program (Practice Compassion, Act Responsibly, Work Hard, and Stay Safe), students are recognized for demonstrating positive character traits and leadership. Schoolwide assemblies provide additional opportunities to celebrate student achievement, highlight classroom accomplishments, and build a strong sense of belonging. Students are also encouraged to share their ideas and feedback through a Suggestions Box located in the main office. To further elevate student voice, Westwood has a student-led PAWS Committee. Committee members met with teacher advisors during lunch to discuss school climate, plan recognition activities, and contribute ideas for strengthening our positive behavior systems. This leadership opportunity empowered students to take an active role in shaping our campus culture. Westwood also provides after-school, grant-funded enrichment clubs focused on Computer Science, E-sports, Math Olympiad, and Climate Advocacy, expanding access to high-interest, future-ready learning experiences. These programs support student engagement, collaboration, and real-world problem-solving skills. Family and community engagement are central to our LCAP priorities. The school year begins with a Welcome Back to School Picnic, designed to build community, connect families with classroom teachers, and share curriculum resources. Throughout the year, students and families participate in three Family Community Circle Nights that foster connection, dialogue, and shared learning experiences. Our annual Science Slam, held each April, provides space for student inquiry and innovation, allowing students to engage in learning with peers and families. Additionally, families participate in a Family Literacy Night,

	sponsored in partnership with parents and a local bookstore, where authors read their work, discuss the writing and publishing process, and inspire a love of reading and storytelling. Together, these structures and events ensure that student voice, family partnership, and community connection remain central to Westwood's continuous improvement efforts.
Parents	Westwood Charter Elementary has cultivated strong, collaborative partnerships with our parent organization, W.I.S.E., and the Local School Leadership Council (LSLC) to identify school needs, set measurable goals, and monitor progress toward outcomes aligned to our LCAP priorities. Monthly Coffee with the Principal meetings provide a consistent forum for engagement and transparency. Topics include campus safety updates, enrollment trends, budget reviews, Beginning-of-Year (BOY) and Middle-of-Year (MOY) student data, intervention and tutoring programs, and upcoming initiatives. To maximize accessibility and participation, meetings are offered both in person and via Zoom. This year, attendance has grown to more than 30 participants across both formats, reflecting increased family engagement and interest in schoolwide decision-making. LSLC meetings serve as a structured space for educational partners to collaborate, discuss concerns, and provide input on school site decisions within its purview. Parents are encouraged to submit agenda topics directly to the principal for both LSLC and Coffee with the Principal meetings, ensuring that family voice meaningfully informs discussions and planning. Parent feedback shared in these forums has directly influenced school programs, priorities, and resource allocation. This year, in response to parent input and a desire to strengthen charter-specific oversight, the LSLC voted to establish a Charter Governance Board in addition to the LSLC structure. The new governing board is slated to officially launch in the 2026–2027 school year. This body will review and provide guidance on matters specific to the charter petition, school community priorities, curriculum direction, and the long-term vision of the charter program. This added layer of governance strengthens transparency, accountability, and shared leadership. Westwood families also actively support the school community through volunteerism. Parents have participated in campus beautification and clean-up efforts, supported staff during Parent Work Parties, assisted with art instruction, and helped facilitate activities in our new technology lab. Some parents have volunteered to lead sessions on using Cricut machines and to assist students with coding and project-based learning experiences. To further support families, the principal offers Brown Bag Lunch parent workshops via Zoom focused on grade-level expectations and curriculum-specific topics. These workshops are recorded and posted on

	the school website for ongoing access. In addition, the principal publishes a monthly newsletter to keep families informed about academic priorities, school initiatives, and opportunities for involvement. Together, these engagement structures ensure meaningful collaboration, shared decision-making, and continuous feedback from families as partners in Westwood's ongoing improvement efforts.
Staff (Certificated and Classified)	Westwood's Local School Leadership Team (LSLT) includes both certificated and classified staff, ensuring broad representation and shared ownership of schoolwide planning and decision-making. The team collaborates on professional development planning, school activity calendaring, budget development, and the coordination of safety and emergency drills, aligning operational systems to support student learning and well-being. Staff members actively engage in continuous improvement practices. Teachers participate in peer observations within our school and at neighboring campuses to strengthen instructional practice and share effective strategies. In alignment with our LCAP academic goals—particularly those focused on targeted student populations—staff participate in quarterly data chats and structured data analysis cycles. During these sessions, teams review student achievement data, identify trends, determine instructional adjustments, and monitor progress toward grade-level and subgroup goals. Our PAWS Committee, comprised of staff members, meets regularly to review PBIS data, plan Family Nights, design professional development related to school climate and behavior systems, and organize monthly PAWS student assemblies. Staff leadership in these areas has supported our ongoing efforts to foster a positive, inclusive, and supportive school environment. Westwood staff also serve on key committees, including hiring panels, the Instructional Leadership Team (ILT), and the Local School Leadership Council (LSLC), ensuring that teacher and staff voice informs decisions related to curriculum, instruction, and school operations. Staff were provided dedicated time to contribute to the PBIS Recognition Award application process and to participate in hiring efforts to strengthen our team. Additionally, staff were offered multiple opportunities to attend Region West and LAUSD-sponsored professional development aligned to District priorities, including sessions focused on small group instruction, data-driven planning, and instructional rigor. Looking ahead, school staff will also be represented on the newly established Charter Governance Board, slated to launch in the 2026–2027 school year. Their participation will further ensure that educator voice remains central to decisions regarding the charter program, curriculum direction, and long-term strategic planning.

	Collectively, these structures reflect Westwood's commitment to shared leadership, continuous improvement, and meaningful staff engagement in advancing our LCAP goals.
Community	Westwood Charter Elementary maintains strong partnerships with community organizations, local businesses, and higher education institutions to enhance student learning and strengthen school resources. Community members are invited to attend and participate in special school events and activities throughout the year, fostering connection and shared investment in student success. Longstanding partners such as Fox Studios and the Westside Business Council continue to support Westwood Charter and are welcomed to campus to visit classrooms, learn about school initiatives, and discuss opportunities for collaboration and support. We also partner with local businesses through W.I.S.E. to strengthen fundraising efforts that directly benefit students and instructional programs. Volunteers remain an integral part of our school community. For the 2025–2026 school year, more than 419 parent and community volunteers are contributing their time and expertise to support classrooms, enrichment activities, campus beautification, and schoolwide events. This year, Westwood convened a Parent and City Partners meeting to strengthen collaboration around campus safety, traffic, and facilities improvements. Participants included a representative from the Mayor's Office and/or City Council office, LADOT, OEHS, and District Operations. These cross-agency conversations have helped align resources and improve communication around neighborhood and campus priorities. Additionally, the local board member's office is actively supporting efforts related to auditorium renovations. The broader community is also engaged in supporting campus improvement projects. Current discussions include renovating the auditorium, updating the turf field, and upgrading the school marquee to a digital display to improve communication and visibility. Westwood maintains a partnership with University of California, Los Angeles (UCLA), which allows undergraduate and graduate students in the sciences and mathematics to support and enhance instruction in our upper-grade classrooms. In addition, we host student teachers from Pepperdine University, contributing to the development of future educators while expanding instructional capacity on campus. Together, these partnerships reflect Westwood's commitment to leveraging community assets, fostering civic collaboration, and expanding learning opportunities for all students in alignment with our LCAP goals.

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

The adopted LCAP was directly shaped by consistent, structured feedback from our educational partners, including students, families, staff, and community members.

Family Input:
Feedback gathered through Coffee with the Principal meetings, LSLC discussions, Brown Bag workshops, surveys, and Family Community Circle Nights highlighted priorities in three key areas: academic rigor and targeted intervention, school safety and traffic concerns, and enrichment opportunities for students. In response, the LCAP prioritizes continued funding for small group instruction, tutoring, and data-driven intervention cycles. Family input also reinforced the importance of transparent communication, leading to strengthened reporting of BOY/MOY data and expanded opportunities for in-person and virtual engagement. Additionally, parent advocacy supported the establishment of a Charter Governance Board (launching in 2026–2027) to provide more focused oversight of charter-specific goals, curriculum direction, and long-term planning.

Student Voice:
Student feedback collected through assemblies, the PAWS Committee, and the Suggestions Box influenced LCAP actions related to school climate, PBIS implementation, and enrichment programming. Students expressed the value of recognition, leadership opportunities, and engaging learning experiences. As a result, the LCAP maintains investment in PBIS systems, student leadership structures, and after-school clubs such as Computer Science, E-sports, Math Olympiad and Climate Advocacy to foster belonging and engagement.

Staff Feedback:
Certificated and classified staff provided input through LSLC, ILT, hiring committees, and quarterly data chats. Staff emphasized the need for sustained professional development aligned to District priorities, Charter priorities, peer observation opportunities, and structured time for data analysis focused on targeted student populations. These recommendations are reflected in the LCAP through dedicated funding for professional development, collaboration time, instructional coaching, and intervention supports. Staff also highlighted the importance of maintaining positive school culture systems, which informed continued investment in PBIS and family engagement events.

Community Partnerships:
Community partners, including local businesses, higher education institutions, and city representatives, contributed feedback regarding facilities improvements, campus safety, and expanded academic opportunities. This input influenced LCAP goals connected to safe learning environments, facility enhancements, and enrichment partnerships, including STEM support in upper grades and the expansion of volunteer engagement.

Overall, the adopted LCAP reflects a comprehensive synthesis of educational partner feedback. Themes of academic achievement for targeted student groups, safe and inclusive school climate, meaningful family engagement, enrichment access, and shared governance consistently emerged across stakeholder groups. These priorities directly informed the goals, actions, and resource allocations outlined in the final LCAP, ensuring that it represents a community-driven plan for continuous improvement.

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.

Westwood Charter Elementary remained committed to providing a personalized, rigorous, and inclusive educational experience that supported each student's needs, aspirations, and long-term success.

Westwood recognized that early success built the foundation for continued proficiency and lifelong achievement. The school maintained high expectations for all students and ensured that high-quality instruction was aligned to California State Standards, with clearly defined learning targets and performance expectations. Teachers designed instruction that was responsive to student data, utilizing close monitoring of academic growth and developmental benchmarks to inform small group instruction, targeted intervention, and enrichment opportunities.

To ensure strong pupil outcomes, the school provided differentiated supports during the school day and beyond. English Learners, newcomers, students with disabilities, and those who were struggling academically received additional layers of instruction and intervention. These supports included designated English Language Development (ELD), push-in and pull-out services, specialized academic instruction, and small group targeted intervention. Saturday Academies and extended learning opportunities provided further reinforcement and acceleration for students needing additional time and practice.

Students with disabilities were supported in reaching their maximum potential as productive and responsible citizens. Instructional planning aligned with each student's Individualized Education Program (IEP), ensuring access to grade-level curriculum with appropriate accommodations, modifications, and services in the least restrictive environment.

To support Conditions of Learning, Westwood ensured that all students had access to a broad and well-rounded course of study. Student choice was embedded in the instructional program through elective offerings, enrichment clusters, and visual and performing arts experiences. Students engaged in music, theater, visual arts, and other creative outlets that nurtured critical thinking, collaboration, and innovation. Access to these courses supported both academic growth and social-emotional development.

For English Learners and newcomers, the school provided additional language development classes and structured supports to accelerate language acquisition while maintaining access to rigorous core instruction. Ongoing progress monitoring—including formative assessments, benchmark data, and teacher collaboration cycles—ensured timely adjustments to instruction and intervention.

To strengthen instructional practice and student outcomes (Priority 8), teachers engaged in continuous professional development aligned to student needs. Partnerships with outside organizations, such as the Museum of Tolerance, supported educators in refreshing and renewing simulation units and culturally responsive instructional practices. Professional learning communities analyzed student data regularly, calibrated expectations, and refined instructional strategies to ensure equity and excellence for all learners.

Through its commitment to personalized learning, equitable access, data-informed instruction, and meaningful enrichment opportunities, Westwood Charter Elementary fostered academic excellence and prepared every student to thrive in middle school, high school, and beyond.

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:** 61.3 **Hispanic/Latino:** 36.3 **RFEP:** 11.5 **Standard English Learner:** 28.4 **Students with Disabilities:** -26.5 **Low Income:** 13.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 53.3 **Hispanic/Latino:** 23.0 **RFEP:** No Data **Standard English Learner:** 25.9 **Students with Disabilities:** -48.1 **Low Income:** 19.2 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 61.6 **Hispanic/Latino:** 23.1 **RFEP:** 40.8 **Standard English Learner:** 63.9 **Students with Disabilities:** -18.8 **Low Income:** 26.4 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 64.3 **Hispanic/Latino:** 39.3 **RFEP:** 42.0 **Standard English Learner:** 65.0 **Students with Disability:** -12.0 **Low Income:** 32.0	**All Students:** +0.3 **Hispanic/Latino:** -13.2 **RFEP:** +29.3 **Standard English Learner:** +35.5 **Students with Disabilities:** +7.7 **Low Income:** +12.6
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 60.9 **Hispanic/Latino:** 28.1 **RFEP:** 13.6 **Standard English Learner:** 19.5 **Students with Disabilities:** -20.0 **Low Income:** 32.1 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 60.1 **Hispanic/Latino:** 14.4 **RFEP:** No Data **Standard English Learner:** 17.9 **Students with Disabilities:** -22.8 **Low Income:** 32.3 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.4 **Hispanic/Latino:** 4.0 **RFEP:** 31.3 **Standard English Learner:** 63.6 **Students with Disabilities:** -15.8 **Low Income:** 25.3 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 103.8 **Hispanic/Latino:** 31.1 **RFEP:** 34.0 **Standard English Learner:** 65.0 **Students with Disability:** -17.0 **Low Income:** 35.1	**All Students:** -0.5 **Hispanic/Latino:** -24.1 **RFEP:** +17.7 **Standard English Learner:** +44.1 **Students with Disabilities:** +4.2 **Low Income:** -6.8

3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 69.2% **Hispanic/Latino:** 66.7% **Standard English Learner:** 53.3% **Low Income:** 50.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 75.3% **Hispanic/Latino:** No Data **Standard English Learner:** No Data **Low Income:** 55.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 65.7% **Hispanic/Latino:** 33.3% **Standard English Learner:** 30.8% **Low Income:** 52.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 78.0% **Hispanic/Latino:** 69.7% **Standard English Learner:** 56.0% **Low Income:** 58.0%	**All Students:** -3.5% **Hispanic/Latino:** -33.4% **Standard English Learner:** -22.5% **Low Income:** +2.0%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 93.0% **Low Income:** 40.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 90.9% **Low Income:** 61.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 97.3% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.0% **Low Income:** 100.0%	**All Students:** +4.3% **Low Income:** +60.0%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 96.7% **Hispanic/Latino:** 75.0% **Standard English Learner:** 75.0% **Students with Disabilities:** 80.0% **Low Income:** 90.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 94.6% **Hispanic/Latino:** 85.7% **Standard English Learner:** 88.2% **Students with Disabilities:** 87.5% **Low Income:** 83.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 93.4% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Students with Disabilities:** No Data **Low Income:** 80.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 98.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Students with Disabilities:** 89.0% **Low Income:** 85.0%	**All Students:** -3.3% **Hispanic/Latino:** +25.0% **Standard English Learner:** +25.0% **Students with Disabilities:** ±0 **Low Income:** -10.0%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 85.9% **Low Income:** 62.5%	**2023-2024** **All Students:** 91.1% **Low Income:** 100.0%	**2024-2025** **All Students:** 93.5% **Low Income:** 77.8%	**2025-2026** **All Students:** 96.0% **Low Income:** 100.0%	**All Students:** +7.6% **Low Income:** +15.3%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 44.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 36.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 58.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 60.0%	**All Students:** +13.5%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** N/A *Source: Open Data Dashboard*	**2023-2024** **All Students:** N/A *Source: Open Data Dashboard*	**2024-2025** **All Students:** 75.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 77.0%	**All Students:** ±0
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 36.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 38.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 53.0%	**All Students:** +15.1%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 93.7% **Hispanic/Latino:** 91.7% **Standard English Learner:** 87.5% **Low Income:** 87.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 98.5% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 95.7% *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 Learner:** 100.0% **Low Income:** 100.0%	**All Students:** +6.3% **Hispanic/Latino:** +8.3% **Standard English Learner:** +12.5% **Low Income:** +12.5%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 94.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 90.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 97.0%	**All Students:** -12.6%

12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 57.1% **Hispanic/Latino:** 54.5% **Standard English Learners:** 50.0% **Low Income:** 60.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 27.3% **Hispanic/Latino:** 18.2% **Standard English Learners:** 14.3% **Low Income:** 5.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 27.8% **Hispanic/Latino:** 46.7% **Standard English Learner:** 40.0% **Low Income:** 29.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 60.0% **Hispanic/Latino:** 57.5% **Standard English Learner:** 53.0% **Low Income:** 63.0%	**All Students:** -29.3% **Hispanic/Latino:** +3.0% **Standard English Learner:** -10.0% **Low Income:** -30.4%

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 Instructional Supports, including General Fund School Program

Base instructional supports were implemented through systematic analysis of SBA and i-Ready assessment data, which were shared and reviewed with classroom teachers. Teachers developed and implemented targeted instructional action plans informed by this data, including focused small-group instruction and referrals to ELOP intervention, high-dose tutoring, and pull-out intervention services. Instructional supports were coordinated to align classroom instruction with intervention services, ensuring timely and targeted support for students performing below grade level.

Ongoing progress monitoring was embedded into instructional cycles to maintain alignment with LCAP goals and ensure responsive instructional practices. Systematic analysis of SBA and i-Ready data guided the implementation of targeted instructional supports, resulting in strong academic growth from BOY to MOY. In Mathematics, students performing at or above grade level increased from 44% to 73%, and in ELA from 60% to 81%. These gains reflected focused small-group instruction, aligned intervention services, high-dose tutoring, and consistent progress monitoring embedded within instructional cycles. In response to mid-year enrollment of several Newcomer students, the school added a dedicated pull-out intervention to provide targeted language and academic support while maintaining alignment with core instruction. A Saturday Academy for Math and ELA intervention was also launched; students reported high engagement and appreciation for the small-group structure, which allowed for deeper participation and skill reinforcement.

At the same time, BOY data revealed significant learning gaps, particularly in Mathematics, requiring careful coordination of interventions without compromising core instruction. Rapid program adjustments were necessary to meet the needs of newly enrolled students. Data analysis also led to a schoolwide focus on the Kaplan Icons of Depth and Complexity to increase rigor in simulation units, alongside expanded use of the Socratic method and service-learning inquiry projects to deepen critical thinking. As proficiency rates rose, sustaining momentum and moving more students from approaching to exceeding standards remained an ongoing priority.

Action 2: Special Education Supports

Special education supports were implemented through a multi-tiered system of academic interventions designed to accelerate learning for students with disabilities. Students received a combination of push-in and pull-out services coordinated by the Targeted Student Population (TSP) Coordinator, High-Dose Tutoring staff, and the Intervention/Prevention Coordinator. Teacher Assistant support was strategically embedded in classrooms to reduce student-to-teacher ratios and provide pre-teaching, guided practice, and skill reinforcement aligned with IEP goals.

Collaboration among general education teachers, special education staff, and support personnel ensured consistent access to grade-level content while addressing individualized learning needs. Focus included addressing significant skill gaps and ensuring consistent attendance for intervention opportunities; however, the coordinated system of supports resulted in measurable growth. Special Education students increased from 32% to 59% on or above grade level in i-Ready Reading from BOY to MOY, and from 30% to 56% on or above grade level in

i-Ready Math during the same period. These gains reflected both the intensity of services provided and the effectiveness of strategic alignment between classroom instruction and targeted intervention supports.

Action 3: Charter School Categorical Block Grant

Charter School Categorical Block Grant funds were implemented to strengthen instructional programming through the purchase of high-quality instructional materials, general supplies, and instructional support contracts. The TSP Coordinator supported the implementation of English Language Development instruction through targeted small-group interventions, structured ELD supports, and data-driven monitoring for English learners and newcomers. Curriculum and instructional resources were integrated across classrooms to support differentiated instruction and alignment to grade-level standards. These coordinated supports ensured equitable access to instructional materials and targeted language development services across content areas.

While implementation required continued refinement to address varying levels of language proficiency, newcomer mobility, and foundational skill gaps, the targeted use of resources and structured ELD supports resulted in measurable progress for English learners. From BOY to MOY, 13% more English learners moved into on-grade-level status in i-Ready Reading, and 38% more moved into on-grade-level status in i-Ready Math. These gains reflected improved access to rigorous, standards-aligned instruction paired with intentional language development strategies and consistent progress monitoring.

Additional pull-out instruction provided by the TSP Coordinator further strengthened support for newcomers and current English learners who required targeted assistance. These sessions focused on building academic vocabulary, strengthening language structures, and scaffolding grade-level content to increase students' ability to access classroom instruction and assessments with confidence. By intentionally pairing language development with content support, students were better equipped to demonstrate their knowledge and accelerate academic growth.

Action 4: Class Size Reduction

Class Size Reduction funding was implemented to provide additional staffing that allowed for smaller instructional groupings across grade levels. Teachers utilized reduced group sizes to deliver targeted pre-teaching, reteaching, guided practice, and review of key concepts aligned to grade-level standards. Instructional structures were adjusted to increase individualized attention, timely feedback, and opportunities for student practice. Student progress and instructional effectiveness were monitored through classroom observations and assessment data to ensure continued alignment with LCAP goals.

Class Size Reduction funding was strategically concentrated in 4th and 5th grade to provide additional staffing for small-group instruction and targeted math re-teaching. This focused support resulted in measurable academic growth. In ELA, the percentage of students performing on or above grade level increased from 63% at BOY to 71% at MOY. In Math, proficiency increased from 55% at BOY to 76% at MOY. Students and parents shared positive feedback regarding the increased individualized attention and academic confidence gained through small-group support.

Overall, the targeted allocation of resources led to meaningful progress while highlighting areas for continued refinement.

Action 5: Charter Supplemental/Concentration Funds in Lieu of EIA

Charter Supplemental and Concentration Funds in lieu of EIA were implemented to support instructional programming, school operations, and family engagement through funding for general supplies, instructional materials, Maintenance and Operations, and office support staff. Office staff assisted families with accessing student information, homework support, enrollment in interventions and enrichment programs, and volunteer opportunities. Instructional materials and supplies were used to support hands-on, experiential learning experiences aligned to curriculum goals. These resources strengthened school-home communication and ensured families had access to essential academic supports.

Implementation of these funds resulted in measurable growth in family engagement and school-community connection. Parent volunteer participation increased significantly, rising from the 320s to the 420s, reflecting stronger outreach systems and improved access to volunteer opportunities. Attendance at Community Circle Family Nights, Literacy Nights, and the Science Slam also increased, demonstrating greater family involvement in academic-focused events. These successes were supported by intentional communication, streamlined office support, and expanded hands-on learning opportunities that encouraged families to engage more deeply with the school community.

A continued focus was placed on coordinating a growing number of volunteers, ensuring equitable access for working families, and managing increased demand for materials, event space, and staff coverage. Continued refinement of communication systems, scheduling flexibility, and resource allocation was identified as essential to sustaining and expanding this positive momentum in family engagement.

Action 6: SENI Investments towards Academic Excellence

SENI investments were implemented to fund a School Supervision Aide who provided consistent student support throughout the school day, including during arrival, recess, lunch, and dismissal. Supervision staffing was structured to promote student safety, positive behavior, and smooth transitions across campus. These supports were integrated into daily school operations to maintain an environment conducive to learning and social development.

SENI funding supported a School Supervision Aide to provide consistent student support throughout the day. Training on the tardy and guest management system, along with the use of new walkie-talkies for team communication, improved supervision during arrivals, early dismissals, and campus transitions. These enhancements increased student safety, promoted positive behavior, and strengthened daily school operations.

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 Instructional Supports, including General Fund School Program

2025 SBA ELA DFS (3-5): 59.8
2025 SBA Math DFS (3-5) 59.6

iReady BOY Reading 55% on or above grade level
iReady MOY Reading 81% on or above grade level
iReady BOY Math 39% on or above grade level
iReady MOY Math 73% on or above grade level

Student performance data from the SBA and i-Ready assessments were shared and analyzed with classroom teachers. Teachers developed and implemented targeted action plans that have proven effective in addressing identified student needs. Through focused small group instruction, and by referring students for intervention, high-dose tutoring, and pull-out intervention, teachers have been able to provide timely and targeted support. These coordinated efforts have led to increased student engagement, measurable progress for students performing below grade level, and strengthened alignment between classroom instruction and intervention supports. Continuous data monitoring ensures that instructional practices remain responsive and effective in promoting academic growth aligned to LCAP goals.

Action 2: Special Education Supports

2024 Data:
24% of Special Education students met or exceeded on their ELA SBAC assessments.
29% of Special Education students were on or above grade level on iReady BOY ELA, and 40% were approaching grade level.
19% of Special Education students were on or above grade level on iReady BOY Math, and 49% were approaching grade level.
43% of Special Education students were on or above grade level on iReady MOY ELA, and 35% were approaching grade level.
41% of Special Education students were on or above grade level on iReady MOY Math, and 42% were approaching grade level.

2025 Data:
36% of Special Education students met or exceeded on their ELA SBAC assessments.
31% of Special Education students were on or above grade level on iReady BOY ELA, and 44% were approaching grade level.
27% of Special Education students were on or above grade level on iReady BOY Math, and 46% were approaching grade level.
58% of Special Education students were on or above grade level on iReady MOY ELA, and 29% were approaching grade level.
56% of Special Education students were on or above grade level on iReady MOY Math, and 37% were approaching grade level.

Student performance data reflected steady progress for students with disabilities. To continue accelerating growth, a multi-tiered system of supports was implemented. Students received a combination of push-in and pull-out academic supports facilitated by the Targeted Student Population (TSP) Coordinator, High-Dose Tutoring staff, and the Intervention/Prevention Coordinator. These supports focused on reinforcing core content, addressing skill gaps, and providing individualized instruction aligned with IEP goals.

In addition, Teacher Assistant (TA) support was strategically embedded in classrooms to reduce the teacher-to-student ratio and provide targeted pre-teaching, guided practice, and review opportunities. This approach ensured that students with disabilities received timely intervention within the general education setting while maintaining access to grade-level content. Through continued collaboration among general education teachers, special education staff, and support personnel, the school remained committed to improving academic outcomes and equity for students with disabilities.

Action 3: Charter School Categorical Block Grant

Westwood Charter Elementary strategically utilized the Charter School Categorical Block Grant to strengthen its academic program through the procurement of high-quality instructional materials, general supplies, and additional instructional support contracts.

The investment in high-quality instructional materials and curriculum resources enhanced classroom instruction, supported differentiated learning, and strengthened alignment to grade-level standards across all content areas. These resources provided teachers with tools to better meet the diverse learning needs of students and promote equitable access to high-quality instruction.

Overall, the use of Charter School Categorical Block Grant funds was effective in addressing student needs, accelerating progress, and promoting equitable academic success for all students.

Action 4: Class Size Reduction

Westwood Charter Elementary continued to demonstrate strong academic performance, with 76% of students meeting or exceeding standards on the Smarter Balanced ELA assessment and 76% meeting or exceeding standards in Mathematics. In the primary grades, 87% of K–2 students scored on or above grade level in early literacy on the Middle-of-Year (MOY) assessment, indicating a solid foundation for continued growth in reading development.

To further strengthen student achievement and support ongoing progress toward LCAP goals, Class Size Reduction funding was strategically utilized to provide additional staffing that allowed for smaller instructional groupings. This structure enabled teachers to deliver more targeted instruction through pre-teaching, reteaching, and review of key concepts. Students benefited from increased individualized attention, additional opportunities for guided practice, and timely, specific feedback that accelerated learning.

Preliminary data and classroom observations indicated that this approach was effective in deepening students' conceptual understanding, reinforcing essential skills, and supporting continued growth across content areas. Westwood Charter continued to monitor progress to ensure that smaller instructional groupings remained an impactful strategy for promoting student success.

Action 5: Charter Supplemental/Concentration Funds in Lieu of EIA

The English Learner reclassification rate was 50%.

Westwood Charter Elementary utilized the Charter Supplemental/Concentration Funds in Lieu of EIA to enhance the academic program through funding for general supplies, instructional materials, Maintenance and Operations (M&O), and office support staff. Office staff provided critical support to families by assisting them in accessing student information, homework assignments, and registration for interventions, enrichment clubs, and volunteer opportunities, with over 300 parents participating as volunteers. This increased accessibility strengthened school-home communication and supported greater family engagement in student learning.

Additionally, instructional materials and supplies expanded opportunities for hands-on and experiential learning, reinforcing curriculum goals and providing additional support for students' academic growth. Overall, the use of these funds proved effective in improving both instructional quality and family access to educational resources.

Action 6: SENI Investments towards Academic Excellence

Westwood Charter Elementary utilized the SENI Investments toward Academic Excellence action to provide a School Supervision Aide, who offered additional support to students throughout the school day, including during arrival, recess, lunch, and dismissal times. The presence of consistent and engaged supervision staff contributed to a safe and positive school environment, allowing students to focus on learning and social development.

The TSP Coordinator played an integral role in advancing English Language Development (ELD) instruction and interventions, particularly for English learners and newcomers with limited English proficiency. Through systematic implementation of ELD supports, targeted small-group instruction, and data-driven monitoring, students demonstrated measurable progress in both language acquisition and overall academic engagement. Notably, 50% of students were reclassified during the most recent cycle, and 31% of students scored at Levels 3 and 4 on the Beginning-of-Year (BOY) ELPAC assessment, reflecting significant progress toward English proficiency. The most recent California Dashboard report for ELA SBAC showed that 63.6% of English learners made progress.

Results from the School Experience Survey indicate that 88% of students reported feeling safe on campus, reflecting the effectiveness of this investment in promoting student well-being and maintaining a supportive school climate conducive to academic success.

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.

Westwood Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.

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 Instructional Supports, including General Fund School Program	Westwood Charter Elementary will provide quality first instruction to all students to reach Academic Excellence	District Cost: $4,512,034 **School Discretionary Fund Cost: $467,591**	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 Westwood Charter Elementary to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,489,344	N
3	Charter School Categorical Block Grant	The school will use the Charter School Categorical Block Grant to fund CSR Teacher, ½ TSP Coordinator, ½ Instructional Coach, School Supervision Aide, 1 day of School Psychologist, and general supplies.	**School Discretionary Fund Cost: $445,811**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Westwood Charter Elementary.	District Cost: $920,156	Y
5	Charter Supplemental/Concentration Funds in Lieu of EIA	The school will use the Charter Supplemental/Concentration Funds in Lieu of EIA to fund a School Psychologist and general supplies.	**School Discretionary Fund Cost: $48,251**	Y
6	Supplemental Arts Education	Westwood Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $90,017	Y
7	SENI Investments towards Academic Excellence	Westwood Charter Elementary funded a ½ TSP Coordinator and general supplies to maintain a comprehensive, safe, supportive, instructionally effective and compliant program to accelerate the academic achievement of English learners and low income students.	**School Discretionary Fund Cost: $91,676**	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. Westwood Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported.

Westwood Charter also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources. The school site PSW lead an Every Body Belongs, a Kindness Campaign, and uses music and yoga activities on Friday to support student mental health. The PSW provides grade level SEL lessons as well as one on one support for students/families. She regularly meets with staff and provides resources to support the programs at Westwood.

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:** 49.5% **African American/Black:** 26.3% **Hispanic/Latino:** 24.7% **English Learner:** 61.1% **RFEP:** 69.2% **Standard English Learner:** 26.4% **Students with Disabilities:** 27.0% **Low Income:** 42.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 57.1% **African American/Black:** 6.7% **Hispanic/Latino:** 53.6% **English Learner:** 57.9% **RFEP:** 68.4% **Standard English Learner:** 46.8% **Students with Disabilities:** 47.8% **Low Income:** 49.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.2% **African American/Black:** 12.5% **Hispanic/Latino:** 53.5% **English Learner:** 61.1% **RFEP:** 65.6% **Standard English Learner:** 47.8% **Students with Disabilities:** 52.9% **Low Income:** 54.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 62.1% **African American/Black:** 14.0% **Hispanic/Latino:** 58.6% **English Learner:** 62.9% **RFEP:** 73.4% **Standard English Learner:** 51.8% **Students with Disability:** 55.0% **Low Income:** 54.2%	**All Students:** +10.7% **African American/Black:** -13.8% **Hispanic/Latino:** +28.8% **English Learner:** 0.0% **REFP:** -3.6% **Standard English Learner:** +21.4% **Students with Disabilities:** +25.9% **Low Income:** +11.2%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 13.1% **African American/Black:** 38.9% **Hispanic/Latino:** 35.5% **English Learner:** 15.8% **RFEP:** 0.0%	**2023-2024** **All Students:** 8.0% **African American/Black:** 33.0% **Hispanic/Latino:** 17.0% **English Learner:** 21.0% **RFEP:** 5.0%	**2024-2025** **All Students:** 10.5% **African American/Black:** 40.0% **Hispanic/Latino:** 15.3% **English Learner:** 29.4% **RFEP:** 9.4%	**2025-2026** **All Students:** 6.1% **African American/Black:** 31.0% **Hispanic/Latino:** 15.0% **English Learner:** 19.0% **RFEP:** 3.0%	**All Students:** -2.6% **African American/Black:** +1.1% **Hispanic/Latino:** -20.2% **English Learner:** +13.6% **RFEP:** +9.4%

		Standard English Learner: 37.1% **Students with Disabilities:** 25.0% **Low Income:** 19.6% *Source: Open Data Dashboard*	**Standard English Learner:** 20.0% **Students with Disabilities:** 16.0% **Low Income:** 16.0% *Source: Open Data Dashboard*	**Standard English Learner:** 19.2% **Students with Disabilities:** 22.2% **Low Income:** 16.8% *Source: Open Data Dashboard*	**Standard English Learner:** 18.5% **Students with Disability:** 14.0% **Low Income:** 14.0%	**Standard English Learner:** -17.9% **Students with Disabilities:** -2.8% **Low Income:** -2.8%
3	**Percent of All Students Chronically Absent (91% or Lower)**	**2022-2023 All Students:** 17.5% **African American/Black:** 36.8% **Hispanic/Latino:** 44.2% **English Learner:** 22.2% **RFEP:** 0.0% **Standard English Learner:** 42.9% **Students with Disabilities:** 31.7% **Low Income:** 20.2% *Source: Open Data Dashboard*	**2023-2024 All Students:** 14.2% **African American/Black:** 40.0% **Hispanic/Latino:** 23.2% **English Learner:** 26.3% **RFEP:** 5.3% **Standard English Learner:** 24.7% **Students with Disabilities:** 16.4% **Low Income:** 21.9% *Source: Open Data Dashboard*	**2024-2025 All Students:** 14.2% **African American/Black:** 56.2% **Hispanic/Latino:** 20.9% **English Learner:** 27.8% **RFEP:** 12.5% **Standard English Learner:** 25.0% **Students with Disabilities:** 23.5% **Low Income:** 23.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 9.2% **African American/Black:** 35.0% **Hispanic/Latino:** 18.2% **English Learner:** 21.3% **RFEP:** 0.0% **Standard English Learner:** 19.7% **Students with Disability:** 11.4% **Low Income:** 16.9%	**All Students:** -3.3% **African American/Black:** +19.4% **Hispanic/Latino:** -23.3% **English Learner:** +5.6% **RFEP:** +12.5% **Standard English Learner:** -17.9% **Students with Disabilities:** -8.2% **Low Income:** +2.8%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 54.4% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 61.0% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 64.4% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 66.0%	**All Staff:** +10.0%

5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0%	**All Students:** +0.3%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0%
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:** 87.9% **Hispanic/Latino:** 95.2% **Standard English Learner:** 91.7% **Students with Disabilities:** 85.7% **Low Income:** 90.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 91.5% **Hispanic/Latino:** 95.0% **Standard English Learner:** 95.2% **Students with Disabilities:** 91.3% **Low Income:** 90.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 93.6% **Hispanic/Latino:** 96.6% **Standard English Learner:** 93.3% **Students with Disabilities:** 86.2% **Low Income:** 93.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.5 % **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Students with Disability:** 96.3% **Low Income:** 95.7%	**All Students:** +5.7% **Hispanic/Latino:** +1.4% **Standard English Learner:** +1.6% **Students with Disabilities:** +0.5% **Low Income:** +3.0%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 90.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.8%	**All Parents:** +3.4%
10	**Percent of Staff who Feel Safe at School (per School**	**2022-2023** **All Staff:** 100.0%	**2023-2024** **All Staff:** 100.0%	**2024-2025** **All Staff:** 100.0%	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0%

	Experience Survey)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 85.7% **Hispanic/Latino:** 90.5% **Standard English Learners:** 87.5% **Students with Disabilities:** 84.6% **Low Income:** 81% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 80.8% **Hispanic/Latino:** 80.0% **Standard English Learners:** 76.2% **Students with Disabilities:** 65.2% **Low Income:** 76.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 86.2% **Hispanic/Latino:** 82.8% **Standard English Learner:** 80.0% **Students with Disabilities:** 75.9% **Low Income:** 84.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 87.0% **Hispanic/Latin** 85.0% **Standard English Learner:** 81.2% **Students with Disability:** 77.0% **Low Income:** 86.0%	**All Students:** +0.5% **Hispanic/Latino:** -7.7% **Standard English Learner:** -7.5% **Students with Disabilities:** -8.7% **Low Income:** +3.8%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 91.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 92.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 98.3%	**All Parents:** +1.0%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 89.1% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 93.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 90.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 98.0%	**All Staff:** +1.8%

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: Base-Funded Health Supports

Base-funded health supports were implemented through the provision of a full-time Registered Nurse (RN) who was on campus five days per week. The RN delivered direct health services, monitored student wellness, managed chronic health conditions, and coordinated care with families and school staff. Health services were integrated into daily school operations to support student safety, address medical needs promptly, and ensure students were healthy and ready to engage in learning.

Action 2: Base-Funded School Climate Support Staff

Base-funded school climate support staff were implemented to promote a safe, inclusive, and welcoming school environment. Consistent campus supervision, relationship-building practices, and schoolwide community-building activities were embedded into daily routines to support student belonging and safety. In addition, the Psychiatric Social Worker (PSW) provided monthly Wellness Week activities, individual counseling services, and whole-class lessons focused on emotional regulation, empathy, and resilience to support student social-emotional development.

Action 3: Supplemental School Climate Support Staff

Supplemental school climate support staffing was implemented through the assignment of an Intervention/Prevention Coordinator to support positive behavior and restorative practices. The coordinator facilitated the PAWS behavior plan and Council practices across grade levels to promote social-emotional learning, restorative communication, and consistent reinforcement of positive behaviors. These supports were integrated into the schoolwide climate framework to maintain a safe and supportive learning environment.

Action 4: SENI Investments towards Joy and Wellness

SENI investments were implemented to fund a full-time School Psychologist who provided comprehensive mental health and wellness services five days per week. Services included small-group counseling focused on emotional regulation, peer relationships, and coping skills, as well as consultations with parents and teachers to support student wellness and individualized interventions. These supports were embedded into the school's overall wellness framework to promote student connectedness, joy, and social-emotional well-being across the school community.

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

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

Westwood Charter was supported by a full-time Registered Nurse (RN) who was on campus five days a week. The RN provided direct health services, monitored student wellness, managed chronic health needs, and collaborated with families and staff to ensure students were healthy and ready to learn each day.

Consistent access to on-site health services, coupled with proactive wellness initiatives, helped reduce absences due to illness, supported student safety, and promoted sustained academic engagement and achievement. Approximately 80% of students maintained proficient or advanced attendance levels (96% or higher). This strong rate of attendance reflected the effectiveness of Westwood Charter Elementary's comprehensive health and wellness supports in fostering a safe, healthy, and consistent learning environment.

Action 2: Base-Funded School Climate Support Staff

Results from the School Experience Survey reflected a strong sense of safety and belonging among students at Westwood Charter Elementary:
94% of students reported, "I feel safe in this school."
86% of students reported, "I feel like I am part of this school."

These results demonstrated the effectiveness of ongoing efforts to build a positive and inclusive school culture. Consistent supervision, caring staff-student relationships, and schoolwide community-building activities contributed to creating a safe, welcoming environment where students felt connected and valued.

In addition, the Psychiatric Social Worker (PSW) played a vital role in supporting student wellness by leading monthly Wellness Week activities, providing individual counseling and support services, and delivering whole-class lessons that promoted emotional regulation, empathy, and resilience.

Together, these coordinated efforts strengthened students' sense of belonging, supported academic engagement, and fostered overall well-being across the school community.

Action 3: Supplemental School Climate Support Staff

At Westwood Charter Elementary, maintaining a safe and welcoming school environment remained a top priority. According to the School Experience Survey:

94% of students reported feeling safe at school.

86% of students reported that they were an important part of the school community.

To continue strengthening a positive school climate, Westwood provided a dedicated Intervention/Prevention Coordinator who supported the PAWS behavior plan and facilitated Council practices. These initiatives promoted social-emotional learning, restorative communication, and consistent reinforcement of positive behaviors across all grade levels.

Action 4: SENI Investments towards Joy and Wellness

To support the social-emotional development and overall well-being of all students, Westwood Charter Elementary allocated funds to provide a full-time School Psychologist (five days per week). The School Psychologist delivered comprehensive services including small-group counseling to strengthen emotional regulation, peer relationships, and coping skills, parent consultations to promote home-school collaboration and equip families with strategies to support student wellness, and teacher consultations to address classroom behaviors, emotional needs, and individualized interventions.

According to the School Experience Survey, 83% of students reported feeling an overall connectedness to the school, reflecting the positive impact of continued investment in mental health and wellness supports.

This focus on joy, wellness, and connectedness helped ensure that every student felt safe, supported, and valued within the learning community.

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

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	Base-Funded Health Services	In order to ensure health access and equity for all students, Westwood Charter Elementary will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Westwood 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 supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Westwood Charter Elementary will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Westwood Charter will fund a school psychologist for 5 days a week to meet the needs of students on campus.	**School Discretionary Fund Cost: $34,524**	Y

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 Westwood Charter Elementary, 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."**	**2020-2021** **All Parents:** 71.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 75.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 73.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 80.0%	**All Parents:** +2.2%
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”**	**2020-2021** **All Parents:** 84.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 86.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 91.0%	**All Parents:** +0.4%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2020-2021** **All Parents:** 70.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 74.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 82.5%	**All Parents:** +3.1%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2020-2021** **All Parents:** 93.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 98.6%	**All Parents:** -0.5%

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.

While Westwood Charter did not invest in SENI Investment towards Engagement and Collaboration, Westwood continued to demonstrate strong parental and community involvement through the LSLC and a variety of volunteer opportunities. Parent volunteers supported AM/PM car valet, standing committees, monthly work meetings, classroom activities, lost and found, field trips, parent tours, and school community events, including Bedtime Story Jam, Science Slam, and The Hoot. In addition, the LSLC voted to establish a charter board, or school-based management council, which mirrored LSLC membership and provided more structured guidance and oversight of the charter.

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.

While Westwood Charter did not invest in SENI Investment towards Engagement and Collaboration, Westwood had over 420 parent and community members who were approved volunteers supporting teachers and students in various activities and academics throughout the school day. The school also built partnerships with Cal Teach (UCLA) and Fox Studios, which supported students in the classroom and provided volunteers to assist with campus projects.

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.

Westwood Charter allocated funds for SENI Investments towards Engagement and Collaboration in 2026-27 to support English Learners, students in foster care, and low income students at our school.

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	SENI Investments towards Engagement and Collaboration	Westwood Charter allocated funds for SENI Investments towards Engagement and Collaboration in 2026-27 to support English Learners, students in foster care, and low income students at our school.	**School Discretionary Fund Cost: $10,381**	Y

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.

Westwood Charter Elementary knows that this goal aligns with the strategic plan and creates a culture of shared responsibility for student success.

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

As an affiliated charter school within Los Angeles Unified, Westwood Charter Elementary implemented this action through continued use of centralized district supports for facilities, staffing compliance, and instructional materials. LAUSD systems and oversight processes were used to conduct regular facilities inspections through the Facilities Inspection Tool (FIT), maintain a clean and safe campus, and ensure timely maintenance. Credentialing and assignment processes ensured that 100% of teachers were appropriately credentialed for their teaching assignments, and district-supported materials systems ensured all students had access to standards-aligned instructional materials in compliance with the Williams Act. These centralized supports were integrated into daily operations to maintain consistent learning conditions aligned with state and district requirements.

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
Westwood Charter Elementary was successful in maintaining all basic and state-required conditions for learning. The Facilities Inspection Tool (FIT) reflected an overall Exemplary rating, confirming that the school environment was clean, safe, and well-maintained for students and staff.

Additionally, 100% of teachers were appropriately credentialed and assigned, ensuring that all students received instruction from qualified educators in accordance with state requirements. The school also met the Williams Act standards at 100%, providing every student with access to standards-aligned instructional materials in all core content areas. These accomplishments reflected Westwood Charter's ongoing commitment to maintaining high-quality learning conditions, supporting equitable access to instruction, and ensuring a safe and well-resourced environment conducive to student success.

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, Westwood Charter Elementary will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $3,045,784	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
$184,832.00(School Discretionary Funds - new S/C revenues) $1,202,945.36 (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
20.24%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	20.24%

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 Westwood Charter. Scope: School-wide	Los Angeles Unified School District, including Westwood 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: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Westwood Charter will continue to support English Learners, low-income students and students in foster care.	The school will use the Charter Supplemental/Concentration Funds in Lieu of EIA to fund a portion of the school psychologist to provide counseling, individual and group, for our English Learners, Newcomers, and Socioeconomically Disadvantaged students	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts

	Scope: School-wide		- 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 6	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English 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	Los Angeles Unified School District, including Westwood Charter, continues to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary 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	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA-Grades 3-5 ● 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

	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 Westwood Charter. Scope: School-wide	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, Westwood 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.	higher) K-5 ● Implementation of Academic Standards (All Students)
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. Westwood Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Westwood will use a TSP Advisor to support all learners, with a targeted focus on English Learners, Low-Income students, and Foster Youth, by implementing strategies outlined in the LAUSD Master Plan. The TSP Advisor provides direct, evidence-based instruction to students while also offering coaching and professional support to teachers and school-site leadership. This support helps strengthen the use of student-centered instructional practices, including differentiated instruction, scaffolding, and culturally responsive teaching. By aligning classroom instruction, intervention supports, and leadership practices to the LAUSD Master Plan, the TSP Advisor ensures that instructional decisions are data-driven and responsive to student needs, creating an inclusive learning environment that promotes academic growth and equitable outcomes for all students. This strategy represents an effective and responsible use of funds because it directly aligns with the LAUSD Master Plan and is grounded in current research demonstrating positive outcomes for English Learners, Low-Income students, and Foster Youth.	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

		According to the LAUSD Master Plan, students must have access to Asset-Based Education, Rigorous Academics, Alignment and Articulation, and Systematic Support. The TSP Advisor operationalizes these principles by continuously monitoring student progress, identifying academic and language needs, and coordinating targeted supports for students, teachers, and families. By focusing on students' strengths while addressing learning gaps, the TSP Advisor ensures instruction remains rigorous, coherent across grade levels, and responsive to individual student needs. Research supports the effectiveness of this approach. Growth-mindset and asset-based instructional practices, when paired with engaging, data-informed instruction, have been shown to significantly improve academic outcomes for historically underserved student groups, including English Learners and students from low-income backgrounds. Ongoing progress monitoring and data analysis allow for timely interventions, which research links to accelerated learning and reduced achievement gaps. Additionally, the California ELA/ELD Framework emphasizes that English Learners may require additional time, appropriate instructional support, and aligned assessments as they simultaneously develop English proficiency and content knowledge. The TSP Advisor ensures ELs have full access to high-quality, standards-aligned curriculum and instruction while providing supplemental small-group intervention and systematic language development support. This approach aligns with research showing that ELs achieve stronger outcomes when language development is integrated with rigorous academic instruction rather than taught in isolation.	

		By investing funds in a TSP Advisor, Westwood maximizes impact through a role that supports direct student intervention, teacher capacity building, data-driven decision making, and family engagement. This comprehensive, research-based model ensures equitable access to instruction and sustained academic growth for English Learners, Low-Income students, and Foster Youth, making it a strategic and effective use of school funds. Rise in academic scores, reduction of behavioral referrals and increase in self confidence.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Westwood Charter will also provide supplemental school climate support staffing. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Westwood Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 2 Action 4	Action: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	A research- and evidence-based approach that will be used to support student achievement is the implementation of a Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional supports. MTSS is a well-established framework shown to improve outcomes for students by systematically identifying needs, reducing barriers to learning, and providing timely, targeted interventions. Within this framework, the school will focus on promoting social-emotional well-being as a critical foundation for academic success. Research demonstrates that students' social-emotional competencies—such as self-regulation, resilience, and relationship skills—are strongly linked to improved academic performance, attendance, and engagement, particularly for students from historically underserved populations. The MTSS approach begins with universal supports (Tier 1) that foster a safe, inclusive, and supportive school environment through evidence-based social-emotional learning practices and proactive outreach. Targeted supports (Tier 2) include early identification of students experiencing academic, behavioral, or social-emotional challenges, followed by small-group interventions, mentoring, and structured check-ins. Intensive supports (Tier 3) provide individualized case management services that assess barriers to learning, address root causes, and coordinate wraparound services as needed. Data from attendance, behavior, academic performance, and social-emotional screeners are used to monitor progress and guide decision making. Evidence-based practices, including trauma-informed care, restorative approaches, and	For the identified student group(s): EL, LI, FY, ALL Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		crisis intervention supports, are implemented to ensure students receive timely and appropriate assistance. Ongoing outreach and awareness efforts engage families and connect students to school-based and community resources. By leveraging an MTSS framework, the school ensures a coherent, data-driven, and equitable system of support that addresses the whole child. This comprehensive approach reduces barriers to learning, strengthens social-emotional well-being, and creates the conditions necessary for improved student achievement and long-term success. This strategy is an effective and strategic use of funds because it directly addresses the academic, social-emotional, and mental health barriers that disproportionately impact English Learners, Low-Income students, and Foster Youth, while aligning with research-based practices shown to improve student outcomes. Research from the Centers for Disease Control and Prevention (CDC) confirms that children who experience a high number of Adverse Childhood Experiences (ACEs) often have difficulty learning, regulating emotions, and participating in classroom instruction without appropriate supports. These challenges are especially prevalent among low-income students and foster youth, and can significantly impede academic progress if left unaddressed. By investing in trauma-informed, school-based mental health supports, the school proactively reduces barriers to learning and creates conditions in which students are better able to engage in instruction and persist academically. The strategy's focus on evidence-based mental health services ensures that funds are used effectively and responsibly. Interventions such as	

		Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Managing and Adapting Practice (MAP), and Families Overcoming Under Stress (FOCUS) are supported by strong research demonstrating improvements in emotional regulation, coping skills, behavior, and overall functioning for students who have experienced trauma. Bio-psychosocial assessments further ensure that supports are individualized and responsive to each student's academic, emotional, and environmental needs, increasing the likelihood of positive outcomes. For English Learners, these supports are particularly impactful, as trauma and stress can compound language acquisition challenges. By stabilizing students' social-emotional well-being, the strategy enables ELs to more fully access rigorous instruction and language development opportunities. For Low-Income students and Foster Youth, coordinated case management and mental health interventions promote consistency, reduce chronic stress, and support school engagement. This investment is also supported by measurable outcomes. As trauma-informed strategies and mental health supports increase, student survey data are expected to reflect a stronger sense of safety, belonging, and connection to supportive adults at school. Additionally, research shows that schools implementing trauma-informed practices experience reductions in office referrals and suspensions, as students are better supported in managing behavior and emotions. Overall, this strategy maximizes the impact of funds by addressing root causes that interfere with learning, strengthening student resilience, and creating a supportive school climate. By improving students' readiness to learn and reducing	

		disciplinary disruptions, the school advances its academic and equity goals for English Learners, Low-Income students, and Foster Youth in a sustainable, research-aligned manner.	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: School-wide	Westwood will utilize a School Supervision Aide (SSA) to foster meaningful parent and family engagement, to support the Parent and Family Center, and to assist with community-based events. The SSA will collaborate with school staff to plan, coordinate, and support after-school and family engagement events. In addition, the SSA will facilitate campus access by welcoming and assisting families upon arrival, connecting them with the appropriate departments or personnel, and providing direct support within the Parent and Family Center. The SSA will also coordinate and support parent volunteers, ensuring effective communication and participation that strengthens partnerships between the school, families, and the broader community. The School Supervision Aide will provide student supervision to ensure student safety while fostering positive relationships. Through active monitoring of student behavior, the aide will help prevent conflicts and promote a welcoming and inclusive school environment. These efforts will reduce incidents that disrupt learning and contribute to enhanced student engagement, participation, and overall school climate. Parent engagement with school technologies and communication systems have shown improvement in student outcomes, such as academic growth and attendance. This is especially true by leveraging Parent and Family Centers and overall engagement as a strategy to offer families with a space on the school campus to learn and support	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		research instructional practices modeled at the school site. Research from the Harvard Graduate School of Education emphasizes that strong family-school partnerships lead to better student performance, engagement, and self-esteem.	

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.

Westwood 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	26.71 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 670 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	40.31 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 670 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Westwood 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 %)
Westwood Charter Elementary School 2026-2027	$ 913,402	$ 184,832	20.24%	0.000%	20.24%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,098,234	$ -	$ -	$ -	$ 1,098,234.00	$ 961,384	$ 136,850

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 437,550	$ 30,041	$ 467,591	$ -	$ -	$ -	$ 467,591	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 360,260	$ 85,551	$ 445,811	$ -	$ -	$ -	$ 445,811	0.000%
1	5	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 34,524	$ 13,727	$ 48,251	$ -	$ -	$ -	$ 48,251	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	$ 84,145	$ 7,531	$ 91,676	$ -	$ -	$ -	$ 91,676	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 34,524	$ -	$ 34,524	$ -	$ -	$ -	$ 34,524	0.000%
3	1	SENI Investments towards Engagement and Collaboratior	Low Income, Foster Youth, English	Yes	Schoolwide	Low Income, Foster Youth, English	Schoolwide	Ongoing	$ 10,381	$ -	$ 10,381	$ -	$ -	$ -	$ 10,381	0.000%

Westwood 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
$ 913,402	$ 184,832	20.24%	0.000%	20.24%	$ 184,832	0.000%	20.24%	**Total:**	$ 184,832
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 184,832

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	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide		0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide		0.000%
1	5	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 48,251	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 91,676	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 34,524	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English	Schoolwide	$ 10,381	0.000%

Westwood Charter Elementary School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,292,262.00	$ 758,982.00

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	Base Instructional Supports, including General Fund School Program	No	$ 474,585	$ 335,780.00
1	3	Charter School Categorical Block Grant	No	$ 580,077	$ 283,453.00
1	5	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 57,132	$ 10,236.00
1	6	SENI Investments towards Academic Excellence	Yes	$ 89,040	$ 57,058.00
2	4	SENI Investments towards Joy and Wellness	Yes	$ 91,428	$ 72,455.00

Westwood 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)
$ 237,600	$ 237,600	$ 139,749	$ 97,851	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	5	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 57,132	$ 10,236.00	0.000%	0.000%
1	6	SENI Investments towards Academic Excellence	Yes	$ 89,04	$ 57,058.00	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 91,428	$ 72,455.00	0.000%	0.000%

Westwood 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)
$ 1,054,662	$ 237,600	0.000%	22.529%	$ 139,749	0.000%	13.251%	$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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