LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

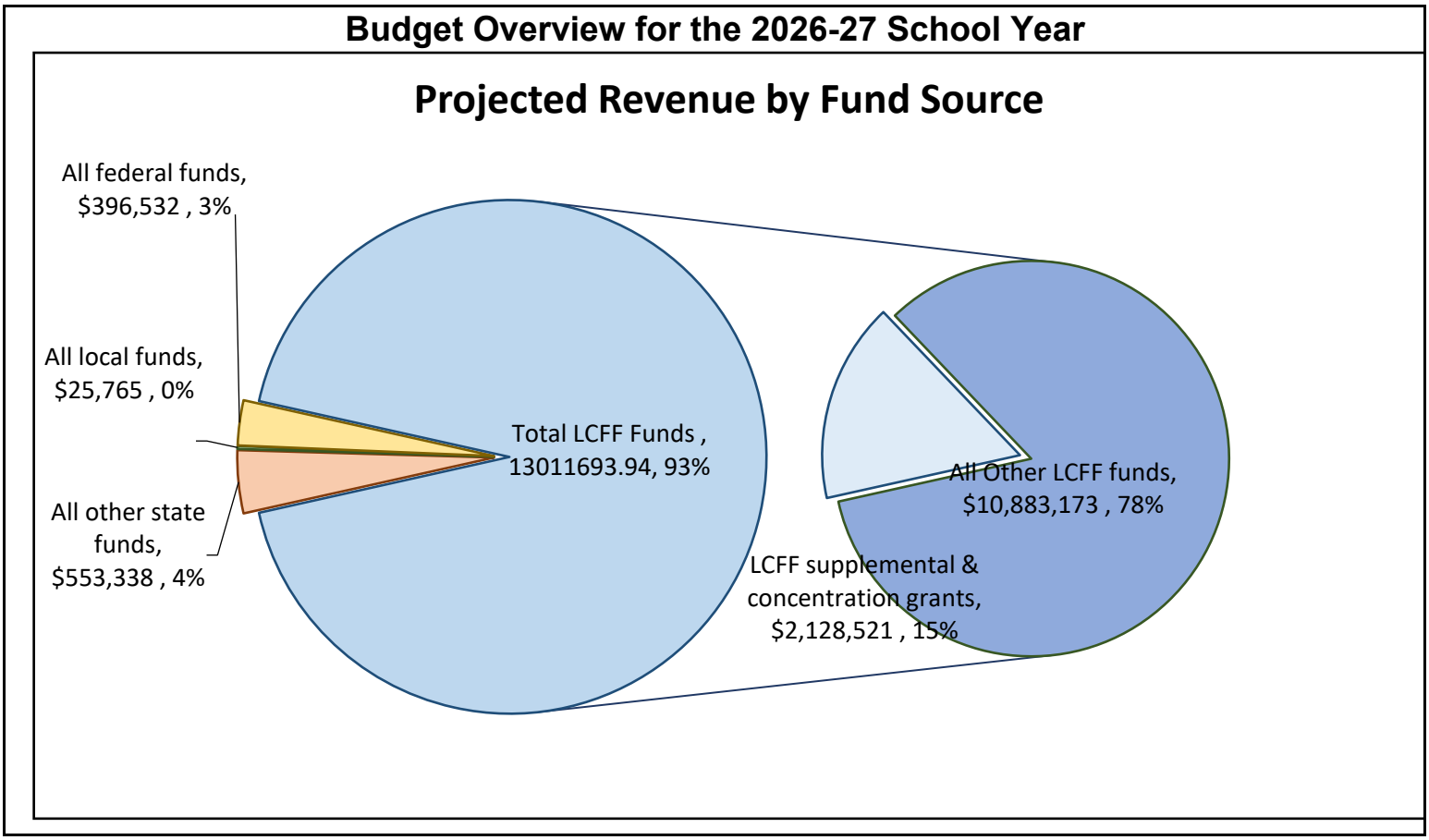
Local Educational Agency (LEA) Name: Wilbur Charter for Enriched Academics

CDS Code: 19 64733 6019954

School Year: 2026-27

LEA contact information: Crystal Shirley, Principal; crystal.shirley@lausd.net

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

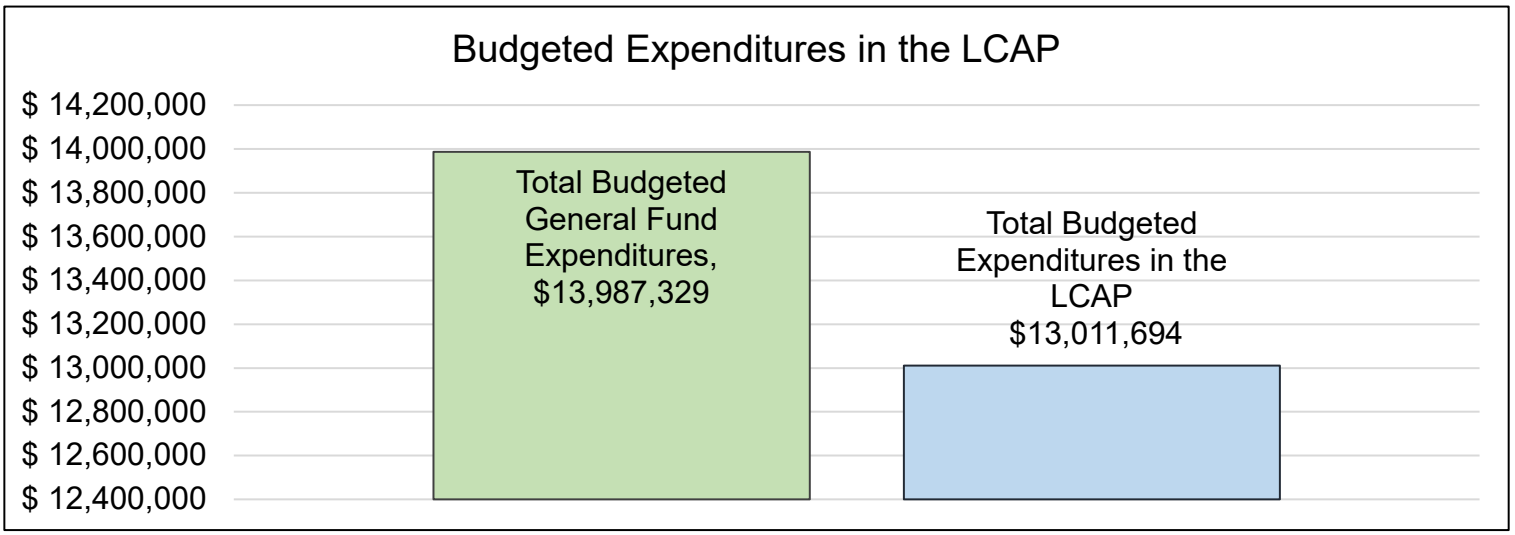


This chart shows the total general purpose revenue Wilbur Charter for Enriched Academics expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilbur Charter for Enriched Academics is $13,987,328.94, of which $13,011,693.94 is Local Control Funding Formula (LCFF), $553,338.00 is other state funds, $25,765.00 is local funds, and $396,532.00 is federal funds. Of the $13,011,693.94 in LCFF Funds, $2,128,520.54 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 Wilbur Charter for Enriched Academics 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: Wilbur Charter for Enriched Academics plans to spend $13,987,328.94 for the 2026-27 school year. Of that amount, $13,011,693.94 is tied to actions/services in the LCAP and $975,635.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

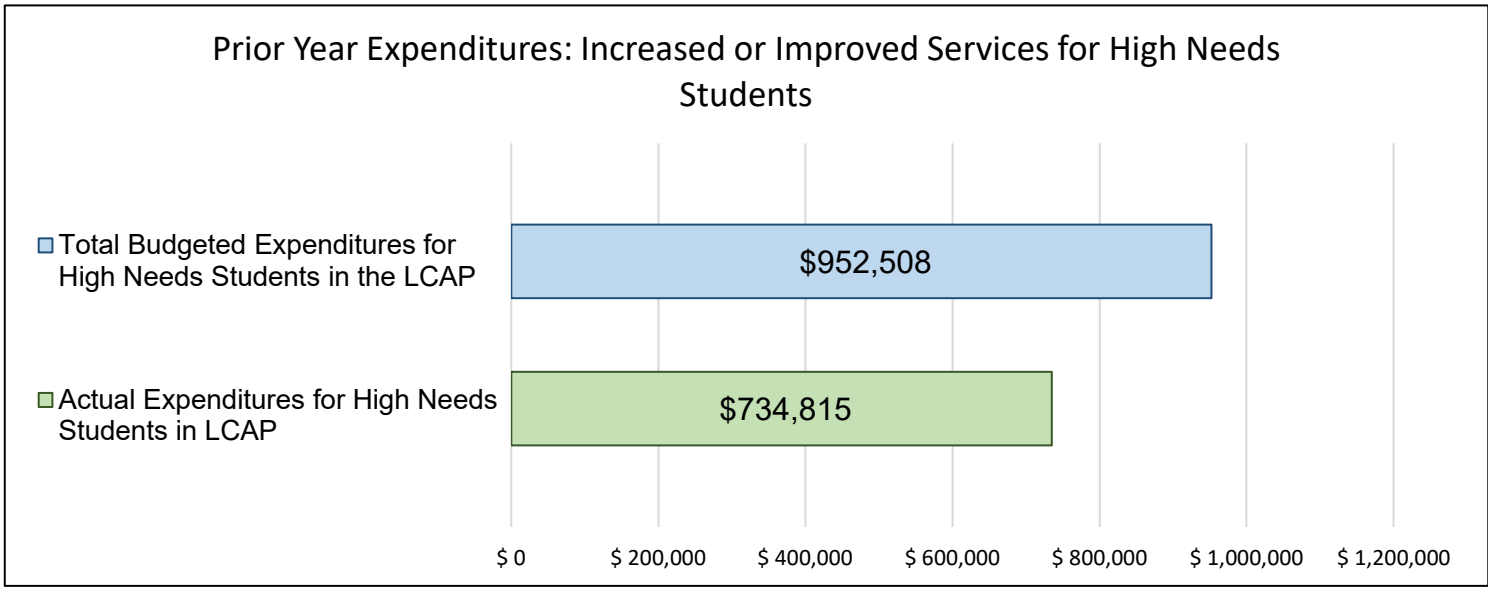
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Wilbur Charter for Enriched Academics is projecting it will receive $2,128,520.54 based on the enrollment of foster youth, English learner, and low-income students. Wilbur Charter for Enriched Academics must describe how it intends to increase or improve services for high needs students in the LCAP. Wilbur Charter for Enriched Academics plans to spend $2,128,520.54 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 Wilbur Charter for Enriched Academics budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wilbur Charter for Enriched Academics 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, Wilbur Charter for Enriched Academics's LCAP budgeted $952,508.00 for planned actions to increase or improve services for high needs students. Wilbur Charter for Enriched Academics actually spent $734,815.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $217,693.00 had the following impact on Wilbur Charter for Enriched Academics'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
Wilbur Charter for Enriched Academics	Crystal Shirley, Principal	crystal.shirley@lausd.net; (818) 345-1090

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.

Wilbur Charter for Enriched Academics is a suburban school located in the San Fernando Valley, serving a diverse population that reflects a range of ethnicities, religions, economic statuses, and ability levels. The school offers a welcoming, culturally rich environment that promotes high academic expectations and student achievement. We emphasize the development of the whole child by fostering strong partnerships with families and the broader community, celebrating diversity, and implementing a rigorous curriculum tailored to meet the individual needs of all learners at Wilbur Charter participate in a wide array of programs including Fine Arts (Music, Dance, Theatre, and Visual Arts), Technology, and Science.

We are committed to developing future innovative leaders, critical thinkers, and problem solvers. As part of the Los Angeles Unified School District, we serve students in transitional kindergarten through fifth grade, with an average enrollment of approximately 570 students over the past three years. In addition, we offer a special education preschool program for children ages 3 to 5 with special needs. This school year, we expanded our offerings to include a Universal Transitional Kindergarten – Classroom Collaborative (UTK) for 4- to 5-year-old students.

The racial and ethnic composition at Wilbur has remained relatively consistent over the past five years. Approximately 53% of our students identify as White, including families of Russian, Israeli, Iranian, and Armenian backgrounds. The second largest group is Hispanic, representing about 17% of the student body. African-American students make up 3%, while Asian students comprise approximately 4%. Wilbur CEA is home to speakers of several languages, and this linguistic diversity has contributed to an increase in the number of English Learners in recent years. While the number of Spanish-speaking students has remained relatively steady, there has been noticeable growth in students who speak Hebrew, Russian, Farsi, and Armenian at home.

Reflections: Annual Performance

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

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

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

Wilbur Charter for Enriched Academics demonstrated progress in academic performance on the 2025 CA School Dashboard. Student achievement in English Language Arts increased from the previous year and were higher than state progress. In Mathematics, Wilbur Charter maintained progress compared to last year, and were also higher than the state's progress. Likewise, the state's newer indicator- Science also remained to be high, higher than the state's progress.

The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate.

An area of growth Chronic Absenteeism indicator- identifying Hispanic (31.3% chronically absent, an increase of 2.3%), White (18.4% chronically absent, an increase of 3.5%), Students with Disabilities (28% chronically absent, an increase of 0.6%), and Low Income students (27.4% chronically absent, an increase of 1.3%) in Red.

To address this area of growth, Wilbur Charter is supporting these identified student groups by connecting families with transportation resources, health and mental health services, and before and/or after-school supervision options. Wilbur Charter will connect and partner with

community organizations to support families experiencing economic hardship, health challenges, or scheduling conflicts. Wilbur Charter school staff will conduct early and ongoing personal outreach to families when attendance concerns arise, with bilingual communication provided to Limited English families.

Wilbur Charter will establish a structured attendance review process in which data is analyzed at least monthly and disaggregated by subgroup; which includes Hispanic students, White students, students with disabilities, and socioeconomically disadvantaged students. Students showing early signs of attendance risk will receive tiered interventions such as mentoring, counseling referrals, or family meetings. Wilbur Charter will build a positive attendance culture by providing family workshops, clear communication about attendance expectations, and recognition for attendance improvement. Information will be shared in families' home languages and will emphasize how attendance connects to academic achievement and long-term success.

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	At Wilbur Charter, we prioritize meaningful engagement with our students as key educational partners. We host monthly Spirit Day assemblies to celebrate student achievements in attendance and positive behavior. Additionally, every other month, we hold awards assemblies that recognize academic excellence, behavioral improvements, and overall growth. Our fourth and fifth grade students are actively involved in Student Council, where they help organize Spirit Day events, plan activities, and support various school initiatives. We also have student ambassadors who guide new parents during our lottery tours, showcasing our vibrant school community. Furthermore, our annual Fall Festival, supported by our dedicated parents, provides students with fun and enriching activities, enhancing their school experience and fostering a strong sense of community.
Parents	Wilbur Charter parents play a vital role as educational partners at our school through a variety of engagements. They actively participate in our Coffee with the Principal sessions, held monthly or bi-monthly, fostering open communication and collaboration. Our English Learner Advisory Committee (ELAC) and Governance Council meetings invite parents to contribute to decisions that shape our school's direction, from budgeting to program development. Additionally, parents support our students through the Friends of Wilbur Booster Club, which helps with fundraising, outreach, and teacher support. Our Parent Academies provide valuable learning opportunities on various topics, facilitated by community experts. Moreover, parents contribute to student council committees focusing on safety, academics, and technology, ensuring a well-rounded and supportive environment for all students.
Staff (Certificated and Classified)	Wilbur Charter staff is deeply engaged as educational partners, working collaboratively to enhance our

	school's instructional quality. Teachers participate in Instructional Leadership Team meetings every third Tuesday, focusing on instructional plans and the school's educational direction. Grade level meetings occur twice a month, allowing teachers to collaborate on ELA, Math, and other activities, while also analyzing data to tailor small group instruction. Monthly Data Chat meetings further support this data-driven approach. Our staff actively engages in professional development sessions, where they plan, share insights, and stay updated on the latest district initiatives and instructional trends. Teachers and staff are integral to our Governance Council meetings, where they help shape the school's direction and budget allocations. They also contribute to specialized committees, such as Technology, Outreach, Safety, and Curriculum teams, meeting regularly to ensure a holistic approach to school Improvement. During Wilbur Charter's monthly Teacher Assistant meetings, they collaborate on best practices to support teachers in the classroom, ensuring that instructional strategies are effectively implemented and that students receive the support they need.
Community	Recently, after an unfortunate incident where our school banner was damaged, we came together as a community. The principal organized a town hall meeting that included dignitaries like our city council member, board member, and a district coordinator focused on inclusion and diversity. During this meeting, the principal, invited guests, parents, and community members brainstormed ways to enhance safety, such as installing security cameras, and parents volunteered to help monitor the campus. This collaborative effort not only ensures the safety of our students but also strengthens the bonds between the school and the community. Moving forward, we're also planning to replace the damaged banner and continue to work hand-in-hand to keep our school safe and welcoming for everyone.

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

There were several trends that occurred that influenced the development of the LCAP with the focus on the LCAP goals. Through the various feedback opportunities, educational partners emphasized the need for a Targeted Student Population (TSP) Advisor to support teachers with English Learners, foster youth, and low-income students instruction. Professional development was provided to teachers to increase teacher capacity, knowledge, and skills in working with all students. Parent training was also provided to support parents in working with their students at home.

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.

To ensure that every student is fully prepared for the future, it is essential to nurture their academic development from the earliest stages. Wilbur Charter is committed to delivering a personalized educational experience tailored to each student's needs and aspirations. Early academic success lays the groundwork for continued growth and long-term achievement. Students with disabilities are empowered to reach their fullest potential as responsible and productive members of society. High-quality instruction is designed to meet students' individual needs and is guided by clearly defined performance expectations. Providing students with choice and access to visual and performing arts is an essential part of a comprehensive, well-rounded education.

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:** 30.0 **Hispanic/Latino:** 27.2 **English Learner:** -61.3 **RFEP:** 18.9 **Standard English Learner:** 26.2 **Students with Disabilities:** -30.4 **Low Income:** 0.5 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 20.8 **Hispanic/Latino:** -9.5 **English Learner:** -76.5 **RFEP:** 35.1 **Standard English Learner:** -10.2 **Students with Disabilities:** -56.0 **Low Income:** 4.9 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 29.8 **Hispanic/Latino:** 2.7 **English Learner:** -32.5 **RFEP:** 12.1 **Standard English Learner:** 35.4 **Students with Disabilities:** -40.2 **Low Income:** 7.5 *Source: Open Data Dashboard*	**2025-2026** **All Students**: 24.2 **Hispanic/Latino:** -5.5 **English Learner:** -66.6 **RFEP:** 39.0 **Standard English Learner:** -5.2 **Students with Disabilities**: -50.0 **Low Income:** 8.9	**All Students:** -0.2 **Hispanic/Latino:** -24.5 **English Learner:** +28.8 **RFEP:** -6.8 **Standard English Learner:** +9.2 **Students with Disabilities:** -9.8 **Low Income:** +7.0
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 22.3 **Hispanic/Latino:** 11.4 **English Learner:** -33.0 **RFEP:** 28.1 **Standard English Learner:** 5.5 **Students with Disabilities:** -18.9 **Low Income:** -9.4	**2023-2024** **All Students:** 25.5 **Hispanic/Latino:** -3.9 **English Learner:** -36.8 **RFEP:** 30.7 **Standard English Learner:** -2.6 **Students with Disabilities:** -37.0 **Low Income:** -3.0	**2024-2025** **All Students:** 23.6 **Hispanic/Latino:** -6 **English Learner:** -9.9 **RFEP:** 16.4 **Standard English Learner:** -4.7 **Students with Disabilities:** -41.2 **Low Income:** 2.3	**2025-2026** **All Students**: 30.5 **Hispanic/Latino:** 11.4 **English Learner:** -32.8 **RFEP:** 34.0 **Standard English Learner:** 5.0 **Students with Disabilities**: -20 **Low Income:** -1.0	**All Students:** +1.3 **Hispanic/Latino:** -17.4 **English Learner:** +23.1 **RFEP:** -11.7 **Standard English Learner:** -10.2 **Students with Disabilities:** -22.3 **Low Income:** +11.7

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 47.8% **Hispanic/Latino:** 42.9% **Standard English Learners:** 54.5% **Low Income:** 29.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 53.3% **Hispanic/Latino:** 50.0% **Standard English Learners:** 50.0% **Low Income:** 55.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.4% **Hispanic/Latino:** No Data **Standard English Learner:** No Data **Low Income:** 40.0% *Source: Open Data Dashboard*	**2025-2026** **All Students**: 56.5% **Hispanic/Latino:** 55.5% **Standard English Learner:** 54.2% **Low Income:** 58.6%	**All Students**: +3.6% **Hispanic/Latino:** ±0 **Standard English Learner:** ±0 **Low Income:** +10.6%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 86.9% **Hispanic/Latino:** 52.9% **Standard English Learner:** 70.0% **Low Income:** 62.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 72.2% **Hispanic/Latino:** 54.5% **Standard English Learners:** 60.0% **Low Income:** 62.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 71.1% **Hispanic/Latino:** 53.3% **Standard English Learner:** 52.9% **Low Income:** 54.8% *Source: Open Data Dashboard*	**2025-2026** **All Students**: 76.2% **Hispanic/Latino:** 59.5% **Standard English Learner:** 64.0% **Low Income:** 66.5%	**All Students:** -15.8% **Hispanic/Latino:** +0.4% **Standard English Learner:** -17.1% **Low Income:** -7.7%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 81.0% **Hispanic/Latino:** 76.9% **Standard English Learner:** 90.9% **Low Income:** 80.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 75.6% **Hispanic/Latino:** 47.1% **Standard English Learner:** 60.0% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 77.2% **Hispanic/Latino:** 69.2% **Standard English Learner:** 66.7% **Low Income:** 62.2% *Source: Open Data Dashboard*	**2025-2026** **All Students**: 80.0% **Hispanic/Latino:** 54.1% **Standard English Learner:** 65.5% **Low Income:** 72.5%	**All Students:** -3.8% **Hispanic/Latino:** -7.7% **Standard English Learner:** -24.2% **Low Income:** -17.8%
6	**Percent of Students Meeting Early Literacy**	**2022-2023** **All Students:** 79.5%	**2023-2024** **All Students:** 75.2%	**2024-2025** **All Students:** 82.4%	**2025-2026** **All Students**: 79.5%	**All Students:** +2.9%

	Benchmarks in Grade 2	**Hispanic/Latino:** 60.0% **Standard English Learner:** 64.7% **Students with Disability:** 55.6% **Low Income:** 56.0% *Source: Open Data Dashboard*	**Hispanic/Latino:** 69.2% **Standard English Learner:** 81.8% **Students with Disability:** 27.3% **Low Income:** 75.0% *Source: Open Data Dashboard*	**Hispanic/Latino:** 66.7% **Standard English Learner:** 75.0% **Students with Disabilities:** No Data **Low Income:** 64.9% *Source: Open Data Dashboard*	**Hispanic/Latino:** 74.5% **Standard English Learner:** 84.8% **Students with Disabilities**: 32.3% **Low Income:** 79.0%	**Hispanic/Latino:** +6.7% **Standard English Learner:** +10.3% **Students with Disabilities**: ±0 **Low Income**: +8.9%
7	**English Learner Reclassification Rate**	**2022-2023 All Students:** 23.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 18.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 30.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 23.5%	**All Students:** +6.5%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** 53.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data *Source: Open Data Dashboard*	**2024-2025 All Students:** 51.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 62.5%	**All Students:** -2.0%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023 All Students:** 16.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 27.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 23.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 24.1%	**All Students:** +7.8%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023 All Students:** 80.3% **Hispanic/Latino:** 58.8% **English Learner:** 66.7% **Standard English Learner:** 61.5%	**2023-2024 All Students:** 82.8% **Hispanic/Latino:** 70.8% **English Learner:** 83.3% **Standard English Learner:** 73.3%	**2024-2025 All Students:** 71.8% **Hispanic/Latino:** 77.8% **English Learner:** 63.6% **Standard English Learner:** 60.0%	**2025-2026 All Students**: 87.8% **Hispanic/Latino:** 74.8% **English Learner:** 87.5% **Standard English Learner:** 77.5%	**All Students:** -8.5% **Hispanic/Latino:** +19.0% **English Learner:** -3.1% **Standard English Learner:** -1.5% **Low Income:**

		Low Income: 72.4% *Source: Open Data Dashboard*	**Low Income:** 79.2% *Source: Open Data Dashboard*	**Low Income:** 70.4% *Source: Open Data Dashboard*	**Low Income:** 82.4%	-2.0%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 94.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 76.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** -23.1%
12	**Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 37.1% **Hispanic Latino:** 17.6% **English Learner:** 25.0% **Standard English Learner:** 7.7% **Low Income:** 26.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45.5% **Hispanic Latino:** 45.5% **English Learner:** 42.9% **Standard English Learner:** 35.7% **Low Income:** 52.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.2% **Hispanic/Latino:** 53.3% **English Learner:** 54.5% **Standard English Learner:** 38.9% **Low Income:** 53.2% *Source: Open Data Dashboard*	**2025-2026** **All Students**: 45.5% **Hispanic/Latino:** 50.5% **English Learner:** 47.9% **Standard English Learner:** 40.7% **Low Income:** 57.6%	**All Students:** +23.1% **Hispanic/Latino:** +35.7% **English Learner:** +29.5% **Standard English Learner:** +31.2% **Low Income:** +26.3%

Goal Analysis for [2025-2026]

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

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

Action 1: Base Instructional Supports, including General Fund School Program

Goal 1, action 1 was implemented schoolwide to ensure all students received the support necessary for academic success. Through Base Instructional Supports, including General Fund School Program, staff prioritized structured small-group instruction, targeted pull-out interventions, and the development of rigorous learning experiences that emphasized collaboration and peer-driven problem solving. These focused strategies strengthened teachers' ability to differentiate instruction, address individual learning needs, plan intentionally, and provide timely, meaningful feedback. As a result, staff documented measurable student growth across grade levels, evident in both standardized assessment outcomes and ongoing formative data trends.

Action 2: Special Education Supports

Goal 1, action 2 was implemented schoolwide to ensure students with disabilities received the instructional support necessary to access grade-level content and make academic progress. Staff prioritized structured small-group instruction, targeted pull-out interventions, and rigorous learning experiences that emphasized collaboration and peer-driven problem solving. Teachers provided scaffolded supports through deliberate, targeted instruction, while resource teachers delivered both push-in and pull-out services. Teachers reported that inclusive practices, scaffolded instruction, and coordinated services between general and special education staff strengthened access to standards-based instruction and contributed to measurable academic growth across grade levels.

Action 3: Charter School Categorical Block Grant

Goal 1, action 3 was implemented to strengthen both instructional support and overall schoolwide systems that promote student achievement and safety. Funds supported additional adult assistance in classrooms, allowing for increased small-group instruction, individualized academic support, and improved student engagement during core instruction. Supervision aides enhanced campus safety and structure during recess and lunch, contributing to a positive school climate and reducing disruptions to learning. Instructional leadership was strengthened through the Targeted Student Population (TSP) Program Advisor and Assistant Principal, who provided demonstration lessons, facilitated Data Chats, and delivered professional development. Successes were reflected in both student achievement data and instructional practice.

Action 4: Class Size Reduction

Goal 1, action 4 was implemented through the addition of a Class Size Reduction teacher in Grade 5, resulting in smaller student-to-teacher ratios and increased instructional capacity across upper grade levels. Reduced class sizes allowed teachers to deliver more targeted small-group instruction, provide individualized academic support, and increase the frequency and quality of feedback. The successes are teachers were able to more effectively monitor student understanding, maintain classroom routines, and facilitate hands-on, collaborative learning experiences. The smaller class structure also allowed for flexible grouping, timely intervention for struggling students, and stronger differentiation to address varying academic needs.

Action 5: Supplemental Arts Education

Goal 1, action 5 was implemented through a comprehensive Supplemental Arts Education program that provided students with regular access to music, visual arts, theater, dance, and orchestra. Arts instruction was integrated into the school day and supported through structured lessons, performances, and collaborative projects that promoted creativity and student expression. The program emphasized skill development, discipline, and collaboration, while also strengthening connections between the arts and core academic subjects. Opportunities for performances and showcases increased student confidence and encouraged family engagement, helping to build a positive and inclusive school culture.

Action 6: Supplemental Afterschool Programs

Goal 1, action 6 was implemented through a structured Supplemental After School Education program designed to extend learning beyond the instructional day. The program provided academic enrichment, homework support, targeted intervention, and enrichment activities that reinforced skills in ELA and Math. Staff offered small-group instruction and individualized assistance, allowing students, particularly English Learners and low-income students to receive additional time and support to master grade-level standards. The successes are increased engagement and motivation contributed to stronger academic habits, improved confidence, and a greater sense of connection to school.

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

Goal 1, action 7 was implemented to provide targeted instructional support and services for English Learners through the use of Charter Supplemental and Concentration funds. Resources were directed toward designated and integrated English Language Development (ELD) instruction, small-group intervention, and differentiated classroom strategies that supported language acquisition alongside grade-level content. Teachers used data to identify student language proficiency levels and plan targeted supports, including structured academic talk, vocabulary development, language scaffolds, and writing support across content areas. Additional instructional planning, collaboration time, and professional development strengthened teacher capacity to implement effective strategies for English Learners. These supports ensured students received both language development instruction and equitable access to rigorous academic standards.Teachers reported increased confidence in implementing ELD strategies, and students showed improved participation in academic discussions, writing tasks, and content-area learning. Despite progress, English Learners continue to require sustained language support to meet increasing academic language demands at upper grade levels.

Action 8: SENI Investments towards Academic Excellence

Goal 1, action 8 was implemented through strategic investments in leadership and targeted instructional support to accelerate student achievement. SENI funds fully funded a Targeted Student Population (TSP) Advisor and an Assistant Principal, both of whom provided direct support to teachers and students. The TSP Advisor and Assistant Principal delivered demonstration lessons, facilitated small-group instruction, coordinated interventions, and guided data-driven instructional planning. They also provided professional development and coaching to strengthen teacher capacity in delivering differentiated instruction and supporting high-need student groups, including English Learners, students with disabilities, and low-income students. Successes are that these positions allowed for consistent monitoring of academic progress, timely intervention, and strategic use of data to inform instructional decisions.

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

The Smarter Balanced Assessment (SBA) results show that Grade 5 had a strong ELA performance (73% met or exceeded standards). Grade 4 results show 63% met or exceeded standards on SBA ELA, and Grade 3 results show 55% met or exceeded standards on SBA ELA. On Smarter Balanced Assessment, Grade 5 showed 64% met or exceeded standards in Math; In grade 4, 59% met or exceeded standard in Math, and 61% met or exceeded in Math in grade 3. So overall, in grades 3rd - 5th, Wilbur Charter had 64% of students scored Met/Exceeded in ELA and 61% of students scored Met/Exceeded in Math.

Effectiveness: The strong ELA performance on SBA for 5th grade students revealed that instructional interventions achieved great results, largely because of the use of well-organized small-group lessons, focused support sessions, and challenging learning experiences that promoted teamwork and collaborative problem-solving. By implementing these purposeful approaches, teachers were able to tailor instruction to individual student needs and plan more strategically. In order to address the groups of students who are not performing as well, we will continue to encourage teachers to deliver deliberate and intentional data-driven small group instruction in ELA and Math, continue to implement our weekly pull-out program led by the Targeted Student Populations (TSP) Advisor, and rigorous learning opportunities that foster collaboration and peer problem-solving.

Action 2: Special Education Supports

Early literacy data from iReady Reading shows improvement for students receiving targeted interventions, with consistent progress on benchmark assessments. During the 2025-2026 school year, our iReady overall scores have increased from BOY to MOY in both ELA and Math. iReady ELA Mid/Above/Early On scores increased from BOY 13% to MOY 33%. Our iReady Math Mid/Above/Early On scores increased from BOY 8% to MOY 26%.

MOY 2025-2026 iReady ELA data shows 8% of SPED students scored Met/Above/Early On; 17% of SPED students scored Early On Grade Level; 39% of SPED students scored 1 Grade Level Below; 29% of SPED students scored 2 Grade Levels Below; and 7% of SPED students scored 3 or More Grade Levels Below.

MOY 2025-2026 iReady Math data shows 7% of SPED students scored Met/Above/Early On; 15% of SPED students scored Early On Grade Level; 49% of SPED students scored 1 Grade Level Below; 25% of SPED students scored 2 Grade Levels Below; and 4% of SPED students scored 3 or More Grade Levels Below.

Effectiveness: The support provided proved to be effective, as teachers implemented inclusive practices that met the needs of diverse learners. Teacher providing scaffolded supports with deliberate and intentional targeted instruction. Resource teachers delivered push-in and/or pull-out support services, ensuring students had access to grade-level content while individualized goals were addressed. Both models supported student success and fostered meaningful inclusion in general education classrooms.

Action 3: Charter School Categorical Block Grant

During the 2025-2026 school year, our iReady overall scores have increased from BOY to MOY in both ELA and Math. iReady ELA Mid/Above/Early On scores increased from BOY 13% to MOY 33%. Our iReady Math Mid/Above/Early On scores increased from BOY 8% to MOY 26%.

In ELA, our MOY 2025-2026 data showed 7% of EL students scored Mid or Above Grade Level; 11% of EL students scored Early On Grade Level; 57% of EL students scored 1 Grade Level Below; 20% of EL students scored 2 Grade Levels Below; and 5% of EL students scored 3 or More Grade Levels Below.

In Math, our MOY 2025-2026 data showed 5% of EL students scored Mid or Above Grade Level; 16% of EL students scored Early On Grade Level; 61% of EL students scored 1 Grade Level Below; 16% of EL students scored 2 Grade Levels Below and 2% of EL students scored 3 or More Grade Levels Below.

In ELA, our MOY 2025-2026 data showed 18% of Poverty students scored Mid or Above Grade Level; 23% of Poverty students scored Early On Grade Level; 39% of Poverty students scored 1 Grade Level Below; 16% of Poverty students scored 2 Grade Levels Below, and 4% of Poverty students scored 3 or More Grade Level Below.

In Math, our MOY 2025-2026 data showed 16% of Poverty students scored Mid or Above Grade Level; 19% of Poverty students scored Early On Grade Level; 51% of Poverty students scored 1 Grade Level Below; 11% of Poverty students scored 2 Grade Levels Below and 4% of Poverty students scored 3 or More Grade Levels Below.

BOY Our 2024-2025 SBA scores show that 43% of our students in the Poverty classification scored in the Met/Exceeded Performance Band in ELA and 34% of our students in the Poverty classification scored in the Met/Exceeded Performance Band in Math. 89% of our English Learners scored in the Met/Exceeded performance band in both ELA and Math.

Effectiveness: The impact of this action was evident in the way it reinforced daily instruction and overall school operations. With added adult support in classrooms, students received more individualized attention, leading to higher levels of academic focus and engagement. In addition, the supervision aides enhanced safety and structure during recess and lunch, creating a more supportive environment for students throughout the school day. The Targeted Student Population Program Advisor and Assistant Principal also provided demonstration lessons for teachers, met with teachers during Data Chats, and provided Professional Development, which has increased teacher capacity, knowledge, and skills in working with students..

Action 4: Class Size Reduction

By providing a class size reduction 5th grade teacher, our school experienced academic gains in the area of ELA and Math on the Smarter Balanced Assessment (SBA). On Smarter Balanced Assessment, Grade 5 showed 64% met or exceeded standards in Math; In grade 4, 59% met or exceeded standard in Math. The Smarter Balanced Assessment (SBA) results show that Grade 5 had a strong ELA performance (73% met or exceeded standards). Grade 4 results show 63% met or exceeded standards on SBA ELA.

Effectiveness: Providing a class size reduction teacher, allowed for teachers to provide more personalized feedback, and offer targeted interventions for struggling students. With fewer students, teachers can more easily monitor behavior, maintain routines, provide hands-on projects, and students had successful small-group collaboration. The benefit of having smaller class sizes made it feasible for the teacher to manage multiple groups, provide meaningful feedback, and facilitate deeper learning experiences.

Action 5: Supplemental Arts Education

Supplemental Arts Education was an integral part of Wilbur Charter. Students participated in music, arts, theater, dance, and orchestra, which contributed to students demonstrating academic success in ELA and Math as reflected in i-Ready and Smarter Balanced Assessment scores. Early literacy data from i-Ready Reading showed improvement for students receiving targeted interventions, with consistent progress on benchmark assessments. Overall i-Ready scores increased from BOY to MOY in both ELA and Math. i-Ready ELA Mid/Above/Early On scores increased from 13% at BOY to 33% at MOY, while i-Ready Math Mid/Above/Early On scores increased from 8% at BOY to 26% at MOY.

The Smarter Balanced Assessment (SBA) results showed that Grade 5 had strong ELA performance, with 73% of students meeting or exceeding standards. Grade 4 results showed 63% met or exceeded standards in ELA, and Grade 3 results showed 55% met or exceeded standards in ELA. In Mathematics, Grade 5 showed 64% of students met or exceeded standards; Grade 4 showed 59%, and Grade 3 showed 61% met or exceeded standards. Overall, across grades 3–5, 64% of students scored Met/Exceeded in ELA and 61% scored Met/Exceeded in Math. Current attendance data showed that 62% of students were in the 96% or higher attendance band.

Effectiveness: Arts education strengthened focus and problem-solving skills, supporting academic achievement across subject areas. Student engagement and motivation increased, leading to improved attendance and stronger persistence in academic tasks. Creativity, critical thinking, and collaboration developed through the arts education program translated into higher overall academic performance. Students felt more engaged and connected at school, and strong parent participation and support fostered a greater sense of community.

Action 6: Supplemental Afterschool Programs

The Smarter Balanced Assessment (SBA) results showed that Grade 5 had strong ELA performance, with 73% of students meeting or exceeding standards. Grade 4 results showed 63% met or exceeded standards in ELA, and Grade 3 results showed 55% met or exceeded standards in ELA. In Mathematics, Grade 5 showed 64% of students met or exceeded standards; Grade 4 showed 59%, and Grade 3 showed 61% met or exceeded standards. Overall, across grades 3–5, 64% of students scored Met/Exceeded in ELA and 61% scored Met/Exceeded in Math. Among students in the Poverty classification, 43% scored in the Met/Exceeded Performance Band in ELA and 34% in Math. Additionally, 89% of English Learners scored in the Met/Exceeded performance band in both ELA and Math.

Effectiveness: Supplemental afterschool programs strengthened students' focus and problem-solving skills, supporting academic achievement across subject areas. Student engagement and motivation increased, contributing to improved attendance and stronger persistence in academic tasks. Creativity, critical thinking, and collaboration developed through the arts education program translated into higher overall academic performance. Students felt more engaged and connected at school, and strong parent participation and support fostered a greater sense of community.

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

According to the California Dashboard, 70.7% of English Learner students made progress toward English language proficiency or maintained the highest level, an increase of 17.1%. The reclassification rate was 27.8%, representing an improvement of 8.7% from the previous school year.

Effectiveness: Wilbur Charter's English Learner supports were effective in fostering language development and academic growth. The outcomes highlighted the success of teachers in providing targeted instructional strategies and interventions to support the English Learner population.

Action 8: SENI Investments towards Academic Excellence

According to the California Dashboard, students were 20.4 points above standard in English Language Arts and 23.5 points above standard in Mathematics. In terms of early literacy results, i-Ready data indicated that students showed continuous growth and progressed toward mastery of grade-level standards. During the 2025–2026 school year, overall i-Ready scores increased from BOY to MOY in both ELA and Math. i-Ready ELA Mid/Above/Early On scores increased from 13% at BOY to 33% at MOY, while i-Ready Math Mid/Above/Early On scores increased from 8% at BOY to 26% at MOY.

Effectiveness: The SENI investments action provided Wilbur Charter with the opportunity to fully fund a Targeted Student Population (TSP) Advisor and an Assistant Principal position.

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.

Wilbur Charter for Enriched Academics will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Wilbur Charter's LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instructional Supports, including General Fund School Program	Wilbur Charter for Enriched Academics will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,527,064 **School Discretionary Fund Cost: $418,426**	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 Wilbur Charter for Enriched Academics to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,719,440	N
3	Charter School Categorical Block Grant	. Wilbur Charter for Enriched Academics will fund an Assistant Principal, School Supervision Aides, Gifted and Talented Education and Testing Coordinator Stipend, Non-Instructional Contracts, and Clerical Overtime.	**School Discretionary Fund Cost: $308,488**	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 Wilbur Charter for Enriched Academics.	District Cost: $765,788	Y
5	Supplemental Arts Education	Wilbur Charter for Enriched Academics 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: $75,015	Y
	Supplemental Afterschool Programs	Wilbur Charter for Enriched Academics will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Wilbur Charter's LCAP.		
6	Charter Supplemental/ Concentration Funds in Lieu of EIA	Wilbur Charter for Enriched Academics will fund an Assistant Principal.	**School Discretionary Fund Cost: $46,893**	Y

7	Supplemental Early Education	Wilbur Charter will continue to implement early education programs to close equity gaps for English Learners, students in foster care, and low income students.	District Cost: $968,419	Y
8	SENI Investments towards Academic Excellence	Wilbur Charter for Enriched Academics will fund a Targeted Student Population Advisor	**School Discretionary Fund Cost: $264,466**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Wilbur Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Los Angeles Unified and its Affiliated Charter Schools will 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.

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:** 42.8% **Hispanic/Latino:** 28.6% **English Learner:** 27.4% **RFEP:** 50% **Standard English Learner:** 27.8% **Students with Disabilities:** 42.1% **Low Income:** 32.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 49.7% **Hispanic/Latino:** 40.6% **English Learner:** 38.7% **RFEP:** 38.2% **Standard English Learner:** 39.8% **Students with Disabilities:** 37.9% **Low Income:** 40.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 49.9% **Hispanic/Latino:** 35.3% **English Learner:** 41.9% **RFEP:** 54.3% **Standard English Learner:** 35.7% **Students with Disabilities:** 43.8% **Low Income:** 40.4% *Source: Open Data Dashboard*	**2025-2026** **All Students**: 53.5% **Hispanic/Latino:** 44.5% **English Learner:** 42.4% **RFEP:** 43.5% **Standard English Learner:** 44.8% **Students with Disabilities**: 42.9% **Low Income:** 45.0%	**All Students:** +7.1% **Hispanic/Latino:** +6.7% **English Learner:** +14.5% **RFEP:** +4.3% **Standard English Learner:** +7.9% **Students with Disabilities:** +1.7% **Low Income:** +8.1%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 19.3% **Hispanic/Latino:** 29.8% **English Learner:** 28.8% **RFEP:** 20.5% **Standard English Learner:** 30.9% **Students with Disabilities:** 20.8% **Low Income:** 32.2%	**2023-2024** **All Students:** 17.0% **Hispanic/Latino:** 28.0% **English Learner:** 32.0% **RFEP:** 15.0% **Standard English Learner:** 25.0% **Students with Disabilities:** 28.0% **Low Income:** 25.0%	**2024-2025** **All Students:** 19.8% **Hispanic/Latino:** 30.4% **English Learner:** 25.0% **RFEP:** 14.9% **Standard English Learner:** 30.9% **Students with Disabilities:** 25.8% **Low Income:** 26.2%	**2025-2026** **All Students**: 16.0% **Hispanic/Latino:** 27.0% **English Learner:** 31.0% **RFEP:** 14.0% **Standard English Learner:** 24.0% **Students with Disabilities**: 27.0% **Low Income:** 24.0%	**All Students:** +0.5% **Hispanic/Latino:** +0.6% **English Learner:** -3.8% **RFEP:** -5.6% **Standard English Learner:** 0.0% **Students with Disabilities:** +5.0% **Low Income:** -6.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 25.4% **Hispanic/Latino:** 34.3% **English Learner:** 38.7% **RFEP:** 25% **Standard English Learner:** 36.1% **Students with Disabilities:** 27.6% **Low Income:** 38.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 25.3% **Hispanic/Latino:** 35.8% **English Learner:** 35.5% **RFEP:** 23.5% **Standard English Learner:** 34.4% **Students with Disabilities:** 35.8% **Low Income:** 32.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25.7% **Hispanic/Latino:** 35.1% **English Learner:** 30.2% **RFEP:** 26.1% **Standard English Learner:** 36.7% **Students with Disabilities:** 34.4% **Low Income:** 31.8% *Source: Open Data Dashboard*	**2025-2026** **All Students**: 20.0% **Hispanic/Latino:** 30.0% **English Learner:** 30.0% **RFEP:** 18.0% **Standard English Learner:** 30.0% **Students with Disabilities**: 30.0% **Low Income:** 27.0%	**All Students:** +0.3% **Hispanic/Latino:** +0.8% **English Learner:** -8.5% **RFEP:** +1.1% **Standard English Learner:** +0.6% **Students with Disabilities:** +6.8% **Low Income:** -7.1%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 32.8% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 42.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 46.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 47.5%	**All Staff:** +13.3%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.18% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** -0.18%
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:** 0.20%	**2023-2024** **All Students:** 0.02%	**2024-2025** **All Students:** 0.02%	**2025-2026** **All Students:** 0.01%	**All Students:** -0.18%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 87.3% **Hispanic/Latino:** 92.6% **RFEP:** 100.0% **Standard English Learner:** 91.7% **Students with Disability:** 73.3% **Low Income:** 93.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 85.1% **Hispanic/Latino:** 88.5% **RFEP:** 76.9% **Standard English Learner:** 91.3% **Students with Disability:** 87.0% **Low Income:** 84.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 85.6% **Hispanic/Latino:** 90.0% **RFEP:** 81.8% **Standard English Learner:** 89.7% **Students with Disabilities:** 88.2% **Low Income:** 78.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.1% **Hispanic/Latino:** 92.5% **RFEP:** 81.4% **Standard English Learner:** 96.3% **Students with Disability:** 91.0% **Low Income:** 88.2%	**All Students:** -1.7% **Hispanic/Latino:** -2.6% **RFEP:** -18.2% **Standard English Learner:** -2.0% **Students with Disabilities:** +14.9% **Low Income:** -14.6%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 85.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 85.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** -0.3%
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0%
11	**Percent of Students Who Feel They are a Part of their School (per School**	**2022-2023** **All Students:** 83.8% **Hispanic/Latino:** 85.2% **RFEP:** 85.7%	**2023-2024** **All Students:** 72.1% **Hispanic/Latino:** 80.8% **RFEP:** 69.2%	**2024-2025** **All Students:** 83.1% **Hispanic/Latino:** 80.0% **RFEP:** 75.0%	**2025-2026** **All Students:** 77.1% **Hispanic/Latino:** 84.8% **RFEP:** 74.2%	**All Students:** -0.7% **Hispanic/Latino:** -5.2% **RFEP:**

	Experience Survey)	**Standard English Learner:** 83.3% **Students with Disability:** 75.0% **Low Income:** 90.3% *Source: Open Data Dashboard*	**Standard English Learner:** 82.6% **Students with Disability:** 65.2% **Low Income:** 70.2% *Source: Open Data Dashboard*	**Standard English Learner:** 78.6% **Students with Disabilities:** 79.4% **Low Income:** 77.2% *Source: Open Data Dashboard*	**Standard English Learner:** 87.6% **Students with Disability:** 69.2% **Low Income:** 75.3%	-10.7% **Standard English Learner:** -4.7% **Students with Disabilities:** +4.4% **Low Income:** -13.1%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 89.9% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 93.5% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 96.5% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 98.0%	**All Parents:** +6.6%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 78.8% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 89.4% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 81.0% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 94.0%	**All Staff:** +2.2%

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

Goal 2, action 1 was implemented through the provision of a full-time school nurse and accessible wellness resources, ensuring equitable health support for all students. The nurse provides direct care, health screenings, follow-ups, and coordination with families to address both acute and chronic health needs. Additionally, health supports include preventative care, health education, and referrals to community services as needed. These measures are integrated into the school day to reduce health-related barriers to learning, supporting student attendance, engagement, and overall well-being. The program emphasizes early intervention, timely response to health concerns, and consistent communication with families to maintain student readiness for learning. The successes are having consistent availability of a full-time nurse and wellness supports has allowed students to receive timely care, reduce absenteeism, and remain engaged in school.

Action 2: Base-Funded School Climate Support Staff

Goal 2, action 2 was implemented through the deployment of dedicated school climate support staff to strengthen a positive, safe, and inclusive school environment. Wilbur Charter staff provided proactive support through PBIS (Positive Behavioral Interventions and Supports) systems, restorative justice circles, and social-emotional learning (SEL) instruction and coaching. Teachers, administrators, students, and families collaborated closely to address behavioral concerns, reinforce positive student behavior, and develop strategies for conflict resolution. School climate staff also facilitated professional development for staff and engagement activities for students and families, ensuring that behavioral expectations and social-emotional growth were consistently reinforced throughout the school day. Successes show that students are more connected to their school community, teachers report improved classroom behavior and engagement, and families have reported feeling welcomed and supported in their interactions with school staff.

Action 3: Supplemental School Climate Support Staff

Goal 2, action 3 was implemented through supplemental staffing to ensure that English Learners, students in foster care, and low-income students receive targeted support for social-emotional growth and school engagement. Supplemental school climate staff facilitated PBIS (Positive Behavioral Interventions and Supports) programs, restorative justice circles, and social-emotional learning (SEL) activities. Collaboration with teachers, administrators, students, and families to strengthen relationships, reinforce positive behaviors, and address student needs proactively. Staff also supported professional development and family engagement initiatives, ensuring that all students had equitable access to a safe, inclusive, and affirming school environment. Wilbur Charter emphasized fostering joy through positive relationships, creative activities, and celebrating student growth, which contributed to resilience, motivation, and a stronger sense of community among students, staff, and families.

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

According to the Focus, 68.6% of our students fall in the category of Proficient / Advanced in terms of 96% Attendance
Based on last year's Open Data information, which was included in the Annual Update LCAP, we were at 49.7% for all students.

Effectiveness: We currently have a full-time nurse that supports our students by ensuring health access is equitable for all, which helps with student attendance. This proved to be highly successful due to the consistent availability of health and wellness support, including a full-time school nurse and accessible wellness resources. By addressing students' health needs quickly, the school created a supportive and secure environment that encouraged students to stay healthy, engaged, and consistently present for learning.

Action 2: Base-Funded School Climate Support Staff

According to the results on Wilbur Charter's 2024-2025 School Experience Survey, 85% of our students reported that they feel safe in our school and 77% of students reported that they feel safe in the neighborhood around the school.

Effectiveness: This action was effective because these results demonstrated the effectiveness of our PBIS implementation, restorative justice circles, SEL trainings, and collaborative engagement with students, parents, and staff in promoting a positive, inclusive, and secure school Climate.

Action 3: Supplemental School Climate Support Staff
Data: 2024-2025 School Experience Survey, 85% of our students reported that they feel safe in our school and 77% of students reported that they feel safe in the neighborhood around the school.

Effectiveness: This action was effective because these results demonstrated the effectiveness of ensuring that English Learners, students in foster care, and low-income students participate in PBIS implementation, restorative justice circles, SEL trainings, and collaborative engagement with activities that promote a positive, inclusive, and secure school climate. Parents, and staff in promoting a positive, inclusive, and secure school climate. These encouraging results reflected how our initiatives are helping create a culture of understanding, unity, and well-being across the school community.

Although Wilbur Charter did not invest LCFF SENI funds towards Joy and Wellness, the school continuously works towards supporting and building capacity to implement affirming, welcoming practices for students. They are typically engaged and ready to learn. At Wilbur Charter, we fostered joy through building positive relationships with students, engaging students in creative activities, and celebrating growth, which helps strengthen resilience and a love for learning. Prioritizing wellness supports not only academic success but also the overall well-being of our students, staff, and families.

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, Wilbur Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Wilbur Charter 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, Wilbur Charter for Enriched Academics will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
	SENI Investments towards Joy and Wellness	Wilbur Charter did not invest LCFF- SENI Investments towards Joy and Wellness in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for SENI Investments towards Joy and Wellness.		

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is vital that Wilbur Charter for Enriched Academics provides our families with multiple opportunities to offer input in school decisions from the perspectives of our staff, families and community. We provide opportunities for engagement and collaboration at our monthly parent meetings hosted via in-person and/or zoom and the attendance at our monthly Governance Council meetings, which are hosted every 3rd Tuesday of the month. We also provide Governance Council Committee Meetings and Safety Meeting which effectively engage families in other decision-making opportunities. Our Governance Council specifically make decisions about programs and services and receive recommendations from the ELAC.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 74.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 76.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 74.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 81.0%	**All Parents:** -0.4%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 73.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 74.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 82.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 79.4%	**All Parents:** +9.2%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 73.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 80.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 74.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.0%	**All Parents:** +1.8%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 94.4% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 94.2% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 92.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 97.5%	**All Parents:** -2.4%

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.

Although Wilbur Charter did not invest LCFF SENI funds towards Engagement and collaboration, Wilbur Charter implemented a variety of engagements to connect with families and students in 2025-202Wilbur Charter provided regular communication channels, for example: parent workshops, conferences, and various school events to ensure families were informed and able to participate in decision-making. Wilbur Charter staff facilitated student centered activities, collaborative projects to foster ownership and active engagement in learning. Additionally, administrators, teachers, and support staff regularly collaborated during data meetings, professional learning communities, and interdisciplinary planning to align instruction and support services. These efforts collectively strengthened relationships, built trust, and promoted a sense of shared responsibility for student success.

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.

Although Wilbur Charter did not invest LCFF SENI funds towards Engagement and collaboration, the school has made strong progress toward achieving this LCAP goal.

91% of our parents have access to Wilbur Charter's Schoology account and are registered on the LAUS Parent Portal. Additionally, over 200 parents applied and were looking forward to actively supporting teachers and students in a variety of academic and school-day activities. Although Wilbur Charter started off the school year in July with devastating news related to the damaged school banner- that was a huge pride in the community, our strategies to prioritize families and community have helped make our school a safer and more accepting place. This resulted in less phone calls from troubled and concerned families. And increased, since previous years and more parents applying to be volunteers at school- further strengthening the connection between our school and families.

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

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Wilbur Charter developed this goal to ensure that our teachers are provided with dedicated time collaborating with one another, analyzing / sharing data and sharing teaching strategies and best practices in order to drive continuous improvement and accelerate student learning.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations
This action was implemented through coordinated efforts to maintain a safe, well-equipped, and collaborative learning environment. The plant manager and building and grounds staff ensured that classrooms, common areas, and outdoor spaces were clean, organized, and well-maintained, providing students and staff with a positive and functional learning environment. Teachers, who were fully credentialed in their appropriate fields, collaborated regularly to plan rigorous, standards-aligned lessons, shared best practices, and implemented effective instructional strategies tailored to students' diverse needs.
Administrators facilitated regular team meetings, professional learning communities, and data reviews to encourage collaboration, strengthen instructional practices, and ensure consistent communication among staff, students, and families. Teachers' expertise and collaboration ensured lessons were rigorous, differentiated, and responsive, contributing to high levels of student engagement and achievement. Staff collaboration facilitated ongoing professional growth and consistent implementation of best practices across classrooms.

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
According to the most recent School Accountability Report Card, Wilbur Charter for Enriched Academics received an overall rating of "Exemplary." At Wilbur Charter, 100% of teachers were appropriately credentialed in their respective teaching fields.

Effectiveness: This action was effective due to the plant manager and building and grounds worker's outstanding upkeep of classrooms, common areas, and outdoor spaces, which contributed to a positive school climate and enhanced students' sense of safety and pride in their learning environment. Fully credentialed teachers demonstrated strong content knowledge and a deep understanding of instructional strategies aligned with state standards. Their expertise ensured that lessons were rigorous, engaging, and responsive to students' diverse needs.

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

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, Wilbur Charter for Enriched Academics will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $2,709,058	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$311,359.00(School Discretionary Funds - new S/C revenues) $2,128,520.54 (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
42.83%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	42.83%

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

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Wilbur Charter. Scope: School-wide	schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Wilbur Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● Smarter Balanced Assessment: Math-Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Wilbur Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Wilbur Charter will utilize its Charter Funds in lieu of EIA to directly support the academic and language-development needs of our students, particularly our English Learners, Hispanic students, and Socioeconomically Disadvantaged students. These funds are currently used to cover a portion of the Assistant Principal's salary, a bilingual instructional aide, and instructional materials specifically targeted to support English Learner achievement. Wilbur CEA has experienced an increase in English Learners over the past several years. While the number of Spanish speaking students has remained relatively steady, we have seen growth in students who speak Hebrew, Russian, Farsi, and Armenian at home. This linguistic diversity requires both targeted instructional support and increased	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

		staff capacity to ensure students receive the language development services they need to fully access grade-level content. Our primary areas of focus for improvement include English Language Arts, Mathematics, and Absenteeism among our English Learner, Hispanic, and Socioeconomically Disadvantaged students. To address these needs, we invest our Charter In Lieu funds in actions and services designed to remove barriers and accelerate learning, including: Early intervention supports for at-promise students, with emphasis on English Learners, foster youth, and Socioeconomically Disadvantaged students. Wilbur Charter will host Parent Academies that will provide families with tools, strategies, and workshops that help them support their child's academic progress at home. Our Targeted Student Population (TSP) Advisor will provide intervention and specialized instructional support aligned to student needs. These investments will ensure that students receive personalized academic support, that families are engaged as partners in learning, and that staff members receive the training and resources needed to provide high-quality instruction. To monitor the effectiveness of these actions, we use multiple metrics, including: English Learner Reclassification Rate; Progress toward English language proficiency; and Percentage of English Learners meeting ELPAC Performance Level 4 Together, these measures help us ensure that our Charter In Lieu funds are being used strategically and effectively to improve outcomes for the students who need it most.	1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 7	**Action:** Supplemental Early Education	To address the needs of students from low income families, the District continues to implement the following support, at Affiliated Charter Schools such as Wilbur Charter:	For the identified student group(s): EL, LI, FY, ALL ● DIBELS- % Meeting Early Literacy Benchmarks in

	Need: Increase the opportunity for students from low income families to have access to early education. Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education is relevant because students from low-income families need equitable access to high quality early education programs. Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. **Scope:** School-wide	• ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. • In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity need in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. • For 2026-27, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	Grades K-2
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence	Both the TSP Advisor and Assistant Principal position are continuing positions. A TSP	For the identified student group(s): EL, LI, FY, ALL

	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. Wilbur Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Differential will be provided through TSP Program 10552. The TSP Advisor will also serve as the EL Designee. To address the issues and meet the needs identified above, the school will focus its resources on implementing the following new and revised strategies for improvement: (1) Building Professional Expertise through Lesson Study and Differentiated Professional Development (2) Providing Sufficient Amounts of High Quality Targeted Small Group Instruction (3) Purchasing Instructional Material for language arts and math which would provide structured resources, fostering a comprehensive learning environment. Purchasing instructional material will aid in skill development, conceptual learning, and promote overall academic success. Use of resources like maps, multimedia, hands-on learning material make the learning process more interactive and interesting for the learners. Students feel more involved in the learning process and will increase student engagement and motivation to learn. Over the past four years, the Targeted Student Population Program Advisor and Assistant Principal have developed demonstration lessons for teachers, met with teachers during Data Chats, and provided Professional Development which has increase teacher capacity, knowledge, and skills in working with students, primarily our English Learners, Low-Income, and Foster Youth subgroups of students. Research has shown that small group learning improves academic achievement. Students are better at solving problems and develop a deeper understanding of the material when working in	● 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

		small groups. Small group and 1:1 instruction allows teachers to evaluate student's learning strengths and tailor lessons to support students. Research also shows that students who participate in 1:1 and/or small group instruction boosts their confident level and they tend to be more open to engaging in classroom conversation. The Targeted Student Population Program Advisor currently provides high quality targeted 1:1 and small group instruction to all students, focusing primarily on English Learners, Low-Income Students, and Students in Foster Youth. As a result, approximately 70% our students who attend the 1:1 small group in-school intervention, using the Orton-Gillingham Approach, DIBEL scores has increased from BOY to MOY. We also saw an increase in our iReady ELA and Math scores. We exceeded our Reclassification Rate of 1.2 points over the Reclassification Rate of 22% for the 2022-2023 school year. According to teacher input, students who attend this intervention program have become more active and willing participants during whole class discussions, and the SSPT members are able to provide more insight in student performance.	

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.

Wilbur 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 583 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	40.67 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 583 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Wilbur Charter for Enriched Academics 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 %)
Wilbur Charter for Enriched Academics 2026-2027	$ 726,914	$ 311,359	42.83%	0.000%	42.83%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,038,273	$ -	$ -	$ -	$ 1,038,273.00	$ 867,488	$ 170,785

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	$ 394,953	$ 23,473	$ 418,426	$ -	$ -	$ -	$ 418,426	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 192,210	$ 116,278	$ 308,488	$ -	$ -	$ -	$ 308,488	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 39,200	$ 7,693	$ 46,893	$ -	$ -	$ -	$ 46,893	0.000%
1	9	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 241,125	$ 23,341	$ 264,466	$ -	$ -	$ -	$ 264,466	0.000%

Wilbur Charter for Enriched Academics 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
$ 726,914	$ 311,359	42.83%	0.000%	42.83%	$ 311,359	0.000%	42.83%	**Total:**	$ 311,359
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 311,359

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	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 46,893	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 264,466	0.000%

Wilbur Charter for Enriched Academics 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 952,508.00	$ 734,815.00

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	$ 410,015	$ 276,054
1	3	Charter School Categorical Block Grant	No	$ 238,668	$ 228,279
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 48,145	$ 42,522
1	9	SENI Investments towards Academic Excellence	Yes	$ 255,680	$ 187,960

Wilbur Charter for Enriched Academics 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)
$ 303,825	$ 303,825	$ 230,482	$ 73,343	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 48,14	$ 42,522	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 255,68	$ 187,960	0.000%	0.000%

Wilbur Charter for Enriched Academics 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)
$ 648,683	$ 303,825	0.000%	46.84%	$ 230,482	0.000%	35.53%	$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).

California Department of Education
November 2024