LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

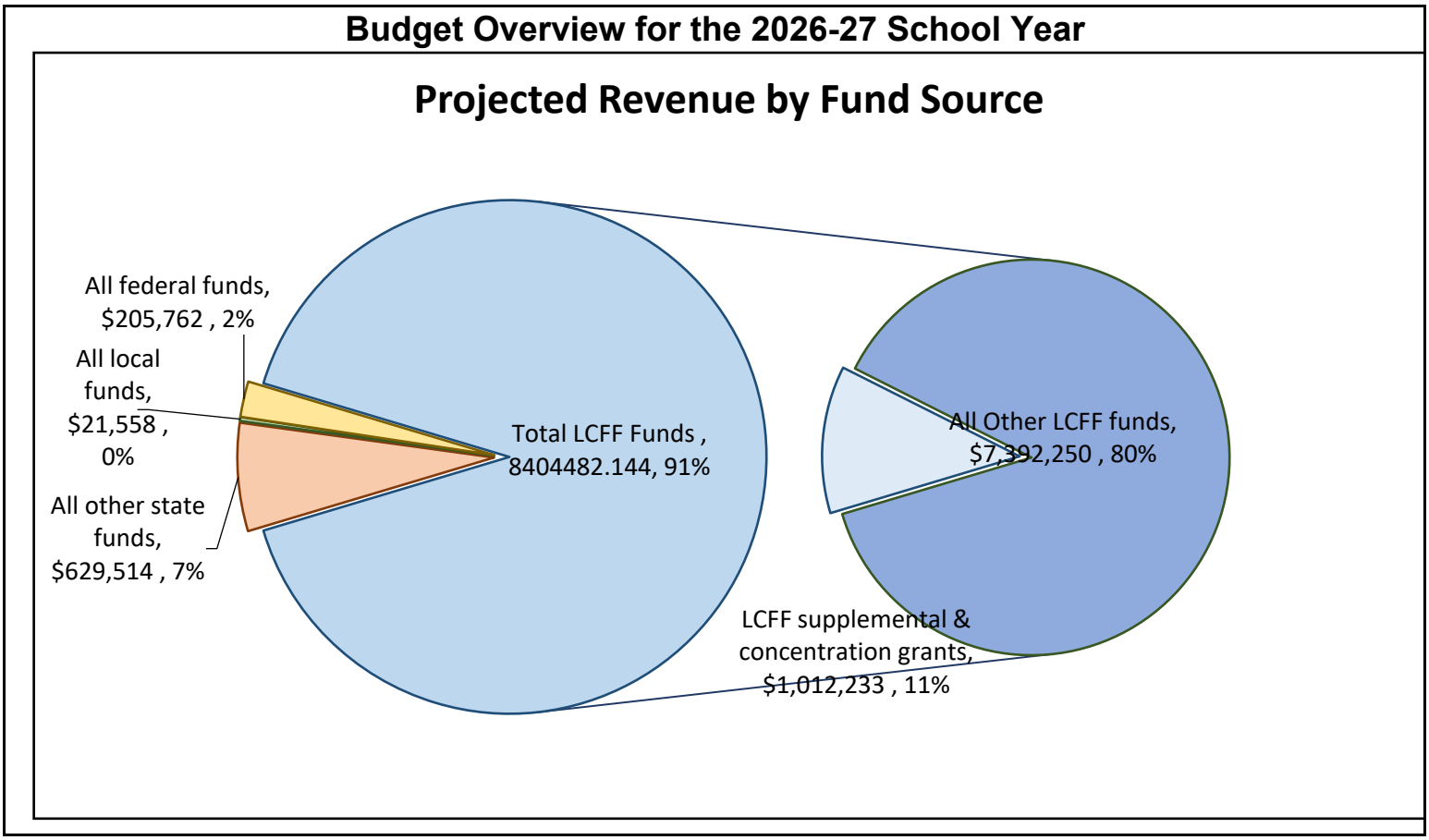
Local Educational Agency (LEA) Name: El Oro Way Charter for Enriched Studies

CDS Code: 19 64733 6016869

School Year: 2026-27

LEA contact information: SooJoon Choi, Principal; soojoon.choi@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).

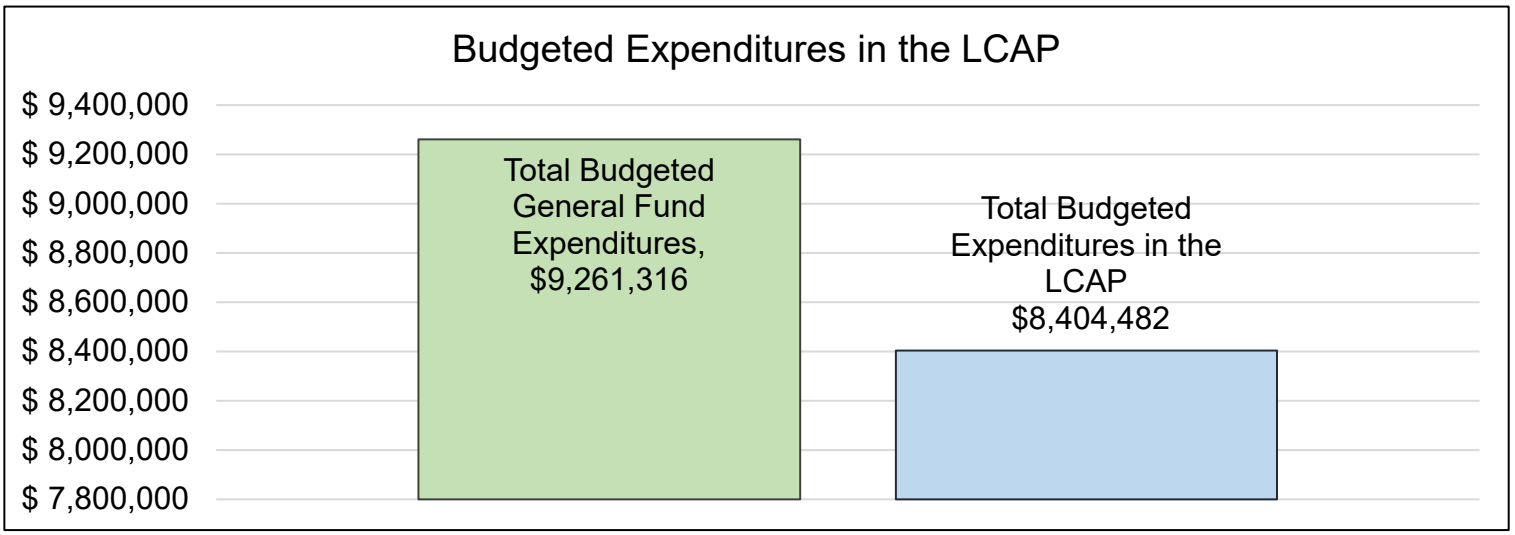


This chart shows the total general purpose revenue El Oro Way Charter for Enriched Studies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Oro Way Charter for Enriched Studies is $9,261,316.14, of which $8,404,482.14 is Local Control Funding Formula (LCFF), $629,514.00 is other state funds, $21,558.00 is local funds, and $205,762.00 is federal funds. Of the $8,404,482.14 in LCFF Funds, $1,012,232.63 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 El Oro Way Charter for Enriched Studies 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: El Oro Way Charter for Enriched Studies plans to spend $9,261,316.14 for the 2026-27 school year. Of that amount, $8,404,482.14 is tied to actions/services in the LCAP and $856,834.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

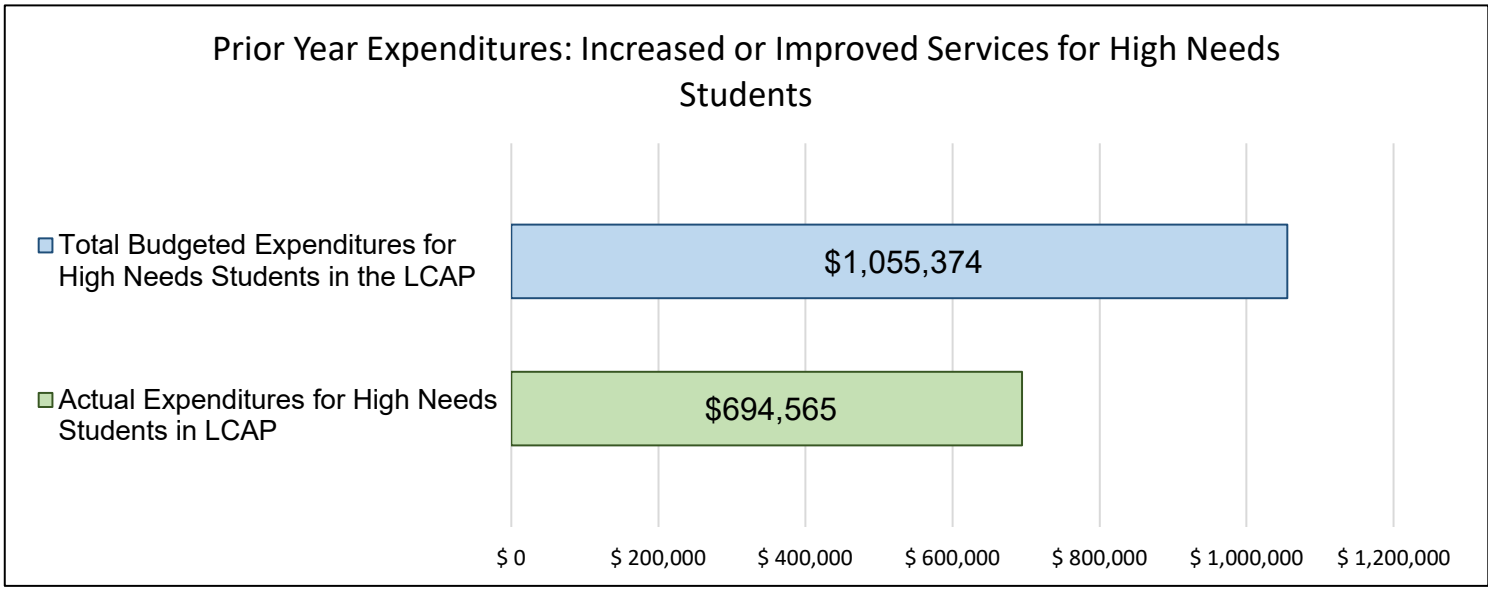
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, El Oro Way Charter for Enriched Studies is projecting it will receive $1,012,232.63 based on the enrollment of foster youth, English learner, and low-income students. El Oro Way Charter for Enriched Studies must describe how it intends to increase or improve services for high needs students in the LCAP. El Oro Way Charter for Enriched Studies plans to spend $1,012,232.63 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 El Oro Way Charter for Enriched Studies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Oro Way Charter for Enriched Studies 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, El Oro Way Charter for Enriched Studies's LCAP budgeted $1,055,374.00 for planned actions to increase or improve services for high needs students. El Oro Way Charter for Enriched Studies actually spent $694,565.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $360,809.00 had the following impact on El Oro Way Charter for Enriched Studies'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
El Oro Way Charter for Enriched Studies	SooJoon Choi, Principal	soojoon.choi@lausd.net; 818.360.2288

Plan Summary [2026-27]

General Information

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

The **El Oro Way Charter for Enriched Studies**' motto "I Am Able" underscores the core belief that all students are able to learn and grow as they prepare to thrive in a global society. Our diverse student population includes 13% English learners (EL), 37.78% Low SES, 6% Special Education. At least thirteen languages other than English are spoken at the homes of El Oro Way students, including Arabic, Armenian, Bengali, English, Farsi, Filipino, Korean, Mandarin, Pashto, Punjabi, Russian, Spanish, Urdu, Ukrainian, and Vietnamese. Our student population includes 6% Asian, 1% Black, 2% Filipino, 19% Latino, 50% White, 2% Two or More, and 20% Unknown. We serve approximately 430 students UTK through Grade 5.

The parent community supports the school enrichment programs by providing paraprofessional support in the technology lab, field trips, supplementary instructional material, a psychomotor program, and engages and builds community through PTA sponsored events. Our work is accomplished by our approximately 60 employees, consisting of teachers, itinerant teachers, administrators and classified personnel who are instrumental in helping our school achieve the goals and objectives for improving student outcomes.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023, 2024 and 2025 CA Dashboard indicators in the lowest rating:

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

CA Dashboard data for 2025 for El Oro Way Charter for Enriched Studies indicates strong academic performance. Student achievement demonstrated High Performance (Green) in English Language Arts, Very High Performance (Blue) in Mathematics, and Very High Performance (Blue) for English Learners. The school's Suspension Rate also remained at the Very High Performance (Blue.)
An area in growth is attendance. Chronic Absenteeism is indicated for the following groups: English Learners (28.6%), Socioeconomically Disadvantaged (23.7%), Students with Disabilities (22.6%,) and White (18.8%.)

To improve chronic absenteeism, the school implements daily attendance monitoring with outreach for each absence. In addition to the automated notification of absence, the Office Technician calls the home of each child on the date of absence to obtain the reason and to clear the absence. Students with repeated absence receive follow up support from the school counselor. Family attendance workshop is offered in the fall and individual follow up is provided to identified families by the Parent Community Rep.

The school's iAttend Team (Principal, Office Technician, School Counselor, Parent Community Rep.) review monthly attendance data to analyze and identify the applicable barrier to strong attendance and responses are planned and implemented. Individualized interventions and supports have been offered, including attendance contracts, individualized improvement plans, weekly progress monitoring, transportation assistance, counseling services,

health referrals, and food resources.

The team reviews the data of each of the identified students and student groups and adjust the supports to ensure that strategies are effectively reducing chronic absenteeism. School wide attendance programs celebrate both individual and class attendance. All students have a lanyard to collect monthly attendance tags. The tag is given for each month when the student has zero absences and two or less tardies. Each month, the class with the highest cumulative attendance receives the residence of the El Oro Way Eagle Stuffie with a public address announcement recognizing the class.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	At El Oro Way Charter for Enriched Studies, students were engaged in high-quality core instruction enriched with technology and arts. Our school's programs were shared with the community through informational sessions throughout the year. Before the school year started, the school hosted a Transitional Kindergarten, Kindergarten, and New Student Orientation where students attended with their parents. The school also hosted Back to School Night in August, which provided an opportunity for students to showcase some of their work to their families, while teachers provided a presentation outlining the academic goals supported with social-emotional learning strategies. A year-long campaign for Kindness and Diversity was held for students to receive targeted instruction in social-emotional learning and diversity awareness. Students were motivated to demonstrate kindness and strong attendance through the school's BEST Behavior positive incentive program. Monthly Parent Center Workshops were held to engage parents in supporting students' success at home.
Parents	In order to promote engagement with all Educational Partners, El Oro Way Charter for Enriched Studies engaged in the following activities: ● Friday Messages - Principal weekly newsletter was emailed to the whole school community and posted to the school website ● Monthly meetings with PTA were held ● Parent Center Trainings - Monthly trainings were held followed by open forums for parents ● Governing Council Meetings - Monthly meetings of the charter governance council were held as outlined in our charter petition ● Parent Volunteers - Ongoing opportunities were provided for parents to support the school by volunteering around the school. Over 100 individuals were cleared through the district's process to volunteer on campus

	● Budget Planning - Monthly meetings were held with teachers, staff, and parents ● Integrated School Safety - Presentation of our plan was shared. District-mandated presentations to parents were held. El Oro Way also hosted the following events as a way to promote the school's engagement: ● Back to School Night ● Ice Cream Social - After-school event was hosted by PTA ● Annual Fall Spooktacular ● Community Fall Festival was hosted by PTA ● PTA Restaurant of the Months - was hosted by PTA Charter Governance Council meetings, PTA General Meetings were held throughout the year.
Staff (Certificated and Classified)	Educational partners (certificated and classified staff) were engaged throughout the school year at El Oro Way Charter. The entire faculty met monthly. School achievement data was reviewed and began a PDSA cycle. Each teacher set goals for student achievement, delivered the planned supports, then reflected on student progress. The cycle started again with the updated data. The faculty was organized into committees to collaborate and complete enrichments and requirements as a charter school. Committees relevant to LCAP include Grade Level Chairs, Habitat, Safety, and Arts. Each committee planned, held, and evaluated enrichments and tasks.
Community	Educational partners, parents and community were engaged throughout the school year at El Oro Way Charter. The Charter Governance Council was formed by the principal at the beginning of the school year and met approximately once a month to discuss school instructional programs, calendar, operations, finance and community development. Three teachers representatives participated in the Charter Governance Council. The previous year's LCAP was reviewed and discussed. To prepare for the current LCAP, throughout the school year, school achievement data was presented and discussed. Also, school staff attended all school PTA meetings and provided updates and achievement data. All questions and comments were considered and all parents were invited and encouraged to attend the Governance Council meetings. El Oro Way also participated in the LAUSD Annual School Survey to gather feedback from all educational partners. In addition to this feedback through the District-wide engagement process, the El Oro Way continued to engage the community through regular Charter Governance Councils, PTA

	Meetings, and Parent Center Trainings.

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

The adopted LCAP was informed by ongoing feedback from educational partners, including staff, families, and community partners. Teacher input shaped the implementation of Tuesday Banked Day Professional Development topics. The Plan, Do, Study, Act (PDSA) Cycle was implemented to review student progress, identify student groups for intervention, instructional plans for both in school and after school intervention. Grade level specific sessions with a professional contracted expert to refine instructional practices in mathematics were held for all grade levels and 4th and 5th grade teachers were provided with coaching. Family feedback led to expanded engagement through increased participation in the School Experience Survey via English Learner Advisory Committee (ELAC) and the Charter Governance Council, PTA meetings, and multiple communication platforms.

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.

El Oro Way Charter will focus on the consistent implementation of high-quality differentiated instruction to improve student outcomes through small group instruction in the classroom, with intervention as pull-out groups and after school tutoring, and integrating the arts throughout the curriculum for all students to succeed. El Oro Way Charter developed this goal to provide a world-class academic experience for our students as this is the most important component of ensuring they are ready for the world. We believe we must support our students in developing the foundational knowledge and necessary skills to graduate and succeed in college and the workforce, and we must also offer them opportunities and tools needed to grow into excited and inspired lifelong learners. Moreover, it is our imperative to ensure that we achieve this for ALL students, and that students who have historically been underserved by the public education system will receive the instructional supports and services they need to thrive in our schools.

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:** 17.4 **Hispanic/Latino:** 3.2 **English Learner:** -100.9 **RFEP:** 57.9 **Standard English Learner:** 7.7 **Students with Disability:** -69.9 **Low Income:** -11.8 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 9.4 **Hispanic/Latino:** 1.0 **English Learner:** -89.9 **RFEP:** 64.5 **Standard English Learner:** 9.3 **Students with Disability:** -48.3 **Low Income:** 1.3 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 14.8 **Hispanic/Latino:** 22 **English Learner:** -73.4 **RFEP:** 48.1 **Standard English Learner:** 23.1 **Students with Disability:** -35.0 **Low Income:** -9.8 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 11.4 **Hispanic/Latino:** 4.0 **English Learner:** -79 **RFEP:** 65 **Standard English Learner:** 9.7 **Students with Disabilities:** -40 **Low Income:** 5.0	**All Students:** -2.6 **Hispanic/Latino:** +18.8 **English Learner:** +27.5 **RFEP:** -9.8 **Standard English Learner:** +15.4 **Students with Disability:** +34.9 **Low Income:** +2.0
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 10.7 **Hispanic/Latino:** -4.3 **English Learner:** -67.2 **RFEP:** 47.1 **Standard English Learner:** 3.2 **Students with Disability:** -64.9 **Low Income:** -16.7	**2023-2024** **All Students:** 3.8 **Hispanic/Latino:** -13.3 **English Learner:** -54.9 **RFEP:** 40.4 **Standard English Learner:** -11 **Students with Disability:** -60.8 **Low Income:** -5.3	**2024-2025** **All Students:** 24.7 **Hispanic/Latino:** 13.7 **English Learner:** -45.5 **RFEP:** 56.6 **Standard English Learner:** 13.1 **Students with Disability:** -21.1 **Low Income:** 0.1	**2025-2026** **All Students:** 7.0 **Hispanic/Latino:** -9.0 **English Learner:** -51 **RFEP:** 44.0 **Standard English Learner:** -8.0 **Students with Disabilities:** -58.0 **Low Income:** -2.0	**All Students:** +14.0 **Hispanic/Latino:** +18.0 **English Learner:** +21.7 **RFEP:** +9.5 **Standard English Learner:** +9.9 **Students with Disability:** +43.8 **Low Income:** +16.8

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 48.4% **Hispanic/Latino:** 43.8% **English Learner:** 0% **RFEP:** 66.7% **Standard English Learner:** 43.8% **Low Income:** 30.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 33.3% **Hispanic/Latino:** 29.4% **English Learner:** 0% **RFEP:** 54.5% **Standard English Learner:** 31.6% **Low Income:** 32.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 30.9% **Hispanic/Latino:** No Data **English Learner:** No Data **RFEP:** No Data **Standard English Learner:** No Data **Low Income:** 21.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 40.0% **Hispanic/Latino:** 35.0% **English Learner:** 10.0% **RFEP:** 65.0% **Standard English Learner:** 36.0% **Low Income:** 35.0%	**All Students:** -17.5% **Hispanic/Latino:** ±0 **English Learner:** ±0 **RFEP:** ±0 **Standard English Learner:** ±0 **Low Income:** -8.5%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 83.3% **Hispanic/Latino:** 78.6% **Standard English Learners:** 81.3% **Low Income:** 71.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 91.1% **Hispanic/Latino:** 100% **Standard English Learners:** 100% **Low Income:** 85.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 87.3% **Hispanic/Latino:** 76.9% **Standard English Learners:** 76.9% **Low Income:** 83.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 93.0% **Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 90.0%	**All Students:** +4.0% **Hispanic/Latino:** -1.7% **Standard English Learners:** -4.4% **Low Income:** +11.9%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 89.3% **Hispanic/Latino:** 90.0% **Standard English Learners:** 100.0% **Low Income:** 100.0%	**2023-2024** **All Students:** 80.6% **Hispanic/Latino:** 71.4% **Standard English Learners:** 75% **Low Income:** 72.4%	**2024-2025** **All Students:** 92.9% **Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 90.0%	**2025-2026** **All Students:** 85.0% **Hispanic/Latino:** 75.0% **Standard English Learners:** 80.0% **Low Income:** 76.0%	**All Students:** +3.6% **Hispanic/Latino:** +10.0% **Standard English Learners:** 0.0% **Low Income:** -10.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 66.7% **English Learner:** 20.0% **Low Income:** 75.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 81% **English Learner:** 45.5% **Low Income:** 81.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 90.0% **English Learner:** No Data **Low Income:** 89.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.0% **English Learner:** 50.0% **Low Income:** 84.0%	**All Students:** +23.3% **English Learner:** ±0 **Low Income:** +14.3%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 18.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 10.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 21.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 13.0%	**All Students:** +3.0%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 69.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data	**2024-2025** **All Students:** 69.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 70.0%	**All Students:** 0.0%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 15.0% **Low Income:** 12.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 9.5% **Low Income:** 11.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 24.5% **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 16.0% **Low Income:** 50.0%	**All Students:** +9.5% **Low Income:** ±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:** 96.4% **Hispanic/Latino:** 92.9% **Standard English Learners:** 92.3% **Low Income:** 91.7%	**2023-2024** **All Students:** 96.3% **Hispanic/Latino:** 92.3% **Standard English Learners:** 92.3% **Low Income:** No Data	**2024-2025** **All Students:** 96.7% **Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 92.3%	**2025-2026** **All Students:** 97.0% **Low Income:** 93.0% **Standard English Learners:** 95.0% **Low Income:** 93.0%	**All Students:** +0.3% **Hispanic/Latino:** +7.1% **Standard English Learners:** +7.7% **Low Income:** +0.6%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 58.3% *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:** 59.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 79.2% **Hispanic/Latino:** 75.0% **Standard English Learner:** 72.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 62.5% **Hispanic/Latino:** 66.7% **Standard English Learner:** 66.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 62.5% **Hispanic/Latino:** 66.7% **Standard English Learner:** 66.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **Hispanic/Latino:** 76.0% **Standard English Learner:** 73.0%	**All Students:** -16.7% **Hispanic/Latino:** -8.3% **Standard English Learner:** -6.0%

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: General Fund School Program

The General Fund School Program at El Oro Way Charter for Enriched Studies was implemented to support differentiated instruction through paraprofessional and teacher-led small-group interventions and data-driven instructional practices, including student data chats and iReady goal setting. Teachers emphasized writing across content areas and participated in professional development focused on instructional strategies such as quick writes, the Writing Rope, and Write From the Beginning and Beyond to strengthen rigor in ELA and math. Paraprofessionals received targeted training to support reading instruction for phonemic awareness and math fluency. Classroom teachers participated in grade level presentations from Great Minds to refine instructional practices.

Action 2 Special Education Supports

Special Education Supports was implemented to address foundational literacy and math needs for students with disabilities through targeted instructional scaffolds and specialized interventions. Paraprofessionals continue to implement phonemic awareness and phonics interventions using the Heggerty program while teachers implement explicit writing instruction, guided practice, and increased push-in support. In mathematics, co-teaching models, differentiated instruction, and small-group support based on iReady data were used to provide explicit, scaffolded instruction. Teachers also engaged in a math-focused professional learning book study emphasizing writing in math to support conceptual understanding.

Action 3 Charter School Categorical Block Grant

Charter School Categorical Block Grant funds was implemented to support classroom instruction, student enrichment, and social-emotional supports. Resources were used to provide targeted and differentiated instruction across classrooms and to support the school counselor’s work in addressing students’ mental health needs to maximize access to learning. Planned interventions and enrichment activities were implemented as designed, with ongoing efforts to balance academic support and enrichment opportunities for all students, including GATE students.

Action 4 Class Size Reduction

Class Size Reduction was implemented to create conditions for more targeted instruction and increased teacher-student interaction in grades 4–5. Reduced class sizes allowed teachers to provide more individualized support, increase small-group instruction, and monitor student progress more closely. Instructional practices were adjusted to better meet the needs of student subgroups while maintaining access to grade-level standards in ELA and math.

Action 5 Supplemental Early Education

Supplemental Early Education was implemented to provide English Learners, foster youth, and low-income students with a strong foundation in literacy and language development. The school maintained small class sizes in TK and Kindergarten to allow for individualized instruction and implemented structured phonics and decoding through UFLI.

Paraprofessionals trained in early literacy strategies supported small-group instruction, while teachers used iReady and classroom assessment data to target skill gaps and monitor progress. Instruction also emphasized oral language development and early writing through quick writes and summarization strategies, alongside access to hands-on curriculum such as FOSS Science and foundational math experiences.

Action 6 Supplemental Arts Education

Supplemental Arts Education was implemented to provide students with access to music, dance, visual arts, and theater as part of a well-rounded instructional program. Arts instruction was integrated to support critical thinking, collaboration, communication, and content learning across academic areas. These opportunities were structured to promote inclusion, build student confidence, and ensure that English Learners, low-income students, and all learners had multiple pathways to access and demonstrate learning.

Action 7 Supplemental Afterschool Programs

Supplemental Afterschool Programs were implemented to extend learning beyond the school day and address diverse academic and social-emotional needs. Intervention programs provided targeted literacy and math support for English Learners and low-income students, while enrichment programs such as robotics offered opportunities for creativity, collaboration, and problem-solving. These programs were designed to provide balanced access to academic support and enrichment, supporting student engagement and skill development.

Action 8 Charter Supplemental/Concentration Funds in Lieu of EIA

Charter Supplemental and Concentration Funds in Lieu of EIA was implemented to ensure equitable access to instruction through the integrated support of the school counselor and paraprofessionals. The school counselor (PSW) worked closely with teachers and administrator to support student social emotional learning through co-teaching, small group support, school wide campaigns to promote and maintain a safe learning environment for all students.

The paraprofessionals support instruction in both academic and social emotional learning. Funds also provide for expansion of classroom materials and supplies for students in academic and arts lessons. Student work is proudly displayed at Open House with both digital and tangible work samples highlighting student learning.

Action 9 SENI Investments towards Academic Excellence

SENI Investments towards Academic Excellence was implemented to support enrichment opportunities that extended learning beyond the classroom and promoted student engagement for our targeted student populations- English Learners, Low Income and foster youth.

Programs such as robotics and engineering were offered to provide interest-based learning experiences and multiple pathways for student participation. These enrichment opportunities were structured to support attendance, strengthen student connections to school, and promote both academic and social-emotional development.

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.

Charter block grant item of a full time psychiatric social worker was not fully expended that a counselor was assigned by the district for 3 days/week.

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

Metrics and Data

El Oro Way Charter for Enriched Studies continues to outperform district and state averages in both English Language Arts and mathematics. In 2024–25, 57% of 3rd - 5th graders met or exceeded grade-level expectations in SBA ELA. Math achievement is a schoolwide strength, with 71% of 3rd - 5th graders students performing at the met or exceeded levels.

Smarter Balance Distance from Standard ELA (3rd- 5th): 16 points Above Standard
English Learners: -61.6 Distance from Standard
Students in Foster Care: no students at this time
Low Income: 8.8 Distance from Standard
Special Education: -70.5 (Below Standard)
GATE: 93 Above Standard
Smarter Balanced Distance From Standard Math (3rd-5th): 34.7 Above Standard
English Learners: -26.4 Distance from Standard
Students in Foster Care: no students at this time
Low Income: 16.1 Distance from Standard
Special Education: -38.1 (Below Standard)
GATE: 114.2 Above Standard

iReady Math Beginning of the Year (BOY) 25-26
26% - Early, Mid or Above Grade Level, K-5
iReady Reading Beginning of the Year (BOY) 25-26
42% - Early, Mid or Above Grade Level, K-5

iReady Math Middle of the Year (MOY) 25-26
56% - Early, Mid or Above Grade Level, K-5
iReady Reading Middle of the Year (MOY) 25-26
62% - Early, Mid or Above Grade Level, K-5

Percent of Students with Disabilities Who Receive 100% of Services Specifics in their IEPs 100%
Attendance Data for Beginning of the Year 2025 : 67% Proficient, 22% Basic, 11% Chronic

Action 1: General Fund School Program

General Fund School Program in the LCAP at El Oro Way Charter for Enriched Studies has advanced student achievement by supporting differentiated instruction through paraprofessional-led small group interventions, and data-driven practices such as student data chats and iReady goal setting. Teachers emphasized writing across content areas and professional development in quick writes and collaborative structures like the Writing Rope and Write From the Beginning and Beyond strengthened instructional rigor in both ELA and math. Paraprofessionals received training to enhance reading support, and targeted strategies such as oral-to-written summarizing improved reading comprehension.

Action 2 Special Education Supports

Data above indicated that many students with disabilities at El Oro Way Charter for Enriched Studies need more intensive foundational literacy support beyond the targeted small-group instruction and early interventions. To address these gaps, paraprofessionals were trained in University Florida Literacy Institute (UFLI) to strengthen phonics and decoding, while additional scaffolds such as explicit writing instruction, guided practice, and increased push-in support are being implemented.

In math, differentiated instruction and co-teaching have improved overall practice, but students with disabilities continue to require explicit, scaffolded instruction. Teachers were provided targeted small groups based on iReady data, creating opportunities for students to explain their mathematical thinking, and engaging in a math book study focused on writing in math to further support conceptual understanding.

Action 3 Charter School Categorical Block Grant

At El Oro Way Charter for Enriched Studies, support for students and enrichments in the classrooms enabled more targeted and differentiated instruction, contributing to strong outcomes. The school counselor worked closely with all classrooms to support students' mental health so that learning is maximized. Planned actions were implemented as designed with strong participation, and while balancing interventions with enrichment remains an ongoing challenge, the high engagement and academic growth of all students—particularly GATE (data can be found above)—demonstrate the effectiveness of these strategies in advancing student achievement.

Action 4 Class Size Reduction

The implementation of class size reduction at El Oro Way Charter for Enriched Studies created conditions for more targeted instruction, and results show both progress and ongoing challenges for our subgroups. Overall, students in grades 3–5 performed 34.7 points above standard in Math and 16 points above standard in ELA.

Action 5 Supplemental Early Education

El Oro Way Charter for Enriched Studies continued to support Supplemental Early Education programs to close equity gaps for English Learners, students in foster care, and low-income students by providing a strong foundation in literacy and language development from the earliest grades. Our actions include maintaining small class sizes in TK and Kindergarten to allow for individualized attention, integrating structured phonics and decoding instruction through UFLI, and ensuring access to high-quality, hands-on curriculum such as FOSS Science and foundational math experiences.

Paraprofessionals trained in early literacy strategies support small-group instruction, while teachers use data from iReady and classroom assessments to target skill gaps and monitor progress. In addition, we emphasize oral language development and early writing through quick writes and summarization strategies, giving students opportunities to practice communicating their thinking. These efforts are designed to provide our youngest learners—particularly English Learners, foster youth, and low-income students—with the foundational skills needed to thrive academically and close opportunity gaps over time.

Action 6 Supplemental Arts Education

Supplemental Art Education contributed to the overall effectiveness of our student populations by providing creative and engaging pathways for learning that support diverse learners. Through music, dance, and visual arts, and theater students strengthen critical thinking, collaboration, and communication skills, while also deepening content knowledge across academic areas. These opportunities foster inclusion, build confidence, and ensure that English Learners, low-income students, and all learners can access multiple avenues for academic success.

Action 7 Supplemental Afterschool Programs

El Oro Way Charter's Supplemental Afterschool Programs enrichment and intervention programs contribute to the overall effectiveness of our student populations by extending learning opportunities beyond the school day to meet diverse academic and social-emotional needs. Intervention programs provide targeted support in literacy and math, helping close gaps for English Learners and low-income students, while enrichment opportunities such as robotics foster creativity, collaboration, and problem-solving. Together, these programs ensure that all students have access to both academic support and enrichment pathways that build confidence, engagement, and long-term success.

Action 8 Charter Supplemental/Concentration Funds in Lieu of EIA

El Oro Way Charter's Charter Supplemental/Concentration Funds in Lieu of EIA contributed to the overall effectiveness of our student populations by ensuring equitable opportunities to engage with digital tools that support learning across all content areas. Providing devices, reliable connectivity, and instructional platforms allows students—particularly English Learners and low-income students—to build essential 21st-century skills, access personalized learning through programs like iReady, and receive targeted interventions aligned to their needs. Technology also expands enrichment opportunities, fosters collaboration, and prepares all learners to thrive in an increasingly digital world.

Action 9 SENI Investments towards Academic Excellence

El Oro Way Charter's enrichment opportunities contributed to the overall effectiveness of our student populations by fostering high levels of engagement that positively impact attendance. Programs such as robotics and engineering provide students with meaningful, interest-based

experiences that extend learning beyond the classroom and build a sense of belonging at school. By offering diverse pathways for students to explore their passions, these enrichment opportunities motivate consistent attendance, strengthen connections to school, and support both academic and socio-emotional growth.

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.

Dual Language Education has been incorporated into Dual Language Education has been incorporated into the General Fund School Program and is no longer reflected as a separate action in the LCAP.

El Oro Way 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 El Oro Way 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	General Fund School Program	El Oro Way Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,767,013 **School Discretionary Fund Cost: $370,795**	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 El Oro Way Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,012,733	N
	Dual Language	Dual Language Education has been incorporated into the General Fund School Program and is no longer reflected as a separate action in the LCAP.		
3	Charter School Categorical Block Grant	Five paraprofessionals and 3 days/week school Counselor (PSW) and supplementary instructional materials will be funded to provide student support in both academics and social emotional learning.	**School Discretionary Fund Cost: $243,054**	N
4	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at El Oro Way Charter.	District Cost: $585,872	Y
5	Supplemental Arts Education	El Oro Way Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $120,023	Y
	Supplemental Afterschool Programs	El Oro Way 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 El Oro Way Charter's LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	El Oro will support English Learners, foster youth and low income students by funding five paraprofessionals and supplementary instructional materials to enrich student learning.	**School Discretionary Fund Cost: $76,537**	Y

7	SENI Investments towards Academic Excellence	Supplementary instructional materials and a TSP Coordinator	**School Discretionary Fund Cost: $183,883**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to thrive in our schools and fully engage in their academic experience, we must also commit to creating environments where they feel safe, welcome, and excited to learn. This LCAP goal represents our commitment to serving the whole child – attending to the social, emotional, and physical health and wellness of our students so they are prepared and energized to focus on learning, growing, and building meaningful connections at school.

It represents our commitment to fostering a safe, inclusive, and supportive school culture on every campus and minimizing disruptions or barriers to learning. Our approach to safety is comprehensive, and we are committed to creating environments that offer physical, emotional, and environmental safety. By promoting these conditions, we believe our campuses and classrooms will shine as exciting and exemplary learning spaces for students to realize their 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 All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 45.1% **Hispanic/Latino:** 39.2% **English Learner:** 50.0% **RFEP:** 62.1% **Standard English Learner:** 35.7% **Students with Disability:** 59.3% **Low Income:** 47.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 57.3% **Hispanic/Latino:** 47.3% **English Learner:** 58.7% **RFEP:** 77.8% **Standard English Learner:** 48.9% **Students with Disability:** 59.3% **Low Income:** 47.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 54.6% **Hispanic/Latino:** 50.6% **English Learner:** 25.0% **RFEP:** 69.0% **Standard English Learner:** 54.1% **Students with Disability:** 33.3% **Low Income:** 45.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 60.0% **Hispanic/Latino:** 50.0% **English Learner:** 60.0% **RFEP:** 80.0% **Standard English Learner:** 51.0% **Students with Disabilities:** 61.0% **Low Income:** 49.0%	**All Students:** +9.5% **Hispanic/Latino:** +11.4% **English Learner:** -25.0% **RFEP:** +6.9% **Standard English Learner:** +18.4% **Students with Disability:** -26.0% **Low Income:** -1.4%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 21.1% **Hispanic/Latino:** 28.9% **English Learner:** 25.5% **RFEP:** 3.3% **Standard English Learner:** 32.7% **Students with Disability:** 33.3% **Low Income:** 23.6%	**2023-2024** **All Students:** 14.0% **Hispanic/Latino:** 23.0% **English Learner:** 18.0% **RFEP:** 18.0% **Standard English Learner:** 20.0% **Students with Disability:** 25.0% **Low Income:** 21.0%	**2024-2025** **All Students:** 17.1% **Hispanic/Latino:** 23.0% **English Learner:** 24.4% **RFEP:** 17.9% **Standard English Learner:** 20.8% **Students with Disability:** 19.2% **Low Income:** 23.9%	**2025-2026** **All Students:** 12.0% **Hispanic/Latino:** 21.0% **English Learner:** 16.0% **RFEP:** 13.0% **Standard English Learner:** 15.0% **Students with Disabilities:** 20.0% **Low Income:** 20.0%	**All Students:** -4.0% **Hispanic/Latino:** -5.9% **English Learner:** -1.1% **RFEP:** +14.6% **Standard English Learner:** -11.9% **Students with Disability:** -14.1% **Low Income:** +0.3%

		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:** 19.0% **Hispanic/Latino:** 27.8% **English Learner:** 25% **RFEP:** 0.0% **Standard English Learner:** 30.6% **Students with Disabilities:** 22.2% **Low Income:** 20.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.8% **Hispanic/Latino:** 23.7% **English Learner:** 22.2% **RFEP:** 18.5% **Standard English Learner:** 20.2% **Students with Disabilities:** 18.5% **Low Income:** 25.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 18.4% **Hispanic/Latino:** 21.0% **English Learner:** 18.2% **RFEP:** 20.7% **Standard English Learner:** 20.0% **Students with Disability:** 23.3% **Low Income:** 25.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 13.0% **Hispanic/Latino:** 21.0% **English Learner:** 20.0% **RFEP:** 15.0% **Standard English Learner:** 17.0% **Students with Disabilities:** 16.5% **Low Income:** 23.0%	**All Students:** -0.6% **Hispanic/Latino:** -6.8% **English Learner:** -6.8% **RFEP:** +20.7% **Standard English Learner:** -10.6% **Students with Disability:** +1.1% **Low Income:** +4.9%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 52.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 78% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 75.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 79.0%	**All Staff:** +23.3%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.21% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2022-2023** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%

8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 78.0% **Hispanic/Latino:** 83.3% **English Learner:** 77.8% **RFEP:** 76.9% **Standard English Learners:** 81.3% **Students with Disability:** 75.0% **Low Income:** 73.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.4% **Hispanic/Latino:** 76.0% **English Learner:** 75.0% **RFEP:** 57.1% **Standard English Learners:** 77.8% **Students with Disability:** 54.5% **Low Income:** 71.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 83.7% **Hispanic/Latino:** 86.4% **English Learner:** 82.4% **RFEP:** 90.9% **Standard English Learner:** 87.0% **Students with Disability:** No Data **Low Income:** 90.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 78.0% **Hispanic/Latino:** 77.0% **English Learner:** 76% **RFEP:** 59.0% **Standard English Learners:** 79.0% **Students with Disability:** 58.0% **Low Income:** 73.0%	**All Students:** +5.7% **Hispanic/Latino:** +3.1% **English Learner:** +4.6% **RFEP:** +14.0% **Standard English Learner:** +5.7% **Students with Disability:** ±0 **Low Income:** +17.7%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 89.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.0%	**All Parents:** +1.0%
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:** 92.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0%
11	**Percent of Students Who Feel They are a Part of their School (per School**	**2022-2023** **All Students:** 67.2% **Hispanic/Latino:** 67.7% **English Learner:** 22.2%	**2023-2024** **All Students:** 72.0% **Hispanic/Latino:** 60.0% **English Learner:** 46.7%	**2024-2025** **All Students:** 77.0% **Hispanic/Latino:** 63.6% **English Learner:** 88.2%	**2025-2026** **All Students:** 75.0% **Hispanic/Latino:** 65.0% **English Learner:** 49.0%	**All Students:** +9.8% **Hispanic/Latino:** -4.1% **English Learner:**

	Experience Survey)	**RFEP:** 84.6% **Standard English Learners:** 66.7% **Students with Disability:** 50.0% **Low Income:** 57.5% Source: Open Data Dashboard	**RFEP:** 71.4% **Standard English Learners:** 59.3% **Students with Disability:** 45.5% **Low Income:** 67.9% Source: Open Data Dashboard	**RFEP:** 72.7% **Standard English Learner:** 65.2% **Students with Disability:** No Data **Low Income:** 81.8% *Source: Open Data Dashboard*	**RFEP:** 75.0% **Standard English Learners:** 65.0% **Students with Disability:** 50.0% **Low Income:** 70.0%	+66.0% **RFEP:** -11.9% **Standard English Learner:** -1.5% **Students with Disability:** ±0 **Low Income:** +24.3%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 87.4% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 87.3% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 89.4% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 89.0%	**All Parents:** +2.0%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 86.8% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 64.3% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 97.8% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 68.0%	**All Staff:** +11.0%

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: Base-funded Student Health Services
Base-funded student health services were implemented through continued additional nursing support at El Oro Way Charter for Enriched Studies. Nursing services were provided to ensure timely attention to student health needs during the school day and to support equitable access to care for all students, including English Learners and low-income students. Health services were integrated into daily school operations to minimize health-related barriers to attendance and participation in instruction and enrichment activities.

Action 2: Base-funded School Climate Support Staff
Base-funded school climate support staffing was implemented to promote a safe, welcoming, and inclusive school environment for all students. The school provided Psychiatric Social Worker (PSW) services three days per week through a change in personnel, ensuring consistent availability of social-emotional support. The PSW conducted classroom lessons and provided responsive support to students as needs arose, reinforcing positive behavior, inclusion, and schoolwide climate expectations.

Action 3: Supplemental School Climate Support Staff
Supplemental school climate support staffing was implemented to provide targeted social-emotional support for English Learners, students in foster care, and low-income students. Supplemental staff conducted targeted check-ins with students, addressed social-emotional needs, and supported family connections to community resources. These supports were designed to strengthen relationships, increase student connectedness, and maintain a nurturing and inclusive school environment.

Action 4: SENI Investments towards Joy and Wellness
SENI Investments towards Joy and Wellness was implemented to support students in low income, foster youth and English Learners through attendance incentives, targeted attendance supports, and access to enrichment opportunities. The school's attendance team, consisted of the principal, office technician, parent community representative, and campus aide, monitored attendance regularly and coordinated supports as needed. Attendance information and celebrations were communicated through social media and parent center trainings, while enrichment opportunities were provided to promote engagement, connection, and a positive school climate.

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.

Metrics and Data:

Student Attendance: Attendance Data for the school year 2025/2026 71% Proficient, 17% Basic, 11% Chronic English Learners: 65% Proficient, 23% Basic, 11% Chronic Students in Foster Care: (not reported because not a significant subgroup)
Low-income students: 66% Proficient, 19% Basic, 15% Chronic

School Experience Survey
Percent of Students Reporting on the School Experience Survey: “I feel safe in this school” 84% Agree or Strongly Agree
Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school” 77% Agree or Strongly Agree

Action 1: Base-funded Student Health Services

In order to ensure health access and equity for all students, El Oro Way Charter for Enriched Studies continued to receive additional nursing support. The continued nursing support at El Oro Way Charter for Enriched Studies has been effective in promoting student health, safety, and access to learning.

The availability of nursing services ensured timely attention to student health needs, supports attendance by minimizing time lost due to illness, and provides equitable access to care for all students. This support has contributed to maintaining a healthy school environment where students are better able to focus on learning and participate fully in instructional and enrichment activities.

Action 2: Base-funded School Climate Support Staff

El Oro Way Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school. This year, the school supplemented the Psychiatric Social Worker (PSW) to three days a week with a change in personnel. The PSW quickly built a strong relationship with the students. ThePSW conducts classroom lessons and provides support as needs arise to promote a positive and inclusive school climate.

Action 3: Supplemental School Climate Support Staff

To provide additional support so that English Learners, students in foster care, and low-income students feel safe and welcome on campus, El Oro Way Charter provided supplemental school climate support staffing. The supplemental staff helps address students’ social-emotional needs, provides targeted check-ins, and assists in connecting families to community resources. This added layer of support enhances the school’s ability to build positive relationships and maintain a nurturing environment for all students.

Action 4: SENI Investments towards Joy and Wellness

El Oro Way Charter works toward providing students with attendance incentives and supports and opportunities to participate in enrichment. El Oro Way Charter continues to prioritize student joy and wellness by providing attendance incentives, supports, and enrichment opportunities that promote engagement and a positive school climate. Our attendance team—composed of the principal, office technician, parent community representative and campus aide—has continued to monitor attendance closely. Attendance information and celebrations are shared through social media and during parent center training. Attendance rates remained stable, and students continue to benefit from enrichment activities that foster connection and motivation.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, El Oro Way Charter will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	El Oro Way Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, El Oro Way Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Supplementary instructional materials and paraprofessional (support student safety and social emotional learning through SWPBIS programs) will be funded.	**School Discretionary Fund Cost: $19,448**	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 to support our parents and community. Having a positive relationship with these educational partners directly impacts the socio-emotional well-being of educators and educational partners.

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:** 72.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 74.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 70.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 75.0%	**All Parents:** -2.0%
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:** 82.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.0%	**All Parents:** +3.2%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 79.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 76.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 74.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 77.0%	**All Parents:** -5.3%

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:** 93.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 94.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 92.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** -1.1%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration
SENI Investments towards Engagement and Collaboration was implemented to support family, staff, and community engagement through schoolwide events such as Winter Holiday Programs, Kindness and Diversity Campaign activities, and PTA-sponsored events. Governance structures, including the Local School Leadership Council, were supported to ensure consistent family participation and meaningful parent voice in school decision-making. SENI investments also supported teacher and staff engagement through ongoing professional development and collaborative practices that reinforced a positive school culture and shared responsibility for student success.

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

No material differences.

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

Metrics and Data:

School Experience Survey
Percent of Parents Reporting on the School Experience Survey: "This school includes me about school activities in different ways." 94% Agree or Strongly Agree

Percent of parents reporting on the School Experience Survey: “I attend events in person and online at my child’s school, like parent-teacher conferences, assemblies, and school programs.” 95% Agree or Strongly Agree

Action 1: SENI Investments towards Engagement and Collaboration
Evidence of strong engagement was reflected in the high turnout at schoolwide events such as the Winter Holiday Programs, Kindness & Diversity Campaign events, PTA events, governance structures, including the Local School Leadership Council, experienced consistent family participation, ensuring that parents had a meaningful voice in decision-making. Teacher and staff engagement remained high, with strong professional development participation and positive feedback on school culture.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	General supplies and parent community representative will be funded to engage parents to volunteer and support student progress.	**School Discretionary Fund Cost: $18,530**	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.

El Oro Way Charter has developed Goal 4: Operational Effectiveness and Investing in Staff, to ensure that its operational processes are efficient and that its staff members are supported and equipped with the necessary resources to excel in their roles to provide an excellent student learning environment. Investing in staff is essential for fostering a positive work environment, promoting professional growth, and ultimately enhancing student success.

By focusing on operational effectiveness, the school aims to maximize its resources and minimize inefficiencies, allowing more time and resources to be directed toward student learning and support. Additionally, investing in staff demonstrates a commitment to the professional development and well-being of educators and support staff, which in turn positively impacts student outcomes. By prioritizing this goal, the school aims to create a supportive and conducive environment for both staff and students, ultimately contributing to the overall success and effectiveness of the school community.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations
As an Affiliated Charter School within Los Angeles Unified, El Oro Way Charter implemented this action through continued use of centralized district supports for school operations and facilities. LAUSD systems were utilized to ensure staffing compliance, resulting in 100% of teachers holding appropriate credentials for their teaching assignments, and to provide all students with standards-based instructional materials in alignment with state requirements. Facilities maintenance and oversight were supported through district processes, resulting in an Exemplary rating on the FIT Tool. These centralized supports ensured that the Superior Street campus remained safe, well-maintained, and fully equipped to deliver instruction aligned with district and state expectations.

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.

Metrics and Data:
Percent of Facilities in Good Repair
- FIT Tool Rating (SARC 2023-24)
Overall Rating: Exemplary
Percent of Teachers are Appropriately Credentialed: 100%
Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act: 100%
The school has been successful at ensuring that basic and state conditions are met: 100%

Action 1: LAUSD Support for Affiliated Charter Operations
As an Affiliated Charter School in Los Angeles Unified, El Oro Way Charter will continue to receive centralized support for the operation of our school and its facilities. El Oro Way Charter maintained strong operational standards and compliance with state requirements. With 100% of teachers appropriately credentialed, all students provided with standards-based instructional materials, and facilities rated Exemplary on the FIT Tool, the school successfully met all basic and state conditions for quality education. Continued centralized support from Los Angeles Unified contributed to maintaining a safe, well-managed learning environment and ensuring that Superior Street remained fully equipped to deliver high-quality instruction aligned with district and state expectations.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations Base-Funded School Climate Support Staff	As an Affiliated Charter School in Los Angeles Unified, El Oro Way Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $1,797,958	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
$298,398.00 (School Discretionary Funds - new S/C revenues) $1,012,232.63 (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
48.61%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	48.61%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at El Oro Way Charter. Scope: School-wide	Los Angeles Unified School District, including El Oro Way Charter, continues to serve over 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,	Los Angeles Unified School District, including El Oro Way Charter, will continue to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5 ● Smarter Balanced

	and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including El Oro Way Charter. Scope: School-wide	elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater 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 El Oro Way 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.	Assessment: Math- Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● Implementation of Academic Standards (All Students)
Goal 1 Action 6	Action: Charter Funds in lieu of EIA **Need:** El Oro Way Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	El Oro Way Charter will use Charter Supplemental/Concentration Funds in Lieu of EIA to purchase teachers assistants and instructional materials to support our academic programs.	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. El Oro Way Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	The Building Fact Fluency Kit is designed to strengthen students' mathematical fluency through a structured, real-world, context-based approach. It integrates seamlessly into daily math instruction to support and accelerate students' ability to develop fluency with accuracy and efficiency. This approach includes tailored professional development for educators, ensuring they are equipped to use the kits effectively. By embedding the routines into instruction, the program fosters deeper conceptual understanding and improves overall student performance. Ongoing assessment and adjustments allow the work to remain responsive to the evolving needs of both students and educators. Implementing Building Fact Fluency Kits The Building Fact Fluency Kits (Addition/Subtraction for K–2, Multiplication/Division for 3–5) provide an engaging, research-based approach to fluency aligned with the CA Mathematics Standards and Framework. By emphasizing conceptual	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

		understanding over memorization, the kits support English Learners, foster youth, and low-income students through: Visual and Concrete Representations: Tools such as number lines, ten frames, and manipulatives make abstract concepts tangible and accessible. Language Support: Sentence frames, vocabulary cards, and structured discussions build both math and academic language. Differentiated Instruction: Tasks of varying complexity allow teachers to adjust for language proficiency and skill level. Cultural Relevance: Contexts and examples reflect diverse student experiences, increasing engagement and connection. Formative Assessment: Built-in strategies help teachers track progress, provide timely feedback, and adjust instruction. By integrating these strategies, the kits create inclusive, supportive math learning environments that address the unique needs of English Learners, foster youth, and low-income students, ensuring equitable access to mathematical success.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, El Oro Way Charter will also provide supplemental school climate support staffing. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as El Oro Way Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income.	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

		The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	Experience Survey)
Goal 2 Action 4	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	Supports/Restorative Practices (PBIS/RP) leveraging a trauma/resilience-informed multi-tiered system of support (MTSS) framework. Prioritize wellness and nurture the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. Support district/school staff with developing a sense of community in the school and each classroom. Provide training and support in preventing and responding to escalating behavior in a restorative manner. Positive Behavior Interventions and Supports improve student outcomes	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)
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration	Organize the Parent and Family Center to collaborate with school practitioners to design an	For the identified student group(s): EL, LI, FY, ALL

	Need: Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Scope: School-wide	intervention to improve student outcomes through increased parent engagement. This includes communicating various academic, attendance, and SEL supports to improve student learning and attendance. Parent engagement with school technologies and communication systems have shown improvement in student outcomes, such as academic growth and attendance. Research Link: https://ies.ed.gov/ncee/WWC/Study/84224 Key conclusions from this study include: (1) Children who had the intervention experienced about one month of additional progress in math compared to other children. This positive result is unlikely to have occurred by chance; (2) Children who had the intervention had reduced absenteeism compared to other children. This positive result is unlikely to have occurred by chance; (3) Children who had the intervention appeared to experience about one month of additional progress in English compared to other children.	● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school” ● Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.” ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Limited Actions

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

El Oro Way Charter Academy 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	17.36 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 424 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	26.25 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 424 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

El Oro Way 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 %)
El Oro Way Charter for Enriched Studies 2026-2027	$ 613,849	$ 298,398	48.61%	0.000%	48.61%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 912,247	$ -	$ -	$ -	$ 912,247.00	$ 807,076	$ 105,171

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 352,605	$ 18,190	$ 370,795	$ -	$ -	$ -	$ 370,795	0.000%
1	3	Charter School Categorical Block Grant	Low Income, Foste Youth, English Learners	No	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 196,832	$ 46,222	$ 243,054	$ -	$ -	$ -	$ 243,054	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 60,485	$ 16,052	$ 76,537	$ -	$ -	$ -	$ 76,537	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 163,949	$ 19,934	$ 183,883	$ -	$ -	$ -	$ 183,883	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 18,448	$ 1,000	$ 19,448	$ -	$ -	$ -	$ 19,448	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 14,757	$ 3,773	$ 18,530	$ -	$ -	$ -	$ 18,530	0.000%

El Oro Way 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
$ 613,849	$ 298,398	48.61%	0.000%	48.61%	$ 298,398	0.000%	48.61%	**Total:**	$ 298,398
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 298,398

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 76,537	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 183,883	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 19,448	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 18,530	0.000%

El Oro Way 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:	$ 1,055,374.00	$ 694,565.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	General Fund School Program	No	$ 405,141	$ 263,197
1	4	Charter School Categorical Block Grant	No	$ 345,033	$ 192,179
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 67,341	$ 47,752
1	9	SENI Investments towards Academic Excellence	Yes	$ 111,502	$ 96,742
2	4	SENI Investments towards Joy and Wellness	Yes	$ 101,772	$ 71,994
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 24,585	$ 22,701

El Oro Way 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)
$ 305,200	$ 305,200	$ 239,189	$ 66,011	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	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 67,341	$ 47,752	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 111,502	$ 96,742	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 101,772	$ 71,994	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 24,585	$ 22,701	0.000%	0.000%

El Oro Way 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)
$ 750,174	$ 305,200	0.000%	40.684%	$ 239,189	0.000%	31.884%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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