LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

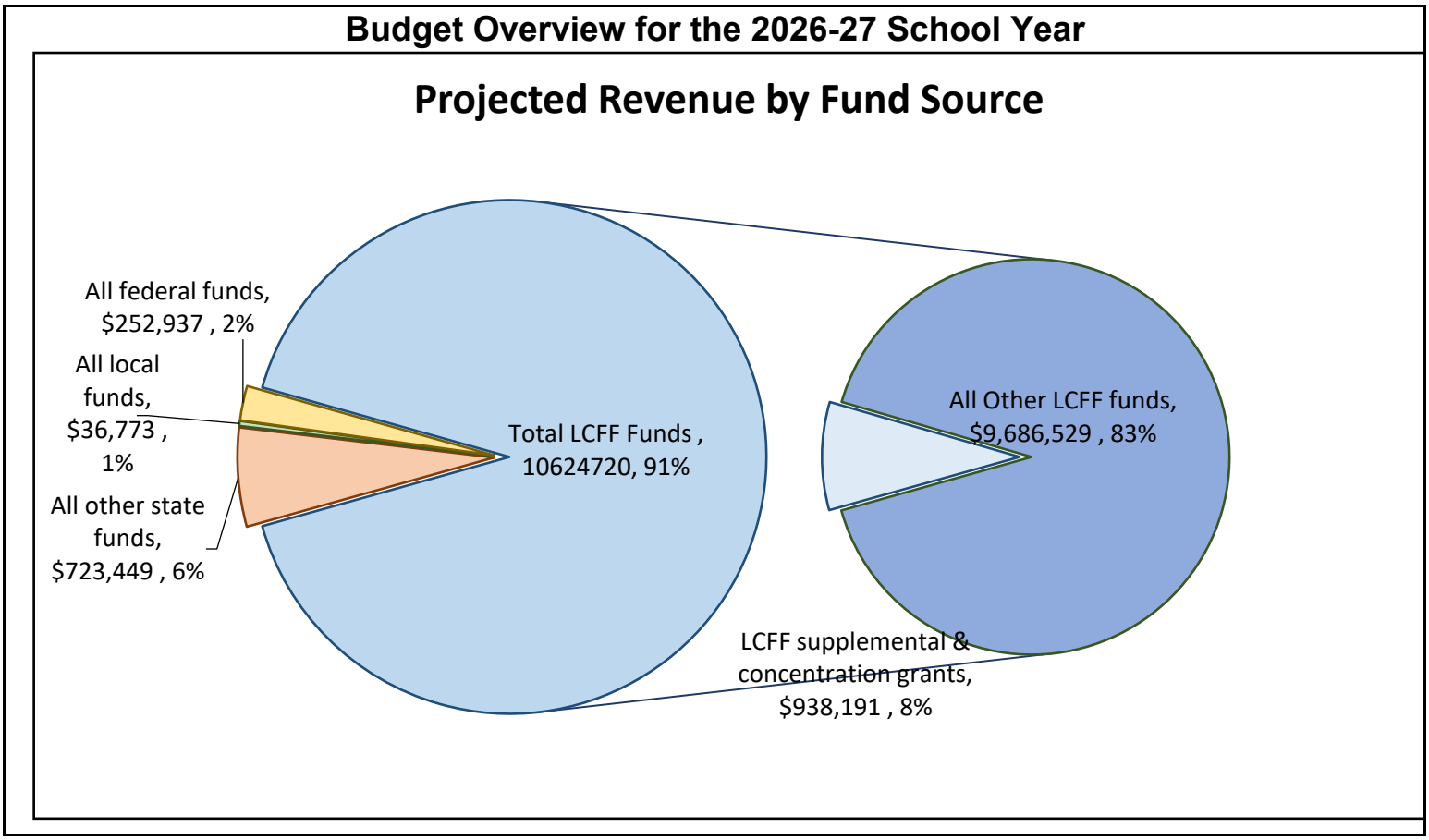
Local Educational Agency (LEA) Name: Beckford Charter Elementary School

CDS Code: 19647336015986

School Year: 2026-27

LEA contact information: Eidy Hemmati, Principal, eidy.hemmati@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).

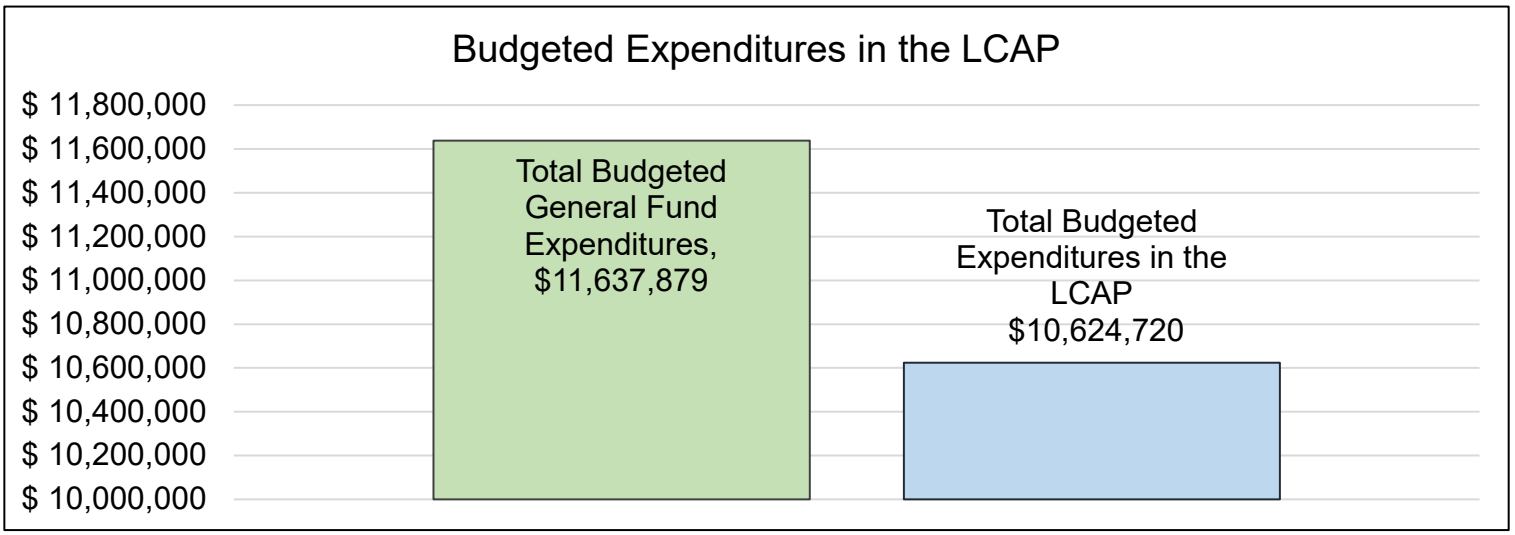


This chart shows the total general purpose revenue Beckford Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Beckford Charter Elementary School is $11,637,879.00, of which $10,624,720.00 is Local Control Funding Formula (LCFF), $723,449.00 is other state funds, $36,773.00 is local funds, and $252,937.00 is federal funds. Of the $10,624,720.00 in LCFF Funds, $938,191.00 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 Beckford Charter Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Beckford Charter Elementary School plans to spend $11,637,879.00 for the 2026-27 school year. Of that amount, $10,624,720.00 is tied to actions/services in the LCAP and $1,013,159.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

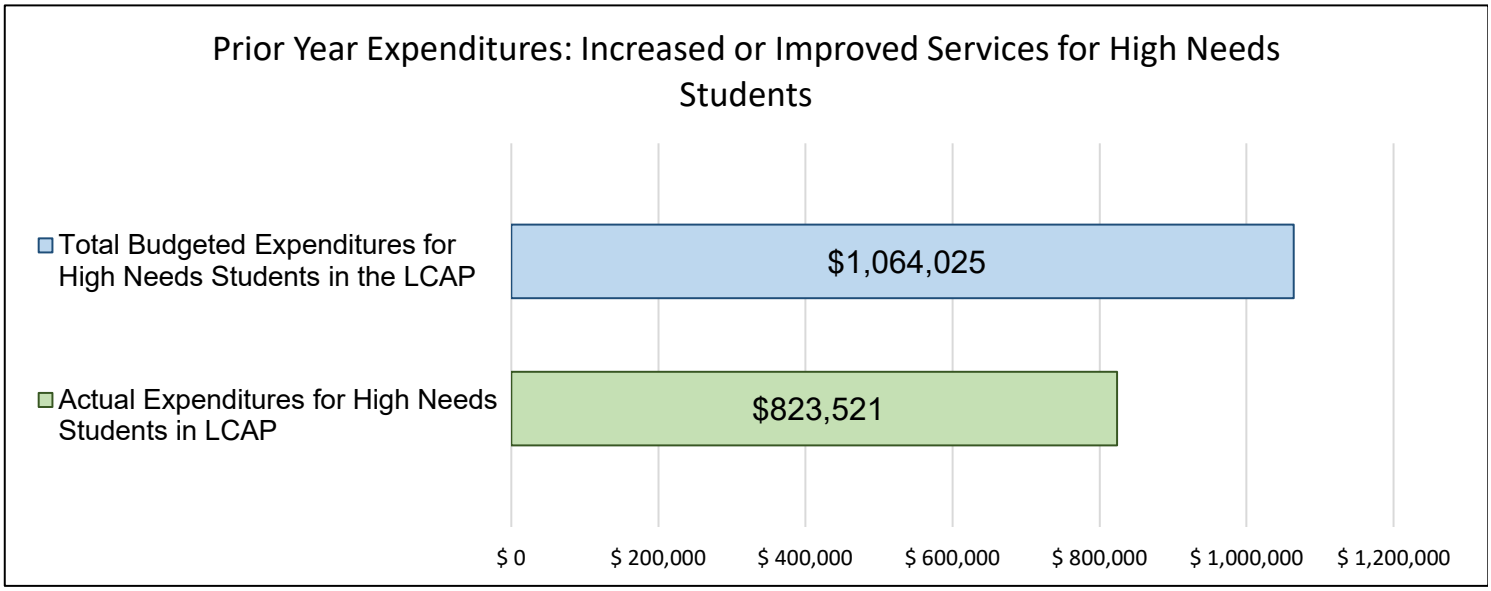
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Beckford Charter Elementary School is projecting it will receive $938,191.00 based on the enrollment of foster youth, English learner, and low-income students. Beckford Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Beckford Charter Elementary School plans to spend $938,191.00 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 Beckford Charter Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Beckford Charter Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Beckford Charter Elementary School's LCAP budgeted $1,064,025.00 for planned actions to increase or improve services for high needs students. Beckford Charter Elementary School actually spent $823,521.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $240,504.00 had the following impact on Beckford Charter Elementary School's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Beckford Charter for Enriched Studies	Eidy Hemmati, Principal	eidy.hemmati@lausd.net; (818) 360-1924

Plan Summary [2026-2027]

General Information

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

Beckford Charter Elementary School is located in a residential community of Northridge in the San Fernando Valley. The school currently accepts students in grades Transitional Kindergarten through Fifth grade who live within our local school boundaries. Other interested families that want their students to attend our school can apply through our annual lottery. Based upon school enrollment students are selected by lottery to fill any available spaces.

Our diverse population of approximately 580 students consists of 34% Hispanic, 31% White, 12% Asian, 6% Filipino, and 2% African American. Languages spoken by our students include Armenian, Korean, Russian, Spanish, and others. Beckford is dedicated to providing a fully inclusive environment that provides additional support to 3% English Learners, 8% Socioeconomically Disadvantaged, 9% Students with Disabilities. Currently, Beckford Charter has 26 teachers in Transitional Kindergarten through fifth grade and 24 classified staff.

As a designated School for Advanced Studies (SAS), we strive to provide an engaging, vital, safe, and enriching learning environment. We offer hands-on experiences embedded in a rigorous academic program. We foster holistic development in the intellectual, social, and physical growth of each student. We aim to provide students with essential tools necessary to compete in the 21st century.

Our mission at Beckford Charter for Enriched Studies is to maintain our standard of being a public educational model of excellence by providing an academically challenging and enriching program. We not only strive to meet academic standards and help every child realize their full potential, and foster critical thinking, independence, and creativity to initiate a lifelong love for learning.

At Beckford Charter, we aim to emphasize Science and Engineering practices. We provide experiences to children where they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence.

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	N/A	N/A
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)	-	-	-

Beckford Charter for Enriched Studies demonstrated strong academic performance on the 2025 CA School Dashboard.

Student achievement in English Language Arts increased from the previous year and student achievement in Mathematics maintained from the previous year, and were higher than state progress. The school's Suspension Rate remained very low, better than the state's progress. Chronic Absenteeism indicator- identifying all students and student groups who are absent 10% or more of the instructional days they were enrolled, decreased 1% since last year, better than the state's progress.

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	Events were held throughout the year to engage students. We had TK and Kindergarten Orientation before school, in order to reduce anxiety for new students and give parents an opportunity to ask questions about any Beckford school policies and/or procedures. We hosted an Ice Cream Social Event to provide all other new families with an opportunity to get acquainted with the campus and other families at Beckford. Annual Back to School Night allowed parents to understand classroom routines, curriculum, and the expectations for their students. Halloween Bash was held in October. First Trimester Award Ceremonies to acknowledge student accomplishments were held in November. Second Trimester Award Ceremonies were held in March and Third Semester Award Ceremonies were held in June. Annual parent conferences were held in November to provide parents with an update on individual student progress. Our annual Winter Performance in December provided students with an opportunity to perform a variety of winter songs and bring families together to kick off the winter break. The principal conducted Back to School Assemblies that focused on reviewing behavior expectations throughout the campus. Behavior Assemblies were held again in January to review school behavior expectations when students returned from winter recess. Students in grades K-5 participated in the assemblies. Behavior expectations were reinforced with the continuation of our Superstar tickets and weekly raffles. We hosted our first Attendance Challenge Glow Dance Party in January to celebrate students with excellent attendance. In February we celebrated Kindness Week. Every student played Kindness Bingo and participated in kindness acts throughout the week. In March we celebrated reading with Read Across America Week. All students participated in fun reading activities each day to foster a love and joy for reading. S.T.E.A.M. Night was held in April to celebrate Earth Day and a love for Science. Students participated in a variety of activities that included an Ice Cream Science Show, MAD Science Activity Stations, MAD Science Show, Spring Book Fair, Earth Day Craft Stations, Earth Day Art Contest, and a Recycling Drive.

	Beckford Charter for Enriched Studies Students engaged in a variety of enrichment opportunities which included visual art, orchestra, and theatre provided by District arts teachers, ballroom dance provided by Once Upon a Dance, who is a district approved vendor, and computer lab where students learn about digital citizenship, robotics, and how to utilize district supported applications. Students also participated in grade level psychomotor provided by YMCA coaches and a six-week cycle of EnrichLA gardening instruction led by a garden ranger. Students at Beckford Charter for Enriched Studies have the opportunity to participate in a variety of after school enrichment programs such as dance, computer science, eSports, and ceramics led by Beckford teachers and other district partners.
Parents	Beckford Charter engaged parents, by offering a variety of opportunities to participate in Beckford's educational program through school committees, school events, and by attending workshops and parent training. Some of the topics for parent workshops included Helping Your Child Manage Stress and Anxiety and Building Success Together: An Introduction to IEP's. The principal maintained an open-door policy, provided weekly email updates, managed an active school Instagram to promote school events and information to families , and hosted monthly "Coffee with the Principal" meetings to share district and school information, including LCAP and "Every School Safe" presentations. Coffee with the Principal Meetings were held on 8/28/25, 9/26/25, 10/20/25, 12/12/25, 2/13/26, 4/29/26, & 5/29/26. The principal and community representative offered a parent workshop on volunteering to ensure parents felt connected to the school and had a clear understanding of their role and responsibility as a district approved volunteer. Workshops for approved volunteers were delivered in person and on Zoom in September. As a result over 250 volunteers were trained and processed. A Community Rep supported and maintained the parent-school connection. Through data analysis of the parent portal dashboard, the community rep helped Beckford achieve 100% Parent Portal Enrollment. In the spring Beckford launched a campaign to engage parents in participating in the School Experience Survey. We successfully obtained 100% participation. Feedback from the survey will inform next steps to continue to promote parent participation.
Staff (Certificated and Classified)	Beckford Charter for Enriched Studies cultivated a collaborative and supportive environment for all staff through consistent communication and meaningful professional development. Weekly emails kept the entire staff informed with calendar updates, district announcements, and agendas for professional learning and staff meetings. The principal regularly conducted informal classroom observations to support instructional growth. Certificated staff met weekly for professional development and staff meetings, while classified staff participated as appropriate.

	To foster a sense of community and morale, staff birthdays were celebrated, and an active social committee organized events and activities. Teachers also contributed to adjunct duties and participated in leadership committees that provided training on district initiatives, instructional programs, policies, and integrated arts education. Additionally, the school's psychologist played a vital role in supporting staff with conflict resolution and addressing students' social-emotional needs, further reinforcing a culture of collaboration and professional growth.
Community	Beckford Charter has over 250 approved volunteers and 100% of our families registered on the Parent Portal. The Parent Teacher Association and registered volunteers held Halloween Bash, Outdoor Movie Nights,Pajamarama,Holiday Toy Drive, Valentine's Dance, Book Fairs, Fit Fridays Walk-A-Thon, & STEAM Night . Our Parent Teacher Association collaborated with local businesses to host Restaurant Nights for the school community. A school marquee at the front of the school highlights upcoming school and community events.

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

The adopted LCAP at Beckford Charter for Enriched Studies was shaped by consistent input from students, families, staff, and community partners throughout the year. Feedback was gathered through parent workshops, Coffee with the Principal meetings, staff meetings, Committee and Instructional Leadership Team (ILT) meetings, Governance, informal school surveys, and LAUSD's School Experience Survey. Educational partners emphasized the importance of strengthening Social and Emotional Learning (SEL) supports, expanding community-building opportunities for students, improving schoolwide attendance, and increasing access to targeted academic interventions.

In response, the school allocated resources for schoolwide SEL initiatives; lunchtime and recess engagement activities facilitated by the School Psychologist and 5th Grade Student Council; attendance incentives coordinated by the school Pupil Services and Attendees (PSA); and intervention and enrichment programs that promote student belonging, participation, and academic success. The budget development process remained transparent through parent meetings and presentations on the proposed 2026–2027 budget, ensuring that educational partners understood how data and input informed funding decisions.

Families and staff were also kept informed about student data, schoolwide goals, and progress monitoring through ongoing communication and collaborative planning. Overall, the adopted LCAP reflects shared priorities centered on student well-being, academic growth, and equitable access to resources aligned with LAUSD's Whole Child framework.

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.

Beckford Charter for Enriched Studies is committed to improving student achievement through the consistent use of high-quality, differentiated instruction. This approach includes targeted small group instruction within the classroom, supplemental support through pull-out intervention groups, and additional academic assistance provided through after-school tutoring programs.

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**: 76.1 **Hispanic/Latino:** 67.9 **RFEP:** 57.5 **Standard English Learner:** 68.1 **Students with Disability**: -14.6 **Low Income:** 56.7 *Source: Open Data Dashboard*	**2023-2024** **All Students**: 74.2 **Hispanic/Latino:** 58.5 **RFEP:** 50.9 **Standard English Learner:** 61.9 **Students with Disability**: -61.8 **Low Income:** 52.9 *Source: Open Data Dashboard*	**2024-2025** **All Students**: 89.6 **Hispanic/Latino:** 81.8 **RFEP:** 69.2 **Standard English Learner:** 82.2 **Students with Disability**: -5.3 **Low Income:** 65.7 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.6 **Hispanic/Latino:** 82.8 **RFEP:** 71.2 **Standard English Learner:** 83.2 **Students with Disability:** -4.3 **Low Income:** 67.7	**All Students:** +13.5 **Hispanic/Latino:** +13.9 **RFEP:** +11.7 **Standard English Learner:** +14.1 **Students with Disability:** +9.3 **Low Income:** +9.0
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students**: 62.6 **Hispanic/Latino:** 53.8 **RFEP:** 48.5 **Standard English Learner:** 53.3 **Students with Disability**: -5.4 **Low Income:** 45.7 *Source: Open Data Dashboard*	**2023-2024** **All Students**: 65.0 **Hispanic/Latino:** 46.5 **RFEP:** 67.4 **Standard English Learner:** 51.3 **Students with Disability**: -25.8 **Low Income:** 35.6 *Source: Open Data Dashboard*	**2024-2025** **All Students**: 68.7 **Hispanic/Latino:** 47.4 **RFEP:** 52.9 **Standard English Learner:** 48.1 **Students with Disability**: -21.1 **Low Income:** 34.5 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 69.7 **Hispanic/Latino:** 49.5 **RFEP:** 70.4 **Standard English Learner:** 54.3 **Students with Disability:** -20.1 **Low Income:** 38.6	**All Students:** +6.1 **Hispanic/Latino:** -6.4 **RFEP:** +4.4 **Standard English Learner:** -5.2 **Students with Disability:** -15.7 **Low Income:** -11.2

3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students**: 56.5% **Hispanic/Latino:** 50% **Standard English Learner:** 51.5% **Low Income:** 40.0% *Source: Open Data Dashboard*	**2023-2024** **All Students**: 65.3% **Hispanic/Latino:** 59.4% **Standard English Learner:** 63.3% **Low Income:** 45.8% *Source: Open Data Dashboard*	**2024-2025** **All Students**: 65.6% **Hispanic/Latino:** 61.5% **Standard English Learner:** 63.2% **Low Income:** 59.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.3% **Hispanic/Latino:** 62.4% **Standard English Learner:** 66.3% **Low Income:** 61.3%	**All Students:** +9.1% **Hispanic/Latino:** +11.5% **Standard English Learner:** +11.7% **Low Income:** +19.3%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students**: 94.6% **Hispanic/Latino:** 93.3% **Standard English Learner:** 93.8% *Source: Open Data Dashboard*	**2023-2024** **All Students**: 96.7% **Hispanic/Latino:** 93.9% **Standard English Learner:** 93.8% *Source: Open Data Dashboard*	**2024-2025** **All Students**: 96.1% **Hispanic/Latino:** 95.8% **Standard English Learner:** 95.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 97.0% **Hispanic/Latino:** 96.8% **Standard English Learner:** 96.8%	**All Students:** +1.5% **Hispanic/Latino:** +2.5% **Standard English Learner:** +2.0%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 89.7% **Hispanic/Latino:** 85.7% **Standard English Learner:** 85.7% **Low Income:** 87.5% **Students with Disability:** 66.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 93.8% **Hispanic/Latino:** 93.5% **Standard English Learner:** 93.9% **Low Income:** 95% **Students with Disability:** 75.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 95.5% **Hispanic/Latino:** 91.7% **Standard English Learner:** 91.4% **Low Income:** 88.9% **Students with Disability:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.5% **Hispanic/Latino:** 95.0% **Standard English Learner:** 95.0% **Low Income:** 96.0% **Students with Disability:** 78.0%	**All Students:** +5.8% **Hispanic/Latino:** +6.0% **Standard English Learner:** +5.7% **Low Income** +1.4% **Students with Disability:** ±0
6	**Percent of Students Meeting Early Literacy**	**2022-2023** **All Students:** 88.8%	**2023-2024** **All Students:** 89.9%	**2024-2025** **All Students:** 90.6%	**2025-2026** **All Students:** 90.8%	**All Students:** +1.8%

	Benchmarks in Grade 2	**Hispanic/Latino:** 82.8% **Standard English Learner:** 82.1% **Low Income:** 85.7% *Source: Open Data Dashboard*	**Hispanic/Latino:** 83.8% **Standard English Learner:** 83.8% **Low Income:** 83.3% *Source: Open Data Dashboard*	**Hispanic/Latino:** 93.5% **Standard English Learner:** 94.3% **Low Income:** 88.9% *Source: Open Data Dashboard*	**Hispanic/Latino:** 94.5% **Standard English Learner:** 95.3% **Low Income:** 86.0%	**Hispanic/Latino:** +10.7% **Standard English Learner:** +12.2% **Low Income:** +3.2%
7	**English Learner Reclassification Rate**	**2022-2023 All Students:** 57.9% *Source: Open Data Dashboard*	**2023-2024 All Students:** 42.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 56.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 58.2%	**All Students:** -1.7%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** No Data *Source: Open Data Dashboard*	**2023-2024 All Students:** No Data *Source: Open Data Dashboard*	**2024-2025 All Students:** No Data *Source: Open Data Dashboard*	**2025-2026 All Students:** No Data	**All Students:** ±0
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023 All Students:** 47.1% *Source: Open Data Dashboard*	**2023-2024 All Students:** 47.4% *Source: Open Data Dashboard*	**2024-2025 All Students:** 57.1% *Source: Open Data Dashboard*	**2025-2026 All Students:** 59.1%	**All Students:** +10.0%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023 All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 96.8% **Hispanic/Latino:** 96.6% **Standard English Learner:** 96.7% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 94.7% **Hispanic/Latino:** 91.2% **Standard English Learner:** 91.4% **Low Income:** 92.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** -5.3% **Hispanic/Latino:** -8.8% **Standard English Learner:** -8.6% **Low Income:** -7.1%

11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 75.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** N/A *Source: Open Data Dashboard*	**2024-2025** **All Students:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** +25.0%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 81.5% **Hispanic/Latino:** 78.3% **Standard English Learner:** 77.8% **Low Income:** 77.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.3% **Hispanic/Latino:** 89.7% **Standard English Learner:** 86.7% **Low Income:** 78.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 71.2% **Hispanic/Latino:** 75.0% **Standard English Learner:** 75.8% **Low Income:** 70.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 78.3% **Hispanic/Latino:** 91.0% **Standard English Learner:** 88.0% **Low Income:** 79.8%	**All Students:** -10.3% **Hispanic/Latino:** -3.3% **Standard English Learner:** -2.0% **Low Income:** -7.4%

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.

Beckford Charter for Enriched Studies continued to provide quality instruction to all students to reach academic excellence. Student data from i-Ready helped to inform teachers and develop instructional plans that support student growth. Our special education students who participated in a full inclusion model received the appropriate support, in accordance with their Individual Education Plan Goals, in order to meet their individual needs through Resource push-in and pull-out as well as small group differentiation as needed. Each grade level is supported by a teaching assistant that provides small group support and intervention. In addition a substitute teacher was employed two days a week to provide pull-out small group interventions for Kindergarten through Second Grade Students. In order to further engage students, a school wide subscription to Generation Genius for math and science will be utilized to supplement math and science curriculum.

Teachers met weekly with their professional learning community to analyze assessment data and progress monitor students. Plan, Do, Study, Act (PDSA) cycles were implemented to support academic goal achievement in Listening and Reading. i-Ready data was monitored weekly to identify groups of students or standards in need of being addressed. We continued to offer in school pull out intervention for students struggling with foundational reading skills. After school intervention on Tuesday provides targeted support to EL's, Special Education students, and general education students at risk of not meeting grade level standards. In addition, teachers in grades Kindergarten through 5 are providing after school intervention for students in ELA and Math who are at risk of not meeting grade level standards. We engaged in Professional Development weekly to support the academic achievement for all of our diverse student body.

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

This action was implemented to address the needs of all students at Beckford Charter for Enriched Studies. Base Instructional Supports, including General Fund School Program focused the provision of high quality, standards based instruction for all students. Teachers utilized differentiated instructional strategies, including targeted small-group instruction, to meet the needs of diverse learners. Substitute teachers were hired to support specific areas of need and to engage students in targeted instruction. Teachers participated in PDSA cycles to strengthen academic achievement in writing and comprehension. The Instructional Leadership Team met regularly to review instructional data and identify areas for ongoing improvement. Assessment results from the California Dashboard and i-Ready Diagnostics indicated that most students performed at or above grade-level standards in both Math and English Language Arts. As a result, the consistent academic growth across grade levels demonstrated the effectiveness of the instructional investments.

Action 2: Special Education Supports

This action was implemented to address the needs of students at Beckford Charter for Enriched Studies. The Special Education Supports action was carried out through a fully staffed special education resource program that provided targeted supports to meet the individual needs of students with disabilities. Beckford Charter utilized both push-in and pull-out service models to deliver interventions aligned to students' Individualized Education Program (IEP) goals. Additional School Psychologist time supported collaboration among classroom teachers, resource teachers, and service providers to address individual student needs and provide targeted student services.

The Smarter Balanced Assessment results reflected academic growth for students with disabilities, including a 9-point increase in English Language Arts and a 5.5-point increase in Math. These outcomes demonstrated that targeted instructional practices and specialized supports were effective in promoting academic growth for students with disabilities.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students at Beckford Charter for Enriched Studies. The Charter School Categorical Block Grant was used for instructional and supervision positions, including teaching assistants, supervision aides, and day-to-day substitute coverage. Teaching assistants supported academic growth by providing small-group instruction, while supervision aides monitored student behavior during recess and lunch to ensure safety and reinforce problem-solving skills.These supports strengthened academic growth and student safety, allowing students to benefit from small-group instructional support and a safe, structured environment during extended and unstructured times.

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies. It was carried out through allocations that maintained smaller class sizes in grades four and five. These reduced class sizes allowed teachers to provide more individualized attention and fostered stronger student-teacher relationships. Smarter Balanced Assessment results showed positive outcomes, with 85% of 3rd–5th grade students meeting or exceeding standards in both ELA and Math. As a result, teachers were better able to differentiate instruction, provide targeted feedback, and engage students in small-group learning, which supported improved academic outcomes.

Action 5: Supplemental Arts Education

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies. The school ensured that 100% of students participated in dance, theatre, and visual arts, providing equitable access to creative learning experiences. Expanded arts opportunities allowed students to demonstrate their strengths and talents through multiple modalities. Teachers incorporated arts-based strategies into daily instruction to support student expression and higher-order thinking. As a result, the arts program enhanced creativity and critical thinking skills, strengthened social-emotional development, and built a strong sense of community.

Action 6: Supplemental Afterschool Programs

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies by providing after-school tutoring and enrichment opportunities that extended learning beyond the regular instructional day. After-school tutoring was offered to deliver targeted, data-driven academic support in English Language Arts and Math. Formative assessments and benchmark data indicated academic growth among participating students. Afterschool enrichment programs were designed to build confidence, spark curiosity, and promote holistic development. The combination of academic reinforcement and enrichment contributed to improved student outcomes and sustained engagement.

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

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies by providing targeted academic and enrichment supports for identified student groups. An instructional aide was assigned to support transitional kindergarten instruction and classroom routines. Funds were also used to purchase instructional materials

that supported academic program needs. These resources enhanced differentiated instruction and supported effective classroom implementation. As a result, staffing and materials ensured consistent access to instructional supports for students.

Action 8: Student Equity Needs Index (SENI) Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies by strengthening academic outcomes for students requiring additional support. The school used these funds to provide data-driven small-group instruction aligned to student needs. The additional adult provided content-based support to underserved students while remaining accessible to all learners.

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

No material difference.

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

Beckford Charter for Enriched Studies continued to outperform district and state averages in both English Language Arts and Mathematics. In 2024–25, 85% of 4th and 5th graders met or exceeded grade-level expectations in reading and math. Reading achievement is a schoolwide strength, with students scoring 76.5 points above standard. 10% of students nearly met the standard in English Language Arts.

Moving forward, the school's focus will be on accelerating students who nearly met the standard. Using data analysis to narrow their areas of need and intentionally planning opportunities for intervention.

These gains are supported by smaller class sizes, which allow teachers to provide more individualized instruction, targeted interventions, and closer monitoring of student progress. Moving forward, the school's focus will be on accelerating students who nearly met the standard, helping to increase our school's distance from the standard.

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

Data: SBA (Smarter Balanced Assessment) results showed very strong achievement among all tested students. 85% of all students met or exceeded the standard in ELA and Math, with gifted students performing at 98% met/exceeded in ELA and 98% in math. iReady and classroom-based assessments confirmed that the majority of students were meeting or exceeding grade-level benchmarks. Based on Beginning of the Year iReady Reading diagnostic 65% of all students scored at grade level or above and on the Beginning of the Year Math diagnostic 45% of all students scored at grade level or above. Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.

Effectiveness: These supports were effective because of small-group instruction, targeted pull-outs, and after school tutoring. Teachers actively participated in a Plan, Do, Study, Act cycle that focused on writing across the grade levels. Teachers reported that students were demonstrating growth not only on standardized tests but also in formative assessments, with progress evident across grade levels. An investment was made in allocating funds to provide after school locally designed interventions in ELA and Math for students in grades K-5.

Action 2: Special Education Supports

Data: SBA data reflected growth for students with disabilities, particularly in ELA, where scaffolded supports and specialized instruction were emphasized. Amongst our special education students 44% met or exceeded the standard in English Language Arts and 42% met or

exceeded the standard in math. Beginning of the Year iReady Reading diagnostic shows that 22% of the special education population performed at grade level and Beginning of the Year Math diagnostic shows that 17% of the special education population performed at grade level or above. 85% of all students exceeded or met the standards in ELA and Math on SBA for grades four and five. Based on Beginning of the Year iReady Reading diagnostic 65% of all students scored at grade level or above and on the Beginning of the Year Math diagnostic 45% of all students scored at grade level or above. Middle of the Year iReady Reading diagnostic shows that 45% of the special education population performed at grade level or above and Middle of the Year Math diagnostic shows that 40% of the special education population performed at grade level or above.Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.

Effectiveness: These supports were effective and teachers ensured inclusive practices. Pull-out and push-in models gave students access to grade-level content while addressing individualized goals. In addition resource teachers participated in common planning sessions with grade levels they support to ensure cohesiveness and collaboration.

Action 3: Charter School Categorical Block Grant

Data: Aides and instructional support staff who contributed to instructional support and supervision. This resulted in consistent classroom coverage, small-group instruction, and increased student engagement. According to the School Experience Survey, 87% of the students reported feeling that teachers give students a chance to take part in classroom discussions and activities, and 89% of the students reported feeling that the school is a supportive and inviting place for students to learn.

Effectiveness: This funding was effective because it directly strengthened daily instructional programs. Students benefited from additional adult support in classrooms, which improved both academic engagement and safety during unstructured times such as recess and lunch. According to the School Experience Survey, 92% of students reported feeling safe at school, and 80% of students reported that adults at this school treat all students with respect.

Action 4: Class Size Reduction

Data: With the addition of a teacher in grades 4 and 5, class sizes were reduced, supporting stronger student-teacher interaction. SBA results from the 2024-2025 school year show that 85% of students in grades 3 through 5 are exceeding or meeting standards in both ELA and Math.SBA results from the 2023-2024 school year shows that 83% of students in grades 3 through 5 are exceeding or meeting standards in ELA and 80% of students in grades 3 through 5 are exceeding or meeting standards in math.

In lower grades, Beginning of the Year iReady Data from the 2025-2026 school year in Reading shows that 50% of Kindergarten students scored at grade level or above, 54% of First graders scored at grade level or above, and 68% of Second grade students scored at grade level or above. Middle of the Year iReady Data from the 2025-2026 school year in Reading shows that 97% of Kindergarten students scored at grade level or above, 85% of First graders scored at grade level or above, and 88% of Second grade students scored at grade level or above.

Beginning of the year iReady data from the 2025-2026 school year in Math shows that 38% of Kindergarten students scored at grade level or above, 25% of First graders scored at grade level or above, and 49% of Second grade students scored at grade level or above. Beginning of the Year iReady Data from the 2024-2025 school year in Reading shows that 55% of Kindergarten students scored at grade level or above, 53% of the First graders scored at grade level or above, and 73% of Second graders scored at grade level or above.

Beginning of the Year iReady Data from the 2025-2026 school year in Math shows that 31% of Kindergarten students scored at grade level or above, 25% of First graders scored at grade level or above, and 42% of Second graders scored at grade level or above. Middle of the Year iReady Data from the 2025-2026 school year in Math shows that 80% of Kindergarten students scored at grade level or above, 60% of First graders scored at grade level or above, and 68% of Second graders scored at grade level or above.

Effectiveness: Class size reduction proved to be an effective strategy, enabling teachers to more consistently differentiate instruction, deliver targeted feedback, and dedicate additional time to small-group learning. This approach enhanced instructional quality and allowed for more personalized support, contributing to improved student engagement and academic outcomes.

Action 5: Supplemental Arts Education

Data: Arts integration remained schoolwide, reaching 100% of students. All students in grades TK-5 received instruction in visual and performing arts in 6 week cycles. In addition, approximately 80 students in grades 3-5 had the opportunity to participate in orchestra and receive formal instruction from a district credentialed music teacher. Teachers planned opportunities to integrate concepts covered during arts instruction to the core curriculum. Based on SBA results 85% of all students exceeded or met the standards in ELA and Math.

Based on Beginning of the Year iReady Reading diagnostic 65% of all students scored at grade level or above and on the Beginning of the Year Math diagnostic 45% of all students scored at grade level or above.SBA data shows that 73% of low income students exceeded or met the standards in ELA and 67% of the students exceeded or met the standards in Math. Beginning of the Year iReady Diagnostic data shows that 56% of low income students scored at grade level or above in Reading and 30% of low income students scored at grade level or above in Math.

Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.Middle of the Year iReady Diagnostic data shows that 76% of low income students scored at grade level or above in Reading and 55% of low income students scored at grade level or above in Math.

Effectiveness: This initiative was highly effective in enhancing student engagement and reinforcing academic skills through the integration of music, dance, theater, and visual arts. The arts programming not only enriched the educational experience but also contributed to increased motivation and consistent attendance. Families and students expressed strong enthusiasm for arts showcases, reflecting the positive impact of these programs on school climate and student well-being.

Action 6: Supplemental Afterschool Programs

Data: Students who participated in afterschool tutoring and enrichment demonstrated improved outcomes in both ELA and math on formative and benchmark assessments. SBA data from the 2024-2025 school year shows that 85% of all students exceeded or met standards inELA and Math. iReady data from the 2025-2026 school year shows that 65% of all students scored at grade level or above on the Beginning of the Year Reading Diagnostic and 45% of all students scored at grade level or above on the Beginning of the Year Math diagnostic. SBA results from the 2023-2024 school year shows that 83% of students in grades 3 through 5 are exceeding or meeting standards in ELA and 80% of students in grades 3 through 5 are exceeding or meeting standards in math. iReady Beginning of the Year data from the 2024-2025 school year shows that 65% of all students scored at grade level level or above in Reading and 32% of all students scored at grade level or above in Math. Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.

Effectiveness: Afterschool programs proved to be an effective extension of the instructional day, offering targeted academic support that allowed students additional time to master grade-level standards. These programs also engaged students in enrichment activities designed

to build confidence, spark curiosity, and promote holistic development. The combination of academic reinforcement and enrichment contributed to improved student outcomes and sustained engagement.

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

Data: SBA results reflected strong achievement across grade levels. SBA results show that 85% of students in grades 3 through 5 are exceeding or meeting standards in both ELA and Math. In lower grades, iReady Data in Reading shows that 50% of Kindergarten students scored at grade level or above, 54% of First graders scored at grade level or above, and 68% of Second grade students scored at grade level or above. iReady data in Math shows that 38% of Kindergarten students scored at grade level or above, 25% of First graders scored at grade level or above, and 49% of Second grade students scored at grade level or above. SBA results show that 56% of fifth grade students exceeded or met expectations in science. SBA data shows that 73% of low income students exceeded or met the standards in ELA and 67% of the students exceeded or met the standards in Math. Beginning of the Year iReady Diagnostic data shows that 56% of low income students scored at grade level or above in Reading and 30% of low income students scored at grade level or above in Math.

Middle of the Year iReady Data from the 2025-2026 school year in Reading shows that 97% of Kindergarten students scored at grade level or above, 85% of First graders scored at grade level or above, and 88% of Second grade students scored at grade level or above. Middle of the Year iReady Data from the 2025-2026 school year in Math shows that 80% of Kindergarten students scored at grade level or above, 60% of First graders scored at grade level or above, and 68% of Second graders scored at grade level or above.Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.Middle of the Year iReady Diagnostic data shows that 76% of low income students scored at grade level or above in Reading and 55% of low income students scored at grade level or above in Math.

Effectiveness: These funds were effective because they directly supported staffing that benefitted targeted students based on iReady and IAB data. Third grade students in particular demonstrated strong results on the SBA, confirming that targeted supports were reaching the intended population. Middle of the Year iReady Data from the 2025-2026 school year in Reading showed that 97% of Kindergarten students scored at grade level or above, 85% of First graders scored at grade level or above, and 88% of Second grade students scored at grade level or above.

Action 8: Student Equity Needs Index (SENI) Investments towards Academic Excellence

Data: Early literacy results demonstrated that students receiving intervention were progressing toward grade-level expectations. SBA results show that 85% of students in grades 3 through 5 are exceeding or meeting standards in both ELA and Math. In lower grades, iReady Data in Reading shows that 50% of Kindergarten students scored at grade level or above, 54% of First graders scored at grade level or above, and 68% of Second grade students scored at grade level or above. iReady data in Math shows that 38% of Kindergarten students scored at grade level or above, 25% of First graders scored at grade level or above, and 49% of Second grade students scored at grade level or above.

SBA data shows that 73% of low income students exceeded or met the standards in ELA and 67% of the students exceeded or met the standards in Math. Beginning of the Year iReady Diagnostic data shows that 57% of low income students scored at grade level or above in Reading and 30% of low income students scored at grade level or above in Math. Middle of the Year iReady Data from the 2025-2026 school year in Reading shows that 97% of Kindergarten students scored at grade level or above, 85% of First graders scored at grade level or above, and 88% of Second grade students scored at grade level or above.

Middle of the Year iReady Data from the 2025-2026 school year in Math shows that 80% of Kindergarten students scored at grade level or above, 60% of First graders scored at grade level or above, and 68% of Second graders scored at grade level or above.Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.Middle of the Year iReady Diagnostic data shows that 76% of low income students scored at grade level or above in Reading and 55% of low income students scored at grade level or above in Math.

According to the School Experience Survey, 87% of the students reported feeling that teachers give students a chance to take part in classroom discussions and activities, and 89% of the students reported feeling that the school is a supportive and inviting place for students to learn. Attendance data revealed that 84 % of students maintained proficient attendance, while chronic absenteeism rates remained below district averages within the Canoga Park/Chatsworth Network of School. SBA results from the 2023-2024 school year shows that 83% of students in grades 3 through 5 are exceeding or meeting standards in ELA and 80% of students in grades 3 through 5 are exceeding or meeting standards in math. iReady Beginning of the Year data from the 2024-2025 school year shows that 65% of all students scored at grade level level or above in Reading and 32% of all students scored at grade level or above in Math. Based on Middle of the Year iReady Reading diagnostic 85% of all students scored at grade level or above and on the Middle of the Year Math diagnostic 73% of all students scored at grade level or above.

Effectiveness: SENI investments have been instrumental in enhancing instructional support and promoting equity across grade levels. These funds enabled the school to hire teaching assistants, providing additional adult support in classrooms to facilitate small-group instruction and differentiated learning. This targeted support was especially beneficial for our most vulnerable student populations, ensuring equitable access to both intervention and enrichment opportunities. Additionally, SENI funding supported the hiring of a Pupil Services and Attendance (PSA) Counselor, whose role has been critical in monitoring attendance and reinforcing the importance of consistent school participation. Data indicates that students with proficient attendance demonstrate stronger academic performance, underscoring the value of this investment in both student engagement and achievement.

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.

Beckford Charter 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 Beckford 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, General Fund School Program	Beckford Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,339,770 **School Discretionary Fund Cost: $429,624**	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 Beckford Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,918,311	N
3	Charter School Categorical Block Grant	The Charter School Categorical Block Grant will be used to fund 3 Teaching Assistants, 5 Supervision Aides, 1 Class Size Reduction Teacher, and Day to Day Substitute Time.	**School Discretionary Fund Cost: $289,758**	N
4	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Beckford Charter.	District Cost: $664,518	Y
5	Supplemental Arts Education	Beckford Charter will continue to implement Arts Education to support Academic Excellence for different learners in our school through the purchase of additional art supplies.	District Cost: $60,012	Y
	Supplemental Afterschool Programs	Beckford Charter 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 Beckford Charter's LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	Beckford Charter will implement support for English Learners, students in foster care, and low income students, through an Instructional Aide.	**School Discretionary Fund Cost: $31,334**	Y
7	SENI Investments towards Academic Excellence	The SENI Investments towards Academic Excellence will be used to fund a Teaching Assistant.	**School Discretionary Fund Cost: $21,744**	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.

To ensure our students are enthusiastic about coming to school and able to thrive academically, emotionally, and behaviorally, they must feel safe, valued, connected, and respected. Beckford Charter for Enriched Studies, is committed to maintaining a safe, orderly, and supportive learning environment for all students and staff. Beckford Charter will continue to develop data-driven attendance plans that address chronic absenteeism, prevent dropouts, support student re-engagement, ensure timely enrollment, and utilize community resources effectively.

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:** 55.0% **Hispanic/Latino:** 45.9% **English Learner:** 57.1% **RFEP:** 68.0% **Standard English Learners:** 45.7% **Students With Disability:** 49.1% **Low Income:** 54.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 65.2% **Hispanic/Latino:** 61.3% **English Learner:** 41.2% **RFEP:** 75.0% **Standard English Learners:** 61.1% **Students With Disability:** 61.9% **Low Income:** 54.0% *Source: Open Data Dashboard*	**2024-2025** **All Students**: 71.9% **Hispanic/Latino:** 64.7% **English Learner:** No Data **RFEP:** 66.7% **Standard English Learner:** 64.8% **Students with Disability**: 69.7% **Low Income:** 67.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 73.9% **Hispanic/Latino:** 66.7% **English Learner:** 44.0% **RFEP:** 77.0% **Standard English Learners:** 66.8% **Students With Disability:** 71.7% **Low Income:** 69.2%	**All Students:** +16.9% **Hispanic/Latino:** +18.8% **English Learner:** ±0 **RFEP:** -1.3% **Standard English Learners:** +19.1% **Students With Disability:** +20.6% **Low Income:** +12.5%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 9.5% **Hispanic/Latino:** 14.4% **English Learner:** 18.2% **RFEP:** 0.0% **Standard English Learners:** 14.8% **Students with Disability:** 12.5% **Low Income:** 12.6%	**2023-2024** **All Students:** 6.0% **Hispanic/Latino:** 8.0% **English Learner:** 8.0% **RFEP:** 8.0% **Standard English Learners:** 7.0% **Students with Disability:** 6.0% **Low Income:** 7.0%	**2024-2025** **All Students**: 4.9% **Hispanic/Latino:** 6.6% **English Learner:** No Data **RFEP:** 11.1% **Standard English Learner:** 6.0% **Students with Disability**: 5.6% **Low Income:** 7.1%	**2025-2026** **All Students:** 3.9% **Hispanic/Latino:** 5.6% **English Learner:** 7.0% **RFEP:** 7.0% **Standard English Learners:** 5.0% **Students with Disability:** 5.0% **Low Income:** 6.0%	**All Students:** -4.6% **Hispanic/Latino:** -7.8% **English Learner:** ±0 **RFEP:** +11.1% **Standard English Learners:** -8.8% **Students with Disability:** -6.9% **Low Income:** -5.5%

		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:** 12.9% **Hispanic/Latino:** 19.1% **English Learner:** 21.4% **RFEP:** 8.0% **Standard English Learners:** 20.0% **Students with Disability:** 19.3% **Low Income:** 16.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 9.7% **Hispanic/Latino:** 11.3% **English Learner:** 11.8% **RFEP:** 15.0% **Standard English Learners:** 10.4% **Students with Disability:** 11.1% **Low Income:** 13.2% *Source: Open Data Dashboard*	**2024-2025** **All Students**: 9.0% **Hispanic/Latino:** 11.6% **English Learner:** No Data **RFEP:** 16.7% **Standard English Learner:** 11.1% **Students with Disability**: 10.5% **Low Income:** 13.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 7.0% **Hispanic/Latino:** 10.0% **English Learner:** 11.0% **RFEP:** 12.0% **Standard English Learners:** 9.0% **Students with Disability:** 10.0% **Low Income:** 12.0%	**All Students:** -3.9% **Hispanic/Latino:** -7.5% **English Learner:** ±0 **RFEP:** +8.7% **Standard English Learners:** -8.9% **Students with Disability:** -8.8% **Low Income:** -2.3%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 62.9% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 70.5% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 72.7% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 72.0%	**All Staff:** +9.8%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0.0%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0.00%

8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 91.7% **Hispanic/Latino:** 86.4% **RFEP:** 92.9% **Standard English Learner:** 86.7% **Students with Disability:** 100.0% **Low Income:** 92.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 89.9% **Hispanic/Latino:** 88.1% **RFEP:** No Data **Standard English Learner:** 89.2% **Students with Disability:** 91.7% **Low Income:** 85.1% *Source: Open Data Dashboard*	**2024-2025** **All Students**: 91.8% **Hispanic/Latino:** 95.7% **RFEP:** No Data **Standard English Learner:** 95.6% **Students with Disability**: 82.1% **Low Income:** 91.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 92.8% **Hispanic/Latino:** 96.7% **RFEP:** 94.0% **Standard English Learner:** 96.6% **Students with Disability:** 93.0% **Low Income:** 92.1%	**All Students:** +0.1% **Hispanic/Latino:** +9.3% **RFEP:** ±0 **Standard English Learner:** +8.9% **Students with Disability:** -17.9% **Low Income:** -1.0%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 89.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 91.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 92.0%	**All Parents:** +2.2%
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:** 0.0%
11	**Percent of Students Who Feel They are a Part of their**	**2022-2023** **All Students:** 81.3%	**2023-2024** **All Students:** 80.8%	**2024-2025** **All Students**: 77.0%	**2025-2026** **All Students:** 82.0%	**All Students:** -4.3%

	School (per School Experience Survey)	**Hispanic/Latino:** 72.9% **RFEP:** 64.3% **Standard English Learners:** 76.7% **Students with Disability:** 73.3% **Low Income:** 60.5% *Source: Open Data Dashboard*	**Hispanic/Latino:** 82.1% **RFEP:** No Data **Standard English Learners:** 83.1% **Students with Disability:** 82.6% **Low Income:** 78.7% *Source: Open Data Dashboard*	**Hispanic/Latino:** 84.1% **RFEP:** No Data **Standard English Learner:** 83.8% **Students with Disability**: 78.6% **Low Income:** 76.8% *Source: Open Data Dashboard*	**Hispanic/Latino:** 86.1% **RFEP:** 66.0% **Standard English Learners:** 85.0% **Students with Disability:** 85.0% **Low Income:** 80.0%	**Hispanic/Latino:** +11.2% **RFEP:** ±0 **Standard English Learners:** +7.1% **Students with Disability:** +5.3% **Low Income:** +16.3%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 91.4% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 92.5% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 92.8% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 94.0%	**All Parents:** +1.4%

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.

Beckford Charter for Enriched Studies placed a strong emphasis on creating a safe, supportive, and welcoming environment for all students. Our School Psychologist worked with students and staff to address social-emotional needs, self-regulation skills, and conflict resolution.

We had a Character and Discipline Committee that worked to support an alignment that reinforces our common school rules around being safe, respectful, responsible and kind. Teachers provided regular Social and Emotional Learning (SEL) instruction that equips students with self regulation and problem solving strategies. Supervision aides support positive behavior on the yard by providing positive reinforcement to all students displaying safe, respectful, responsible, and kind behaviors. Our Pupil Services and Attendance (PSA) Counselor helps to implement multi-tiered systems of support for attendance. Attendance data was monitored weekly and community outreach including home visits supported an increase in overall attendance. A full-time school nurse provided daily health support and ensured that students had consistent access to medical care, reinforcing both safety and equity. Our school psychologist provided small social skills counseling groups for students in need.

Action 1: Base-Funded Health Supports

Base-Funded Health Supports were implemented through the provision of full-time nursing services to promote student health and wellness. A school nurse was on campus five days a week to monitor student health, manage medical needs, and respond to health-related concerns. The nurse collaborated closely with students, families, and staff to ensure timely care and clear communication. These health services helped students maintain consistent attendance and remain engaged in the instructional program.

Action 2: Base-Funded School Climate Support Staff

Base-Funded School Climate Support Staff were implemented through the assignment of trained personnel responsible for supporting student safety and social-emotional well-being. The school psychologist provided services that included classroom lessons, small-group counseling, and individualized student support. Consistent implementation of Schoolwide Positive Behavior Interventions promoted a strong sense of safety, belonging, and emotional regulation among students. School Experience Survey data reflected high levels of student safety and connectedness. These combined efforts helped create a welcoming, structured learning environment where students felt secure, valued, and connected.

Action 3: Supplemental School Climate Support Staff

This action was implemented to meet the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies by strategically adding supplemental school climate support staff to strengthen student safety, belonging, and equity. These staff members provided targeted outreach, mentoring, and relational support, with a specific focus on the identified student groups. This staffing structure ensured consistent delivery of both schoolwide and targeted social-emotional supports. School Experience Survey results showed that students felt safe and connected to the school community.

Action 4: Student Equity Needs Index (SENI) Investments towards Joy and Wellness

This action was implemented to meet the needs of English Learners, students in foster care, and low-income students at Beckford Charter for Enriched Studies through SENI investments that strengthened student wellness and supported a positive school climate. Beckford Charter funded a Pupil Services and Attendance (PSA) Counselor one day per week to monitor attendance and reinforce the importance of consistent school participation. School Experience Survey results, along with attendance data, indicated that these supports contributed to students feeling safe and connected at school.

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.

LCAP actions under this goal translated into positive outcomes for students. Attendance data revealed that 84 % of students maintained proficient attendance, while chronic absenteeism rates remained below district averages within the Canoga Park/Chatsworth Network of Schools. According to the School Experience Survey, 92% of students reported feeling safe at school, and 77% reported feeling that they were a valued part of the school community.

Action 1: Base-Funded Health Supports

Data: 84% of students at Beckford Charter maintained proficient attendance during the 75% of students at Beckford Charter maintained proficient attendance.

Effectiveness: This action proved highly effective, as consistent health support services including a full-time nurse and access to wellness resources helped eliminate barriers to daily attendance. By promptly and equitably addressing students' health needs, the school cultivated a safe and supportive environment that encouraged consistent engagement and presence in the classroom.

Action 2: Base-Funded School Climate Support Staff

Data: According to the 2024-2025 School Experience Survey, 92% of students reported feeling safe at school, and 77% reported feeling like they were a part of the school community. According to the 2023-2024 School Experience Survey, 90% of students reported feeling safe at school, and 81% reported feeling like they were a part of the school community.

Effectiveness: This action was impactful because school climate supports such as a School Psychologist, regular Social Emotional Learning (SEL) lessons, and safety-focused community-building assemblies directly enhanced students' sense of safety and belonging. These efforts fostered a welcoming and structured learning environment where students felt secure, valued, and connected.

Action 3: Supplemental School Climate Support Staff

Data: The School Experience Survey data confirmed that 92% of students reported feeling safe, and 77% reported feeling that they were part of the school. According to the School Experience Survey 91% of low income students reported feeling safe and 77% reported feeling that they were part of the school community.

Effectiveness: This action was effective for targeted student groups, including English Learners and Socioeconically Disadvantaged students. Supplemental staffing ensured that these students had additional support and felt connected to the school community. The survey results reflected the success of these supplemental supports in fostering equity, inclusion, and a safe climate for all.

Action 4: Student Equity Needs Index (SENI) Investments towards Joy and Wellness

The Joy and Wellness initiatives played a vital role in nurturing students' social-emotional development, improving school climate indicators, and supporting consistent attendance. These efforts helped create a school environment where students felt safe, supported, and deeply connected to their community. Additionally, SENI funding supported the hiring of a Pupil Services and Attendance (PSA) Counselor, whose role has been critical in monitoring attendance and reinforcing the importance of consistent school participation. Data indicates that students with proficient attendance demonstrate stronger academic performance, underscoring the value of this investment in both student engagement and achievement.

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 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 Health Supports	In order to ensure health access and equity for all students, Beckford Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Beckford 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 support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Beckford Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	SENI Investments towards Joy and Wellness will be used to fund a PSA and a School Psychologist.	**School Discretionary Fund Cost: $95,608**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is centered on strengthening partnerships with parents and the community. Building and maintaining positive relationships with these key educational partners has a direct and meaningful impact on the social-emotional well-being of both educators and families, contributing to a more supportive and collaborative school environment.

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:** 79.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 83.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 77.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.0%	**All Parents:** -2.8%
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:** 91.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.0%	**All Parents:** -4.8%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 81.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 89.0%	**All Parents:** +2.1%

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:** 94.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.9% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 96.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 97.0%	**All Parents:** +1.5%

Goal Analysis for [2025-2026]

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

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

Action 1: Student Equity Needs Index (SENI) Investments towards Engagement and Collaboration

At Beckford Charter for Enriched Studies, our commitment to engagement and collaboration focused on strengthening relationships among students, families, staff, and the broader community. A central element of this work has been the coordination of events in partnership with the Parent Teacher Association (PTA) to promote meaningful family involvement. These events including Coffee with the Principal, Governance and Committee Meetings, Movie Nights, the Halloween Bash, and Pajamarama have been effectively communicated through multiple channels such as Blackboard Connect, the PTA's Instagram account, and the school website.

In addition to family engagement, we prioritized staff collaboration through ongoing professional development and structured grade-level meetings. These platforms provided opportunities for educators to share best practices, analyze student data, and co-develop instructional strategies. By investing in these opportunities we created a more cohesive school community where open communication and shared responsibility are key elements in driving student success and fostering a positive school culture.

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.

Strong engagement at Beckford Charter for Enriched Studies was evident through high participation in schoolwide events such as Movie Nights, the Halloween Bash, Pajamarama, and the Holiday Show. Governance and Committee Meetings consistently drew active family involvement, ensuring that parents had a meaningful role in school decision-making processes. The PTA's efforts not only generated the

financial resources needed to continue supplemental programs but also created opportunities for parents to volunteer and contribute directly to the school community.

Currently, 100% of Beckford Charter families have access to Schoology and are registered on Los Angeles Unified's Parent Portal. The school website is regularly updated to provide families and community members with timely information, including LAUSD resources, guides for accessing digital platforms, and announcements about upcoming events.

Staff engagement remains strong, with high participation in professional development and positive feedback regarding school culture. Parents, staff, and community members continue to play an active role in shaping school life, reinforcing both academic and enrichment programs. These collaborative partnerships have significantly enhanced the school climate and supported Beckford Charter's mission to help every child reach their full potential—fostering critical thinking, independence, creativity, and a lifelong love of learning.

The action under this goal translated into positive outcomes for engagement and collaboration. According to the School Experience Survey, 77% of parents reported feeling included in decisions about their child's education, 86% reported being able to easily find information about

parent workshops or other programs offered at the school, 83% reported that the school provides instructional resources to help support their child's education, and 96% reported receiving information they can understand.

Action 1: Student Equity Needs Index (SENI) Investments towards Engagement and Collaboration

Data: The School Experience Survey confirmed that 77% of parents reported feeling included in decisions about their child's education, 86% reported being able to easily find information about parent workshops or other programs offered at the school, 83% reported that the school provides instructional resources to help support their child's education, and 96% reported receiving information they can understand. According to the School Experience Survey 91% of low income students reported feeling safe and 77% reported feeling that they were part of the school community.

Effectiveness: This initiative was effective in fostering meaningful family engagement through a variety of collaborative opportunities, including Governance and Committee meetings, parent workshops, and parent-teacher conferences. Beckford Charter has achieved full parent registration on the LAUSD Parent Portal, ensuring that 100% of families have access to their child's academic progress via Schoology. To support ongoing communication, the school website is consistently updated with timely information, including LAUSD resources, announcements, and upcoming events. These efforts strengthened the partnership between families and the school, promoting transparency and accessibility.

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 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	SENI Investments towards Engagement and Collaboration	SENI Investments towards Engagement and Collaboration will be used to fund a Community Rep.	**School Discretionary Fund Cost: $57,035**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Safety remains a top priority for Beckford Charter. A secure school setting is essential for minimizing distractions and allowing students to focus on their learning. By prioritizing the well-being of our students, staff, and community, we continue to cultivate a positive atmosphere where every child can reach their full potential.

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

Beckford Charter for Enriched Studies is committed to maintaining a safe, welcoming, and well-managed environment for all educational partners. The plant manager played a key role in ensuring the campus remained clean, secure, and inviting. Regular campus inspections conducted by the plant manager and principal ensured timely identification and resolution of maintenance needs through appropriate district channels.

The school operates as a closed campus, with clearly communicated check-in and check-out procedures for all visitors. Campus aides secured gates daily following student drop-off and pick-up, while staff were strategically positioned at entry points during arrival and dismissal to greet students and ensure safe transitions.

Instructional resources and staffing remained fully aligned with compliance standards. All teachers held appropriate credentials, and students had access to standards-based instructional materials in accordance with Williams Act requirements.

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

No material differences.

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

The FIT Tool (SARC) confirmed that the campus was in “Good Repair” status.100% of teachers were appropriately credentialed for their teaching assignments, and all students were provided with standards-based instructional materials.

Operational Effectiveness remained a strength of Beckford Charter. Facilities, staffing, and instructional resources consistently supported both teaching and learning, reinforcing the school’s overall academic and cultural goals.

Action 1: LAUSD Support for Affiliated Charter Operations

Data: The most recent School Accountability Report Card (SARC) showed that Beckford Charter’s facilities received a “Good Repair” status. Additionally, 100% of teachers at BeckfordCharter were appropriately credentialed for their teaching assignments. Finally, all students at Beckford Charter had access to standards-based instructional materials, meeting Williams Act requirements.

Effectiveness: This action was effective due to the consistent efforts of the plant manager, who ensured that classrooms and shared spaces were clean, safe, and conducive to learning. The high standard of facility maintenance was frequently recognized by both parents and staff, contributing to a welcoming and positive school environment.Instructional quality was equally prioritized, with all classrooms led by fully credentialed teachers delivering standards-aligned instruction. Ongoing professional development and teacher expertise ensured that

students received rigorous, research-based instruction grounded in best practices. Additionally, Beckford Charter met all Williams Act requirements, providing every student with access to standards-based instructional materials.

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 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, Beckford CES will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $2,508,371	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$205,721 (School Discretionary Funds- new S/C revenues) $938,191 (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
28.6%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	28.6%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or 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 Beckford Charter **Scope:** School-wide	Los Angeles Unified School District, including Beckford 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 Learners, students from low income families, and	Los Angeles Unified School District, including Beckford Charter, will continue to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater,	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5 ● Smarter Balanced Assessment: Math- Grades 3-5

	students in foster care have less access to enriched arts education programs beyond the minimum state requirements. 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 Beckford Charter. **Scope**: School-wide	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 Beckford 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.	• Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) • Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 • Implementation of Academic Standards (All Students)
Goal 1 Action 6	**Action:** Charter Supplemental/Concentration Funds in Lieu of EIA **Need:** Beckford Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	Beckford Charter for Enriched Studies used CharterSupplemental/Concentration Funds in Lieu of EIA to purchase instructional aides and supervision aides to support student groups.	For the identified student group(s): EL, LI, FY, ALL • Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 • Percent of Students Meeting Early Literacy

			Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 7	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. **Scope:** School-wide	To accelerate foundational literacy skills in Kindergarten through 2nd grade, the school will implement the Phonemic Awareness and Phonics Toolkit from Heggerty and UFLI as a supplement to a systematic and explicit phonics program. These resources will be used during daily targeted small-group instruction throughout the year to ensure students receive differentiated support. Progress monitoring will be an essential component of this plan, with students performing below benchmark assessed every four weeks and students well below benchmark assessed every two weeks. This approach will allow teachers to track growth, adjust instruction, and provide timely interventions to help students master phonemic awareness and phonics skills. Heggerty and UFLI are evidence-based approaches grounded in the Science of Reading. The structured routines in these programs support the needs of English Learners, foster youth, and low-income students by providing differentiated practices that build essential foundational reading skills. Teachers	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		can use the CORE Phonics Survey to identify specific skills students need to master, ensuring instruction is targeted and effective. The strategy in UFLI emphasizes explicit, systematic phonics instruction combined with hands-on learning experiences. According to Jennifer Nash in Language Magazine, the educational theory of constructivism is rooted in the belief that children learn best when they experience concepts firsthand and within a meaningful context. UFLI incorporates this principle by using tools such as whiteboards and word cards, which allow students to manipulate letters and sounds physically. This hands-on approach helps students connect abstract phonics concepts to concrete actions, reinforcing learning and improving retention.	
Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. **Scope:** School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Beckford Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		therefore these supports are implemented Districtwide.	
Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	A Multi-Tiered Systems of Support (MTSS) framework is a comprehensive approach designed to enhance student achievement by addressing both academic and social- emotional needs. Here's how it works: 1. Assessing Barriers and Providing Case-Management Services - Identify Barriers: Conduct thorough assessments to identify obstacles that hinder student learning, such as socio-economic challenges, mental health issues, or learning disabilities. - Case Management: Develop individualized plans to address these barriers. This might include coordinating with teachers, parents, and external agencies to provide necessary resources and support. 2. Implementing Evidence-Based Practices - Instructional Strategies: Use teaching methods and interventions that have been proven effective through research. This ensures that students receive high-quality instruction tailored to their needs. - Social-Emotional Learning (SEL): Integrate SEL programs that teach students skills like emotional regulation, empathy, and problem-solving, which are crucial for their overall well-being and academic success. 3. Outreach/Awareness and Crisis Support - Awareness Programs: Conduct workshops and training sessions for students, parents, and staff to raise awareness about mental health, bullying, and other critical issues. - Crisis Intervention: Provide immediate support and intervention for students experiencing crises. This includes having trained professionals available to address urgent needs and prevent further escalation.	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		By strategically reducing and eliminating barriers to learning, the MTSS framework ensures that all students have access to the support they need to succeed academically and emotionally. This holistic approach not only improves student outcomes but also fosters a positive and inclusive school environment. Research from the Center for Disease Control indicates that children with a high number of ACEs - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. Supporting low income students and their families dealing with trauma will prepare students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies Evidence-based mental health services Trauma Focused Cognitive Behavioral Therapy (TFCBT) Managing andAdapting Practice (MAP) Families Over Coming Under Stress (FOCUS) Bio-psychosocial assessment Publications Kataoka, Sheryl H et al. “Applying a Trauma Informed School Systems Approach: Examples from School Community-Academic Partnerships.” Ethnicity & Disease vol. 28, Suppl 2 417-426. Sep. 2018	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from	By building families' capacity to collaborate with the school, staff and leadership can ensure that everyone is working towards the same vision and goals. Providing opportunities for teachers and staff to model the use of supplemental materials at home is a great way to support student learning beyond the classroom.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in

	low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	The Strategic Plan is arranging for students to experience learning beyond the school site through a Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities. Linking families to artistic and cultural experiences includes the higher education institutions, museums, venues aligned to the instructional program, and regional conferences. For English Learners, foster youth and students in free and reduced meal options, it is a commitment they benefit from artistic and cultural learning experiences	important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

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 #]	Not Applicable	Not Applicable	Not Applicable

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.

Not Applicable

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.

Beckford 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	18.05 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 580 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	35.82 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 580 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Beckford Charter for Enriched Studies 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 %)
Beckford Charter for Enriched Studies 2026-2027	$ 719,382	$ 205,721	28.60%	0.000%	28.60%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 925,103	$ -	$ -	$ -	$ 925,103.00	$ 845,494	$ 79,609

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 Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 398,002	$ 31,622	$ 429,624	$ -	$ -	$ -	$ 429,624	0.000%
1	3	Charter School Categorical Block Grant	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 259,145	$ 30,613	$ 289,758	$ -	$ -	$ -	$ 289,758	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 24,597	$ 6,737	$ 31,334	$ -	$ -	$ -	$ 31,334	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 13,024	$ 8,720	$ 21,744	$ -	$ -	$ -	$ 21,744	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 93,691	$ 1,917	$ 95,608	$ -	$ -	$ -	$ 95,608	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 57,035	$ -	$ 57,035	$ -	$ -	$ -	$ 57,035	0.000%

Beckford Charter for Enriched Studies 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
$ 719,382	$ 205,721	28.597%	0.000%	28.597%	$ 205,721	0.000%	28.597%	Total:	$ 205,721
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 205,721

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 Ger	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	6	Charter Supplemental/Concentration Func	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 31,334	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 21,744	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 95,608	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 57,035	0.000%

Beckford Charter for Enriched Studies 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,064,025.00	$ 823,521.00

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	$ 466,476	$ 363,883
1	3	Charter School Categorical Block Grant	No	$ 339,671	$ 223,778
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 54,587	$ 61,262
1	8	SENI Investments towards Academic Excellence	Yes	$ 28,683	$ 18,723
2	4	SENI Investments towards Joy and Wellness	Yes	$ 118,177	$ 119,667
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 56,431	$ 36,208

Beckford Charter for Enriched Studies 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)
$ 257,878	$ 257,878	$ 235,860	$ 22,018	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	$ 54,587	$ 61,262	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 28,683	$ 18,723	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 118,177	$ 119,667	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 56,431	$ 36,208	0.000%	0.000%

Beckford Charter for Enriched Studies 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)
$ 806,147	$ 257,878	0.000%	31.989%	$ 235,860	0.000%	29.258%	$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.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses

them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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