LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

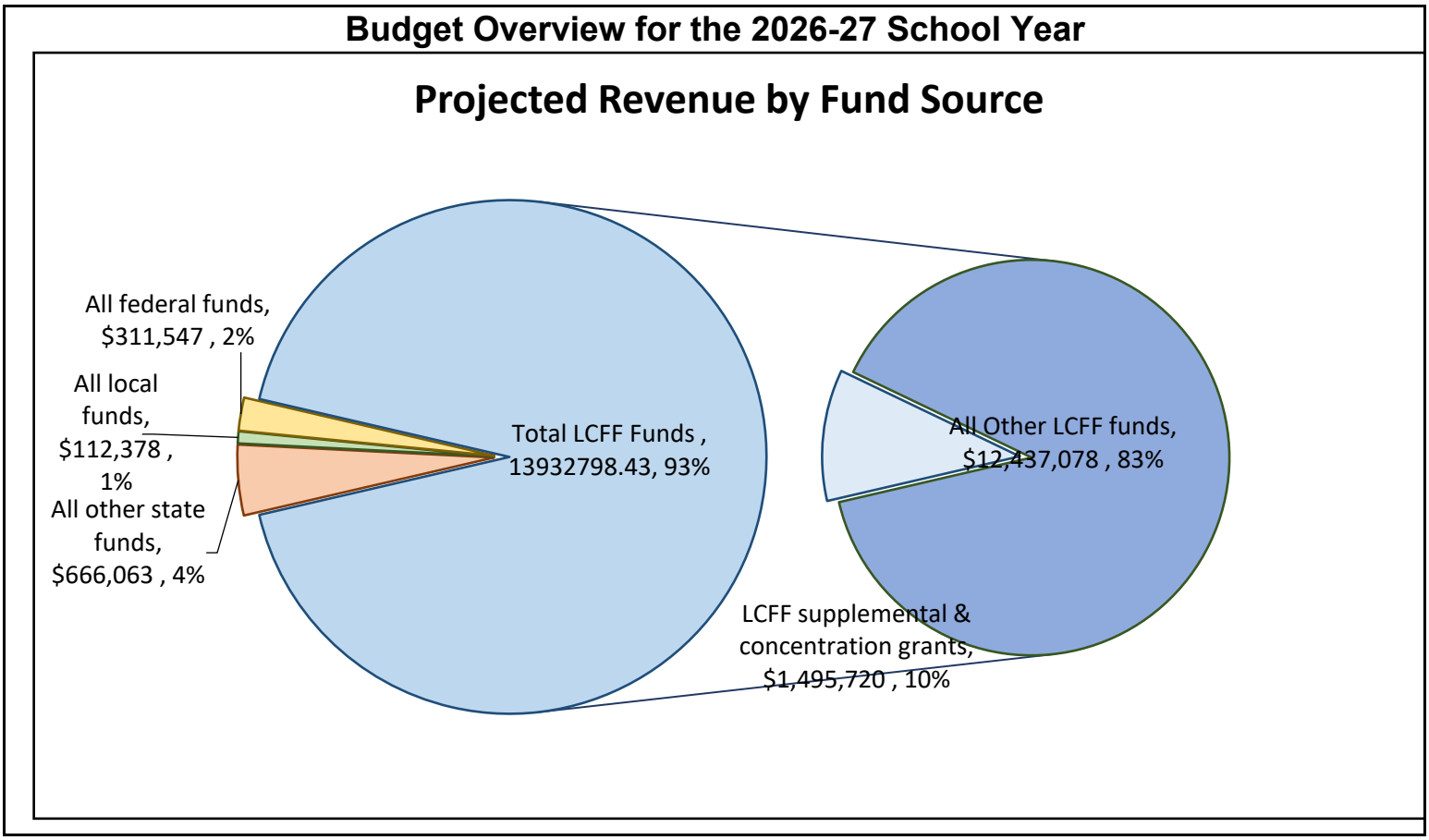
Local Educational Agency (LEA) Name: Welby Way Elementary Charter

CDS Code: 19647336019855

School Year: 2026-27

LEA contact information: Susan DaCorsi, Principal; sfritzen@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).

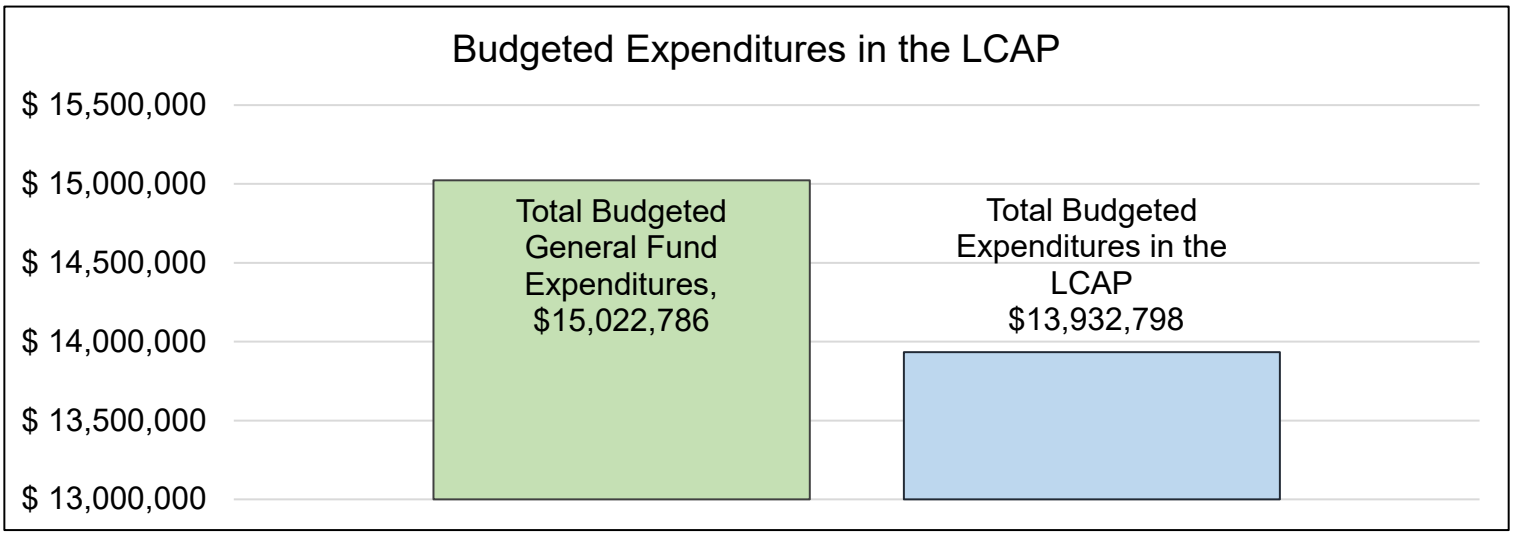


This chart shows the total general purpose revenue Welby Way Elementary Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Welby Way Elementary Charter is $15,022,786.43, of which $13,932,798.43 is Local Control Funding Formula (LCFF), $666,063.00 is other state funds, $112,378.00 is local funds, and $311,547.00 is federal funds. Of the $13,932,798.43 in LCFF Funds, $1,495,720.38 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 Welby Way Elementary Charter 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: Welby Way Elementary Charter plans to spend $15,022,786.43 for the 2026-27 school year. Of that amount, $13,932,798.43 is tied to actions/services in the LCAP and $1,089,988.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

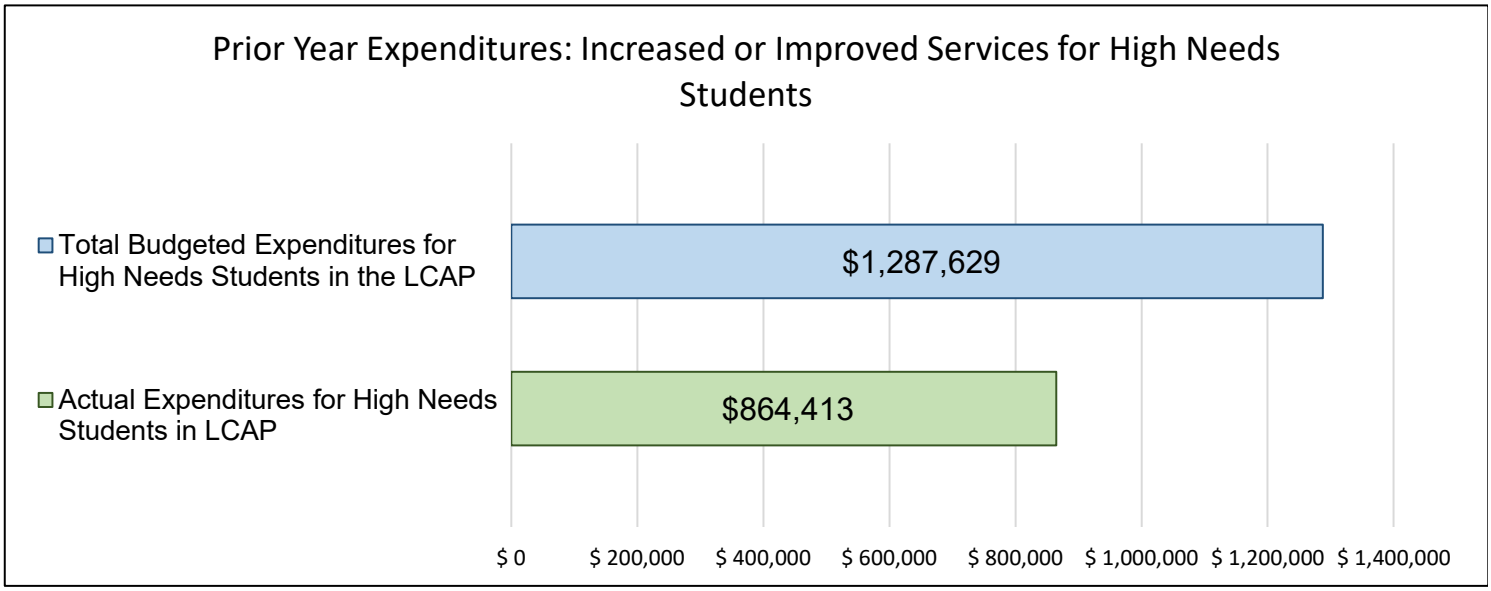
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Welby Way Elementary Charter is projecting it will receive $1,495,720.38 based on the enrollment of foster youth, English learner, and low-income students. Welby Way Elementary Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Welby Way Elementary Charter plans to spend $1,495,720.38 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 Welby Way Elementary Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Welby Way Elementary Charter 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, Welby Way Elementary Charter's LCAP budgeted $1,287,629.00 for planned actions to increase or improve services for high needs students. Welby Way Elementary Charter actually spent $864,413.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $423,216.00 had the following impact on Welby Way Elementary Charter'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
Welby Way Charter Elementary and Gifted/High Ability Magnet	Susie DaCorsi, Principal	sfritzen@lausd.net ; (818) 348-1975

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.

Welby Way Charter Elementary and Gifted/High Ability Magnet is located in the West San Fernando area of Los Angeles County. Recognized as a California Distinguished School three times and a National Blue Ribbon School, Welby Way continues to be one of LAUSD's highest performing elementary schools. Our objective is to provide our community members an option to attend a competitive school that provides students with an academically challenging, emotionally nurturing school with a diverse student population. Welby Way will seek to attract the families within the Charter School's surrounding neighborhoods who have elected to send their children to a school of choice. Welby Way will continue to serve grade levels TK through 5th grade.

As a neighborhood school offering a solid academic foundation in all the core curricular areas, balanced with arts, leadership opportunities during and after school, technology, and character education, Welby Way will continue fostering a community atmosphere within the Charter School and create a welcoming environment for local families. Welby Way will continue developing educational programs based on various student groupings that best meet the needs of these students.

Our mission at Welby Way is to utilize the unique gifts, experiences, interests, and learning styles of our diverse student population, and to guide and motivate them to reach their potential. Parent and family involvement is valued at every level at Welby Way, and we believe that education is a partnership between home and school. Here at Welby Way, quality education is a community commitment, students are measured by high standards, innovation and education come together, and our students can explore, dream and discover.

All of Welby's teachers are highly qualified and they utilize formative and summative data to provide targeted instruction. Welby Way has a strong parent community who helps to shape and instill our mission and vision:

Mission Statement

At Welby Way students are passionate about learning. We strive to inspire students to seek deep, meaningful understanding; to develop strong academic skills adaptable to the needs of the 21st century; become creative, critical, and independent thinkers; cultivate perseverance, initiative, responsibility, and respect; and establish a growth mindset, habits of mind, and scholarly behavior.

Vision Statement

At Welby Way, we align pedagogy, curriculum and the learning environment in order to reach a child's full potential. Our goal is to provide differentiated instruction, research-based instructional strategies, enrichment programs, and interventions that address the social, emotional, and academic needs of the whole child. Most importantly, Welby Way expects and encourages students to take responsibility and

accountability as active participants in their own learning and in doing so recognize their role in their world. Our highest priorities revolve around the central belief that each student is fully capable of becoming a productive and influential member of society. Welby Way will continue to provide an exemplary education through a learning program that:

● Emphasizes multidisciplinary, project-based learning that enables students to make real-life connections, ask essential questions, and think conceptually.
● Utilizes hands-on, investigative learning that assists students to problem solve, think critically, and make meaning of the world around.
● Incorporates the arts throughout the curriculum and studies its importance throughout history and its role establishing a culture.
● Provides authentic opportunities for students to effectively utilize all forms of communication.
● Uses technology to apply knowledge and create original work as a means of personal and group expression.
● Emphasizes a growth mindset, habits of mind, and scholarly behaviors for all.
● Collaborates with all stakeholders and problem solves with shared decision-making.
● Provides opportunities for all stakeholders to model continuous learning and intellectual growth.
● Expects integrity, teamwork, cooperation, positive relationships, and a genuine home-school connection.
● Develops community partnerships to connect students to the real world.

Reflections: Annual Performance

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

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

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

Welby Way Charter and Gifted Magnet demonstrated progress in academic performance on the 2025 CA School Dashboard. Student achievement in English Language Arts maintained in the green from the previous year and were higher than state progress. In Mathematics, Welby Way Charter and Gifted Magnet increased in progress compared to last year, and were also higher than the state's progress. Likewise, the state's newer indicator- Science also remained to be high, higher than the state's progress. Welby Way did not have any students who scored in the red and yellow.

The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate. And Chronic Absenteeism declined from last year and was lower than the state's progress.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Welby Way Charter and Gifted Magnet connected students with the community by providing a variety of enrichment activities differentiated by grade level and ability. These activities included field trips throughout Ventura and Los Angeles County and beyond, focusing on enhancing science, social studies, and art instruction, as well as exploring historical locations within the community. Students had opportunities to learn coding, martial arts, and Spanish; participate in a variety of athletic activities; meet players from the Los Angeles Rams; and take part in musical productions such as Shrek. They competed in rigorous academic and creative competitions, including Math competitions, Odyssey of the Mind (regional, state, and world levels), Math Olympiad, Making Movies that Matter with Council Member John Lee, and VEX competitions. Students also participated in ballroom dance, music, library programs, and a variety of classroom performances each school year.
Parents	Welby Way Charter and Gifted Magnet created a welcoming and engaging environment for all. A variety of opportunities engaged educational partners throughout the 2025–2026 school year, beginning prior to the start of the school year and continuing through the final day. Welby parents were informed of these opportunities through weekly Blackboard Connect messages, the school website, the school's marquee, paper flyers posted in the office, emails with updates from administration and classroom teachers, updates on Schoology, teacher communication platforms such as Class Dojo and Remind, and the school's dedicated Parents of Welby Way (POWW) Booster. Engagement and leadership opportunities for educational partners were offered through various avenues, including participation in school committees, school and community events, volunteering on campus, and attending workshops and trainings.

	Family and community involvement included Coffee with the Principal and parent workshops led by the PSW and Parent Representative to support families with social-emotional and educational topics. Additional engagement opportunities included monthly Governance and Local School Leadership Council meetings, Student Support Progress Team (SSPT) meetings, 504 Plan meetings, Individualized Education Plan (IEP) meetings, 5th grade parent meetings, and Gifted and Talented parent meetings held twice a year. Families also participated in weekday intervention programs, Back to School Night, Open House, POWW Booster monthly meetings, Kindergarten Orientation, Holiday Winter and Spring Sing programs, the Halloween Parade, Fitness Week, Kindness Week, Monthly Honor and Attendance Assemblies, and schoolwide evening events such as Movie Nights, Fall Festival/Trunk or Treat, Scholastic Book Fairs, 5th grade culmination, and restaurant nights. Throughout the school year, families were invited each Monday morning to participate in weekly assemblies that provided updates, highlighted monthly character traits, and included cultural presentations. These engagement opportunities were collaboratively planned and thoughtfully implemented throughout the 2025–2026 school year with input from all educational partners.
Staff (Certificated and Classified)	Welby Way collaborated with certificated and classified staff by reviewing feedback from the annual School Experience Survey, Data Dig Dashboard, and district assessments such as DIBELS, SBA, and i-Ready. All educational partners were invited to attend monthly Instructional Leadership Team meetings to review and plan weekly professional development, engage in data chats, and create SMART goals for continual improvement and increased student achievement. Staff were included in monthly Governance and Local School Leadership Council meetings to share data, make budget decisions, and review the annual LCAP and Safe School Plan. Staff also provided input through Google Forms for budget needs assessments, scheduling, and schoolwide decision-making. Weekly staff meetings were held to provide data-based, instructionally focused professional development, share school updates, and review district policies. Staff met regularly with grade-level chairs to disseminate schoolwide information and participated in grade-level meetings.
Community	Welby Way Charter informed families of engagement opportunities through the school website, school marquee, paper flyers posted in the office, emails with updates from administration and classroom teachers, updates on Schoology, and teacher communication platforms such as Class Dojo and Remind, as well as through the Parents of Welby Way (POWW) Booster.

	Engagement and leadership opportunities for educational partners were offered through a variety of avenues, including participation in school committees, school events, community events, volunteering on campus, and attending workshops and trainings. Family and community involvement included Coffee with the Principal, monthly Governance and Local School Leadership Council meetings, Student Support Progress Team (SSPT) meetings, 504 Plan meetings, Individualized Education Plan (IEP) meetings, 5th grade parent meetings, and Gifted and Talented parent meetings held twice a year. Additional opportunities included weekday intervention programs, emergency drills, Back to School Night, Open House, POWW Booster monthly meetings, Kindergarten Orientation, the Holiday Winter Program, Halloween Parade, Fitness Week, Kindness Week, Monthly Honor and Attendance Assemblies, and schoolwide evening events such as Movie Nights, Fall Festival/Trunk or Treat, Math Night, Odyssey of the Mind and Math Olympiad competitions, Spelling Bee, Scholastic Book Fairs, 5th grade culmination, and restaurant nights.

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

Welby Way Charter and High Achieving/Gifted Magnet decisions were the direct result of feedback provided by all educational partners. Based on data reviewed throughout the 2025–2026 school year during Local School Leadership Council meetings, Governance Council meetings, Coffees with the Principal, and staff meetings, the school's focus remained on providing small-group instruction with the intervention coordinator in The Hive, as well as targeted small-group instruction within the classroom for students not meeting benchmarks in mathematics and/or language arts.

Allocating funds for additional instructional support through instructional aides, an intervention coordinator, and an interventionist proved successful, as evidenced by increased academic progress and a higher percentage of students meeting grade-level benchmarks in math and reading.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Welby Way Charter Elementary, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 85.6 **Hispanic/Latino:** 60.5 **RFEP:** 73.8 **Standard English Learner:** 64.6 **Low Income:** 39.9 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 84.5 **Hispanic/Latino:** 56.6 **RFEP:** 93.1 **Standard English Learner:** 56.9 **Low Income:** 61.6 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 88.3 **Hispanic/Latino:** 39.7 **RFEP:** 56.2 **Standard English Learner:** 91.7 **Low Income:** 44.2 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 103.7 **Hispanic/Latino:** 94.4 **RFEP:** 95.0 **Standard English Learner:** 93.0 **Low Income:** 103.7	**All Students:** +2.7 **Hispanic/Latino:** -20.8 **RFEP:** -17.6 **Standard English Learner:** +27.1 **Low Income:** +4.3
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 72.6 **Hispanic/Latino:** 49.6 **RFEP:** 65.1 **Standard English Learner:** 50.3 **Low Income:** 35.9 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 73.3 **Hispanic/Latino:** 36.1 **RFEP:** 80.4 **Standard English Learner:** 37.0 **Low Income:** 48.1 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 76.1 **Hispanic/Latino:** 23.1 **RFEP:** 53.2 **Standard English Learner:** 76.9 **Low Income:** 33.8 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0 **Hispanic/Latino:** 55.0 **RFEP:** 82.0 **Standard English Learner:** 80.0 **Low Income:** 50.0	**All Students:** +3.5 **Hispanic/Latino:** -26.5 **RFEP:** -11.9 **Standard English Learner:** +26.6 **Low Income:** -2.1
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 73.0% **Hispanic/Latino:** 80.0% **RFEP:** 72.7%	**2023-2024** **All Students:** 77.5% **Hispanic/Latino:** 64.0% **RFEP:** 72.2%	**2024-2025** **All Students:** 70.4% **Hispanic/Latino:** 61.9% **RFEP:** No Data	**2025-2026** **All Students:** 78.0% **Hispanic/Latino:** 66.0% **RFEP:** 76.0%	**All Students:** -2.6% **Hispanic/Latino:** -18.1% **RFEP:** +3.3%

		Standard English Learner: 84.6% **Low Income:** 65.2% *Source: Open Data Dashboard*	**Standard English Learner:** 65.4% **Low Income:** 75.8% *Source: Open Data Dashboard*	**Standard English Learner:** 59.1% **Low Income:** 57.6% *Source: Open Data Dashboard*	**Standard English Learner:** 89.0% **Low Income:** 77.0%	**Standard English Learner:** +4.4% **Low Income:** -7.6%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 86.9% **Hispanic/Latino:** 77.8% **Standard English Learner:** 77.8% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 82.0% **Hispanic/Latino:** 81.8% **Standard English Learner:** 90.9% **Low Income:** 65.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 90.0% **Hispanic/Latino:** 85.7% **Standard English Learner:** 84.6% **Low Income:** 85.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 92.0% **Hispanic/Latino:** 87.0% **Standard English Learner:** 94.0% **Low Income:** 71.0%	**All Students:** +3.1% **Hispanic/Latino:** +7.9% **Standard English Learner:** +6.8% **Low Income:** -29.0%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023 All Students:** 98.2% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024 All Students:** 96.6% **Hispanic/Latino:** 95.7% **Standard English Learner:** 95.8% **Low Income:** 95.8% *Source: Open Data Dashboard*	**2024-2025 All Students:** 92.9% **Hispanic/Latino:** 75.0% **Standard English Learner:** 86.7% **Low Income:** 84.8% *Source: Open Data Dashboard*	**2025-2026 All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** +1.8% **Hispanic/Latino:** -25.0% **Standard English Learner:** -13.3% **Low Income:** -15.2%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023 All Students:** 94.3% **Hispanic/Latino:** 94.1% **Standard English Learner:** 95.0% **Low Income:** 80.6%	**2023-2024 All Students:** 98.6% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**2024-2025 All Students:** 92.3% **Hispanic/Latino:** 87.0% **Standard English Learner:** 87.5% **Low Income:** 87.2%	**2025-2026 All Students:** 99.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** -2.0% **Hispanic/Latino:** -7.1% **Standard English Learner:** -7.5% **Low Income:** +6.6%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 40.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 33.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 54.0%	**All Students:** +11.6%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 75.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 63.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0%	**All Students:** ±0
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 23.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 36.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 42.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 46.0%	**All Students:** +18.8%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 96.2% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.3% **Low Income:** 86.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 94.5% **Low Income:** 91.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 98.0% **Low Income:** 100.0%	**All Students:** -1.7% **Low Income:** -8.3%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 62.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 84.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** N/A *Source: Open Data Dashboard*	**2025-2026** **All Students:** 86.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who**	**2022-2023** **All Students:** 95.8%	**2023-2024** **All Students:** 94.1%	**2024-2025** **All Students:** 100.0%	**2025-2026** **All Students:** 100.0%	**All Students:** +4.2% **Low Income:**

	Receive Services Specified in Their Individualized Education Programs (IEPs)	**Low Income:** 75% *Source: Open Data Dashboard*	**Low Income:** 91.7% *Source: Open Data Dashboard*	**Low Income:** 100.0% *Source: Open Data Dashboard*	**Low Income:** 100.0%	+25.0%

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 Instructional Supports, including General Fund School Program

During the 2025–2026 school year, Base Instructional Supports, including General Fund School Program was implemented to support the academic needs of all students through targeted small-group instruction, focused grade level meetings and planning, along with data-informed instructional planning across grade levels. Teachers utilized i-Ready data, classroom assessments, DIBELS (RDRS) data, Accelerated Reader data, and standards-aligned instructional practices to monitor student progress and provide timely intervention and enrichment.

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

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

Action 2: Magnet School

Welby Way continued to offer the high achieving/gifted magnet program to qualifying students by providing them with higher level lessons that require critical thinking through standards-based instruction designed to support higher level academic achievement and student engagement.

Teachers used Accelerated Reader, IABs, SBA, and classroom assessments to identify students in need of additional intervention/support. Students performing below grade level were referred to high-dose tutoring, provided intensive academic support and helped to address learning gaps. Ongoing professional development and grade level meetings maintained strong instructional practices and provided consistency across grade levels. Emphasis is placed on ensuring that all students attend tutoring on a regular basis and minimizing the impact of student attendance on intervention effectiveness.

Action 3: Base Special Education Supports

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

Student progress was monitored through multiple data sources, including classroom assessments and i-Ready diagnostics, allowing staff to adjust instruction and provide targeted interventions as needed. These coordinated supports strengthened access to academic instruction,

promoted inclusion in the Least Restrictive Environment, and supported students in making progress toward their individualized learning goals.

Action 4: Class Size Reduction

Welby Way followed the district norms for class size in all TK - 5th grade classes. Class size reduction was effective because it allowed teachers to differentiate instruction more consistently, provide targeted feedback for those students not meeting grade level standard, and dedicate more time to small-group work to help enrich those students working above grade level along with those students needing additional assistance.

Action 5: Supplemental Early Education

Supplemental Early Education was implemented to support our low income, foster youth and English Learner students. Supplemental Early education indicators are positive with student growth, enrollment, continued expansion and sustained implementation are needed to ensure long-term impact and smooth transitions into elementary grades.

Action 6: Supplemental Arts Education

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

Action 7: Supplemental Afterschool Programs

Supplemental Afterschool Programs were designed to extend learning beyond the instructional day. The program provided academic enrichment/tutoring, targeted intervention, and enrichment activities that reinforced skills in ELA and Math along with martial arts, VEX, and robotics classes. Staff offered small-group instruction and individualized assistance, allowing students, particularly English Learners students to receive additional time and support to master grade-level standards. The successes are increased engagement and motivation contributed to stronger academic habits, improved confidence, and a greater sense of connection to school.

Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

Charter Supplemental/Concentration Funds in Lieu of EIA implemented to support our low income, foster youth and English Learner students to provide enrichment services such a ballroom dance along with supplemental instructional materials. Teachers reported increased confidence and engagement in lessons and classroom discussions, writing tasks, and content-area learning.

Action 9: SENI Investments towards Academic Excellence

SENI Investments towards Academic Excellence was implemented through strategic investments in targeted instructional support to accelerate student achievement. SENI funds partially funded a Targeted Student Population (TSP) Coordinator who supported the

organization and implementation of our Invention Program during and after school along with supports for our EB learners. The TSP Coordinator conducted observations and provides coaching to strengthen teacher capacity in delivering differentiated instruction for our students. Successes are that the coordinator position allowed for consistent monitoring of academic progress, timely intervention, and strategic use of data to inform instructional decisions.

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

No material differences.

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

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

SBA (Smarter Balanced Assessment) results showed strong achievement among all tested students. Welby Way Charter and High Achievement/Gifted Magnet performed strongly on the California Dashboard. In English Language Arts, students scored 84.5 points above the standard, earning a Green rating. In Mathematics, students scored 73.3 points above the standard, earning a Blue rating. These results showed that overall student performance in both ELA and Math remained well above state expectations. i-Ready and classroom-based assessments confirmed that the majority of students were meeting or exceeding grade-level benchmarks.

These supports were effective due to small-group instruction, targeted pull-out support with intervention teachers during the school day and through after-school programs, and the provision of rigorous opportunities for all students to achieve and exceed standards.

Action 2: Magnet School

Welby Way Charter and High Achieving/Gifted Magnet Elementary School was recognized as a “Distinguished School” by Magnet Schools of America. Students participated in county, state, and world-level Odyssey of the Mind competitions, placing in the top 3 and 20th in various categories out of more than 50 schools worldwide. Students also participated in Region North Math Field Day, the Scripps Spelling Bee, and Robotics/VEX competitions, where they were recognized and awarded for their achievements and success.

Welby Way Magnet and Charter worked together as one school to create an enriching and positive learning environment for all students. Teachers in both programs were provided time for instructional unit planning, data review, and goal setting. Both the charter and magnet programs achieved academically well above state and district levels across all content areas on i-Ready and state assessments, with the magnet program performing in the 80th and 90th percentiles.

For students not meeting standards, small-group intervention was provided during the school day and after school through “The Hive” pull-out intervention program. The following data represented the strong achievement of Welby Way Magnet students:

SBA 2025
ELA: 85% of students exceeded standard
Math: 84% of students exceeded standard

81% of students have Excellent Attendance
School wide, our academic program provides gifted students acceleration of the curriculum through deeper learning and complex, meaningful projects.

The school aligned pedagogy, curriculum, and the learning environment to support each child in reaching their full potential. By extending learning beyond grade-level standards and engaging gifted students in multidisciplinary, project-based learning opportunities, students were able to make real-life connections, ask questions, and think conceptually at an advanced level.

Integration of the arts throughout the curriculum and the study of its importance in history and cultures exposed students to multiple perspectives. Hands-on, investigative learning experiences taught students to problem-solve, think critically, and make meaning of the world while cultivating perseverance, initiative, and responsibility.

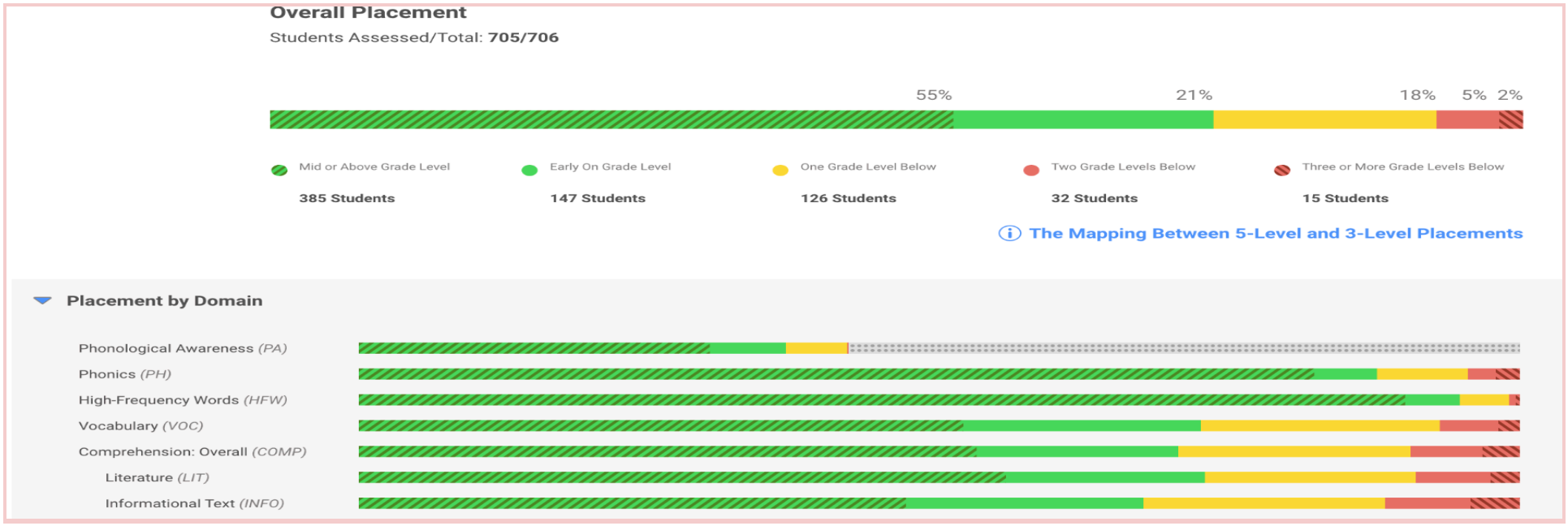
During the school day, elective classes such as dance, music, and art provided opportunities for students to develop collaboration and communication skills within a diverse population. Beyond the school day, participation in theatrical, creative, and mathematical competitions enhanced the curriculum for gifted students.

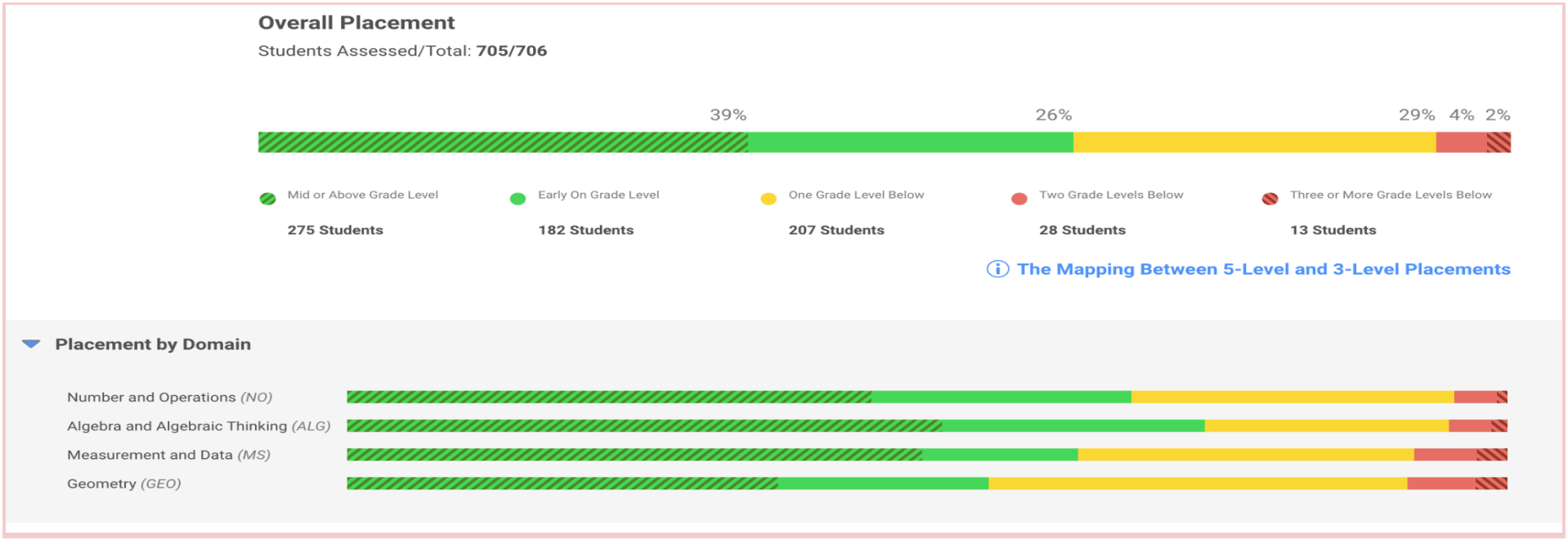
Action 3: Base Special Education Supports

iReady Early Literacy Benchmarks in K-2 - 92.4% at or above
Smarter Balanced Results ELA - 81.7 % met or exceeded standard
Smarter Balanced Results Math - 82.9% met or exceeded standard
Percent of Students with Disabilities Who Receive 100% of Services Specifics in their IEPs - 94.1%
iReady, and SBA data showed steady improvement among students receiving targeted interventions, with increased progress on benchmarks.

Early literacy data indicated steady improvement among students receiving targeted interventions, as evidenced by increased progress on i-Ready benchmarks. At the beginning of the year (BOY), 47% of students in the SPED population were performing below standard. By the middle of the year (MOY), that percentage decreased by 12 points to 35%, while the proportion of students performing at or above standard increased from 22% to 35%.

Mathematics data also indicated steady improvement. At the beginning of the year (BOY), 40% of students in the SPED population were performing below standard. By the middle of the year (MOY), that percentage decreased by 27 points to 13%, while the proportion of students performing at or above standard increased from 18% to 29%.





The support provided proved to be effective, as teachers implemented inclusive practices that met the needs of diverse learners. Teachers provided scaffolded supports with deliberate and intentional targeted instruction. Resource teachers delivered push-in and/or pull-out support

services, ensuring students had access to grade-level content while individualized goals were addressed. Both models supported student success and fostered meaningful inclusion in general education classrooms.

Action 4 Charter School Categorical Block Grant

The Charter School Categorical Block Grant provided aides and instructional support staff who contributed to classroom instruction for lower-grade students, while upper-grade teachers were provided monthly release time to work with students in small groups, monitor progress, and provide targeted support in language arts and math. Data were analyzed, and specific feedback was provided to ensure that skills were targeted during small-group instruction.

This resulted in consistent academic growth and increased student engagement, as evidenced by SBA data showing that grades 3–5 increased distance from standard by 3.9% in language arts and 2.8% in mathematics. The Charter School Block Grant directly strengthened daily instructional programs and facilitated small-group instruction across all classrooms. Students also benefited from additional adult support, which improved both academic engagement and safety during unstructured times such as recess and lunch.

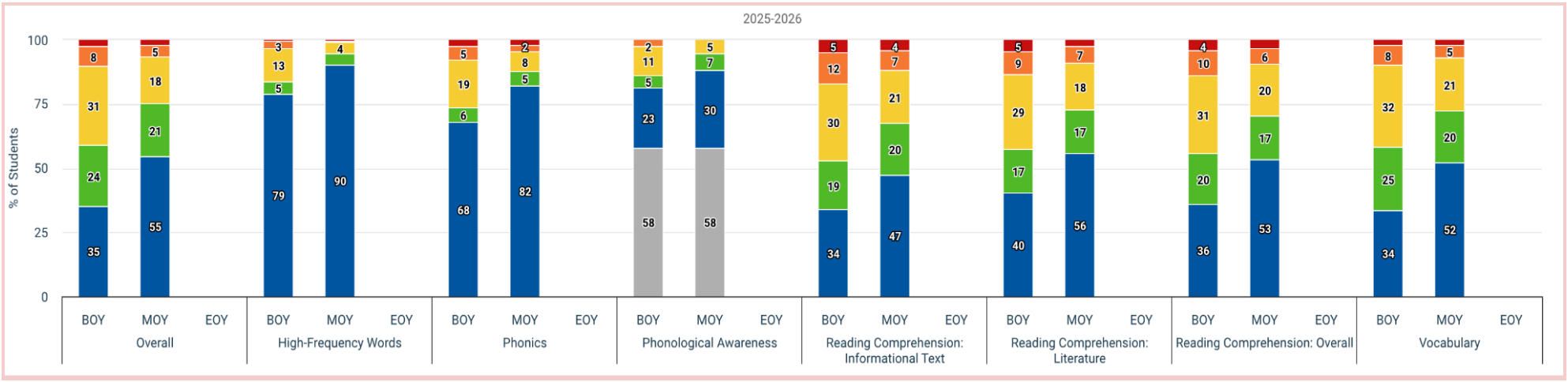
Action 5: Class Size Reduction

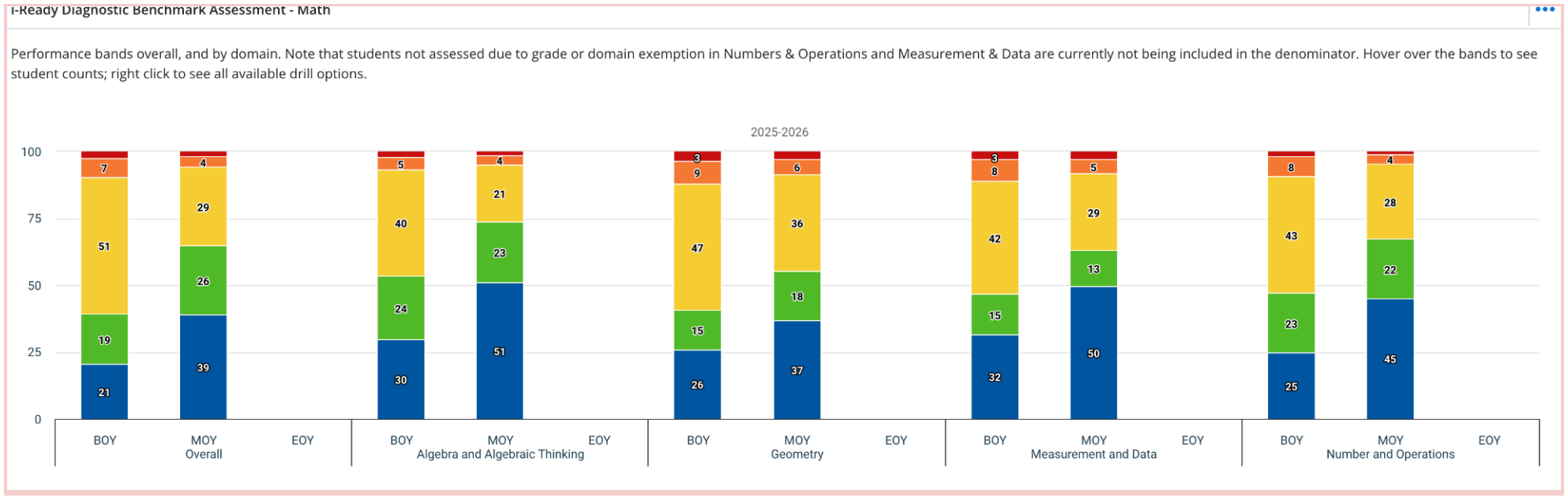
Smarter Balanced ELA: 81.7% met or exceeded standard
Smarter Balanced Math: 82.9% met or exceeded standard
Percent of Students Meeting Early Literacy Benchmarks in K–2: 98.6%

Welby Way Charter and High Achieving/Gifted Magnet performed above both district and state standards. Class Size Reduction funding supported instructional aides who assisted with small-group instruction in classrooms. This action also provided substitute release time in upper grades, allowing teachers to review data, engage in data discussions, and provide one-on-one or small-group support for students as needed.

Action 6: Supplemental Early Education

i-Ready data showed that 92.4% of K–2 students met early literacy benchmarks. As evidenced in the data, student scores increased across all areas, with overall performance exceeding standard by 76% on i-Ready MOY assessments.





i-Ready data showed steady improvement among students receiving targeted interventions, with increased progress across BOY, MOY, and EOY benchmarks, particularly in kindergarten, where data demonstrated growth in students meeting and exceeding standards. These supports were effective, and teachers ensured inclusive practices. Pull-out and push-in intervention models during and after school provided students with access to grade-level content while addressing individualized goals.

Action 7: Supplemental Arts Education

Smarter Balanced Results ELA - 81.7%
Smarter Balanced Results Math - 82.9 %
Student Attendance Percent of All Students with Excellent Attendance (96% or Higher) - 67.2 %
Chronic Absenteeism Rate (District Calculation: 91% or Lower) - 10.3 %

Students were highly engaged in differentiated learning, which supported strong outcomes across the school. Arts integration remained schoolwide, reaching 100% of students through dance, theater, vocal, visual arts, and ballroom, enriching their learning experiences. Attendance remained high, with the majority of students maintaining excellent attendance, while chronic absenteeism stayed well below district averages.

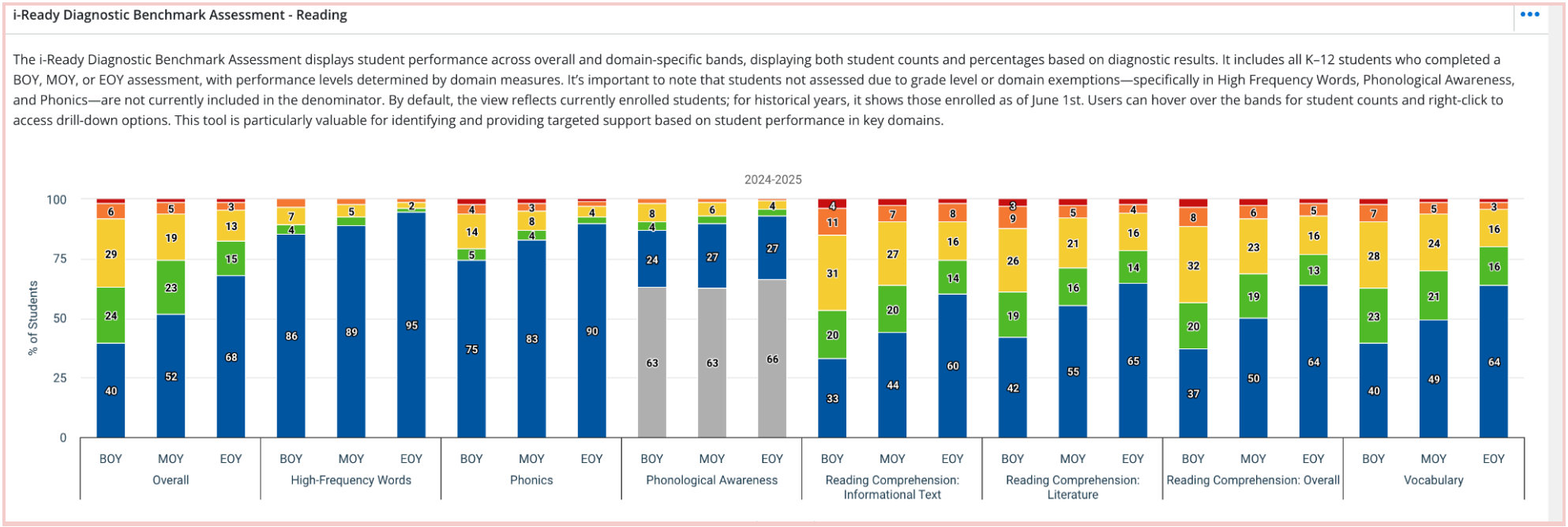
Academic results from SBA and i-Ready confirmed that students continued to excel in both ELA and Math. The integration of music, dance, vocal, theater, and visual arts strengthened student engagement, reinforced core academic skills, and enhanced critical thinking and communication skills. Arts programming remained aligned during both the instructional day and after school, ensuring consistency and deeper learning. Staff, families, and students expressed strong enthusiasm for arts showcases, and participation was closely linked to high levels of motivation, problem-solving, and consistent attendance.

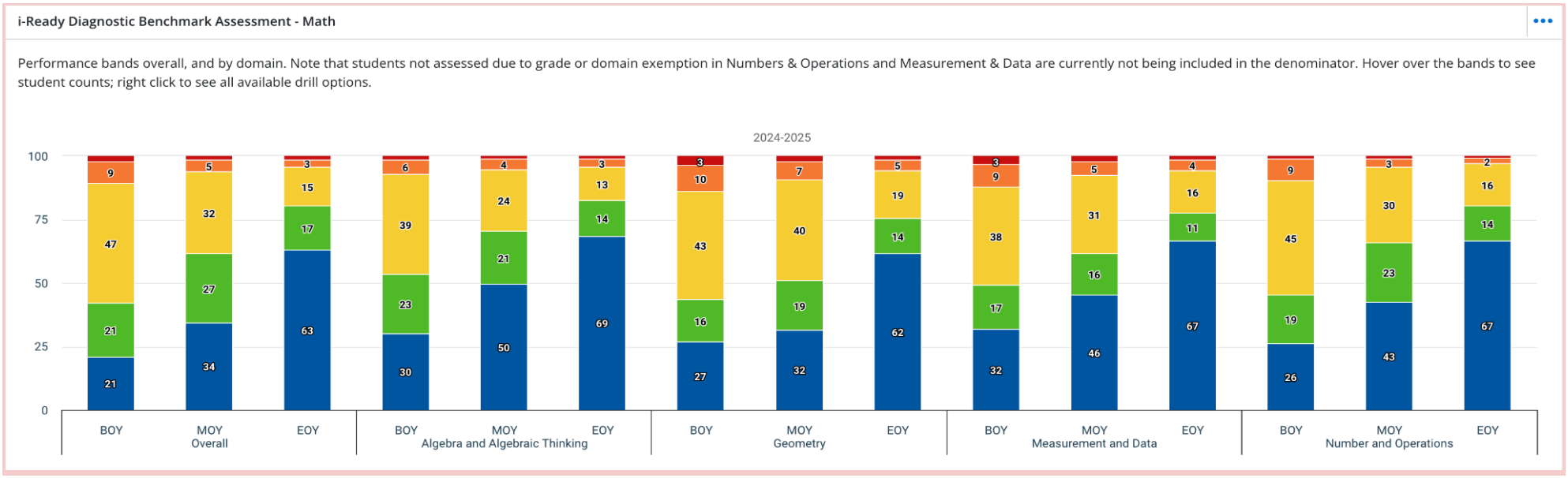
Action 7: Supplemental Afterschool Programs

Smarter Balanced Assessment: ELA - Grades 3-5 - 81.7%
Smarter Balanced Assessment: Math - Grades 3-5 - 82.9%
Met/Exceed Standard on California Science Test - Grade 5 - 77.5%

Students who participated in after-school tutoring and enrichment showed measurable improvement in i-Ready assessments in both ELA and Math, as reflected in their formative and benchmark assessment results.

Afterschool programs proved highly effective by offering students targeted academic support beyond the regular school day. These sessions provided additional time for students to strengthen foundational skills and master grade-level standards in both ELA and Math. At the same time, enrichment activities such as arts, STEM, Spanish, martial arts, VEX, robotics, and instrumental music fostered creativity, confidence, and curiosity, helping students remain motivated and engaged in their learning. These opportunities also promoted higher-order critical thinking by challenging students to analyze, problem-solve, and apply knowledge in meaningful ways.





Action 8: Charter Supplemental/Concentration Funds in Lieu of EIA

Smarter Balanced ELA - Grades 3-5 - 88.3%
Smarter Balanced Math - Grades 3-5 - 76.1%

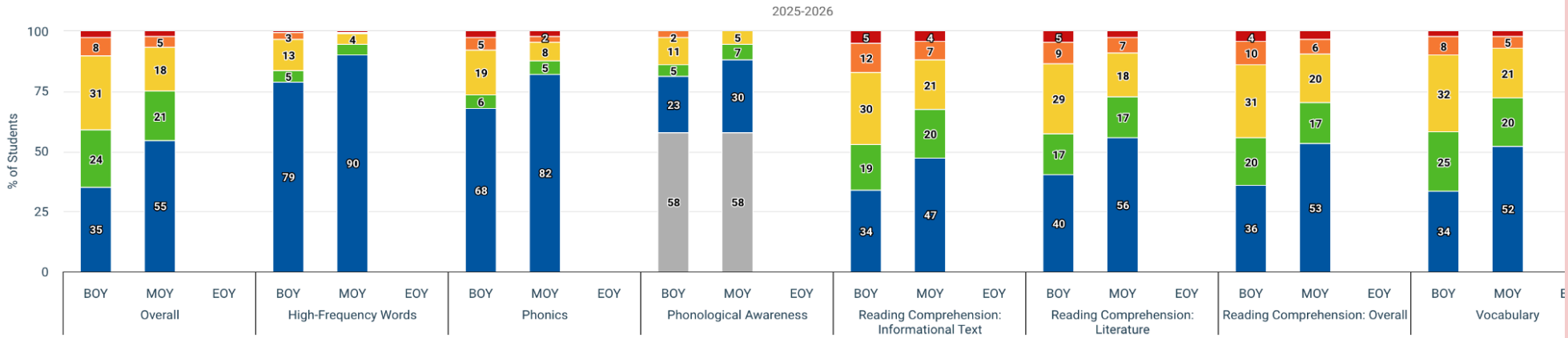
Percent of Students Meeting Early Literacy Benchmarks in K-2 98.6 %
Percent Met/Exceed Standard on California Science Test - Grade 5 - 77.5%
English Learner Reclassification Rate - 33.3%

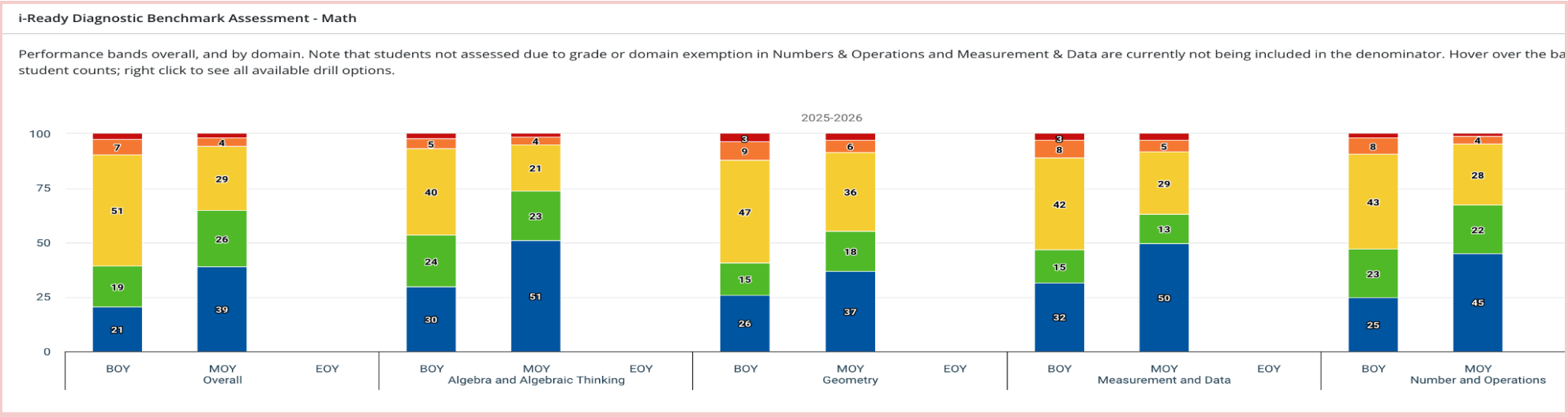
Overall, 88.3% of students met or exceeded standards in English Language Arts, and 76.1% met or exceeded standards in Mathematics, reflecting strong achievement across grade levels. English Learners made notable progress and performed above district and state averages. K–2 early literacy data showed significant improvement in foundational reading skills.

By the end of the year, 82% of kindergarten students, 96.6% of first-grade students, and 98.6% of second-grade students were reading at or above grade level, demonstrating strong growth in decoding, fluency, and comprehension.

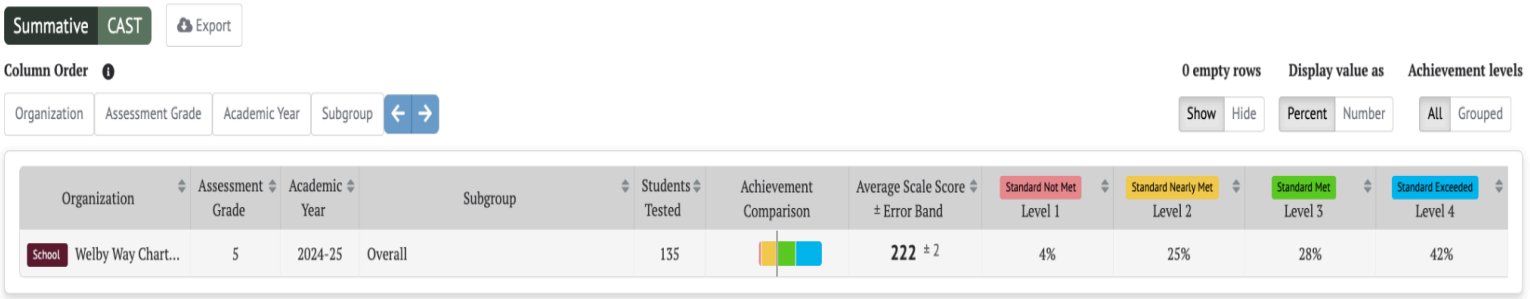
i-Ready Diagnostic Benchmark Assessment - Reading

The i-Ready Diagnostic Benchmark Assessment displays student performance across overall and domain-specific bands, displaying both student counts and percentages based on diagnostic results. It includes all K–12 students who completed BOY, MOY, or EOY assessment, with performance levels determined by domain measures. It's important to note that students not assessed due to grade level or domain exemptions—specifically in High Frequency Words, Phonological Awareness and Phonics—are not currently included in the denominator. By default, the view reflects currently enrolled students; for historical years, it shows those enrolled as of June 1st. Users can hover over the bands for student counts and right-click to access drill-down options. This tool is particularly valuable for identifying and providing targeted support based on student performance in key domains.





Grade 5 students performed well on the California Science Test, with 77.5% meeting or exceeding standards, significantly outperforming the state average of 31%. This demonstrated that students met expectations in science and benefited from the school's emphasis on inquiry-based instruction and cross-curricular integration of STEM concepts. In 2024, 36.4% of English Learners scored at Level 4 on the ELPAC, demonstrating strong English proficiency and clear readiness for reclassification.



These funds were evidenced in the data above as effective, as they directly supported staffing and targeted standards-based instruction for identified student subgroups, benefiting student achievement across all content areas. English Learners, in particular, showed significant gains, confirming that concentrated supports reached the intended population by fostering language development and academic growth. The outcomes highlighted the success of teachers in providing targeted instructional strategies and interventions to support the English Learner population.

Action 9: SENI Investments towards Academic Excellence

Percent of Students Meeting Early Literacy Benchmarks in K- 2 98.6 %
Smarter Balanced ELA - Grades 3-5 - 88.3 %

Smarter Balanced Math - Grades 3-5 - 76.1%

The gains were supported by targeted, standards-based instruction that was planned around areas of strength and areas of need, developed through the use of goal sheets and data digs. This action provided teachers with opportunities to deliver individualized instruction, implement targeted interventions, and closely monitor student progress.

Moving forward, the school's focus will be on accelerating students who are close to proficiency in both language arts and math, closing subgroup gaps in math and science, and continuing to build on the strong outcomes for English Learners.

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.

Welby 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 Welby 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	Base Instructional Supports, including General Fund School Program	Welby Way Charter Elementary will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $4,618,056 **School Discretionary Fund Cost: $478,923**	N
2	Magnet Program	Welby Way Charter Elementary will continue to implement the following magnet program to support our students: Welby Way Gifted/High Ability Magnet Program offers an enriched interdisciplinary academic environment that is challenging and encourages students to use creative/critical thinking skills. Our program is available to all students who live within the Los Angeles Unified boundary and who meet the criteria for participation, as outlined by the Los Angeles Unified Gifted and Talented Programs.	District Cost: $190,220	N
3	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Welby Way Charter Elementary to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,320,765	N
4	Charter School Categorical Block Grant	Welby Way Charter Elementary will continue to provide campus aides and supervision aides to support all students.	**School Discretionary Fund Cost: $350,216**	N
5	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Welby Way Charter Elementary.	District Cost: $1,134,360	Y
6	Supplemental Arts Education	Welby Way Charter Elementary 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: $105,020	Y

	Supplemental Afterschool Programs	Welby 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 Welby Way Charter's LCAP.		
7	Charter Supplemental/Concentration Funds in Lieu of EIA	Welby Way will continue to use Charter Funds in Lieu of EIA to support English Learners, students in foster care, and low income students through ballroom dance for all 4th and 5th grade students.	**School Discretionary Fund Cost: $24,754**	Y
8	SENI Investments towards Academic Excellence	Welby Way will continue to fund a portion of our TSP/Invention coordinator and coordinator differential in order to support English Learners, students in foster care, and low income students at our school.	**School Discretionary Fund Cost: $105,317**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Welby Way must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Welby Way will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, support students' positive mental health, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 56.9% **Hispanic/Latino:** 45.3% **English Learner:** 56.3% **RFEP:** 66.7% **Standard English Learner:** 47.4% **Students with Disabilities:** 50.0% **Low Income:** 49.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 67.2% **Hispanic/Latino:** 54.8% **English Learner:** 58.1% **RFEP:** 78.7% **Standard English Learner:** 54.7% **Students with Disabilities:** 61.5% **Low Income:** 59.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 68.8% **Hispanic/Latino:** 54.6% **English Learner:** 73.7% **RFEP:** 65.2% **Standard English Learner:** 54.6% **Students with Disabilities:** 62.7% **Low Income:** 60.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 70.0% **Hispanic/Latino:** 56.0% **English Learner:** 76.0% **RFEP:** 82.0% **Standard English Learner:** 56.0% **Students with Disabilities:** 64.0% **Low Income:** 62.0%	**All Students:** +11.9% **Hispanic/Latino:** +9.3% **English Learner:** +17.4% **RFEP:** -1.5% **Standard English Learner:** +7.2% **Students with Disabilities:** +12.7% **Low Income:** +11.6%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 10.2% **Hispanic/Latino:** 13.1% **English Learner:** 6.2% **RFEP:** 15.9% **Standard English Learner:** 12.9% **Students with Disabilities:** 15.2% **Low Income:** 14.1%	**2023-2024** **All Students:** 7.0% **Hispanic/Latino:** 9.0% **English Learner:** 0.0% **RFEP:** 8.0% **Standard English Learner:** 9.0% **Students with Disabilities:** 16.0% **Low Income:** 9.0%	**2024-2025** **All Students:** 6.1% **Hispanic/Latino:** 9.2% **English Learner:** 5.6% **RFEP:** 8.7% **Standard English Learner:** 8.4% **Students with Disabilities:** 5.9% **Low Income:** 10.5%	**2025-2026** **All Students:** 5.0% **Hispanic/Latino:** 7.0% **English Learner:** 0.0% **RFEP:** 6.0% **Standard English Learner:** 7.0% **Students with Disabilities:** 14.0% **Low Income:** 7.0%	**All Students:** -4.1% **Hispanic/Latino:** -3.9% **English Learner:** -0.6% **RFEP:** -7.2% **Standard English Learner:** -4.5% **Students with Disabilities:** -9.3% **Low Income:** -3.6%

		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:** 13.7% **Hispanic/Latino:** 20.8% **English Learner:** 18.8% **RFEP:** 16.7% **Standard English Learner:** 19.8% **Students with Disabilities:** 15.4% **Low Income:** 18.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 10.3% **Hispanic/Latino:** 14.8% **English Learner:** 9.7% **RFEP:** 10.6% **Standard English Learner:** 14.6% **Students with Disabilities:** 17.9% **Low Income:** 14.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 9.3% **Hispanic/Latino:** 16.2% **English Learner:** 10.5% **RFEP:** 13.0% **Standard English Learner:** 14.6% **Students with Disabilities:** 7.8% **Low Income:** 12.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 7.0% **Hispanic/Latino:** 12.0% **English Learner:** 25.0% **RFEP:** 5.0% **Standard English Learner:** 12.0% **Students with Disabilities:** 17.0% **Low Income:** 12.0%	**All Students:** -4.4% **Hispanic/Latino:** -4.6% **English Learner:** -8.3% **RFEP:** -3.7% **Standard English Learner:** -5.2% **Students with Disabilities:** -7.6% **Low Income:** -5.5%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 53.1% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 88.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 66.7% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 92.0%	**All Staff:** +13.6%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.12% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0.0%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02%	**2023-2024** **All Students:** 0.02%	**2024-2025** **All Students:** 0.02%	**2025-2026** **All Students:** 0.01%	**All Students:** 0.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 89.1% **Hispanic/Latino:** 100.0% **RFEP:** 92.6% **Standard English Learner:** 97.2% **Students with Disabilities:** 100.0% **Low Income:** 89.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 87.6% **Hispanic/Latino:** 83.7% **RFEP:** 91.7% **Standard English Learner:** 82.4% **Students with Disabilities:** 92.3% **Low Income:** 81.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 88.4% **Hispanic/Latino:** 86.1% **RFEP:** 83.3% **Standard English Learner:** 86.8% **Students with Disabilities:** 73.7% **Low Income:** 83.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 92.0% **Hispanic/Latino:** 100.0% **RFEP:** 96.0% **Standard English Learner:** 100.0% **Students with Disabilities:** 100.0% **Low Income:** 94.0%	**All Students:** -0.7% **Hispanic/Latino:** -13.9% **RFEP:** -9.3% **Standard English Learner:** -10.4% **Students with Disabilities:** -26.3% **Low Income:** -6.1%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 91.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** +1.3%
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 98.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 95.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 98.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** -2.5%
11	**Percent of Students Who Feel They are a Part of their School (per School**	**2022-2023** **All Students:** 79.5% **Hispanic/Latino:** 85.3% **RFEP:** 85.2%	**2023-2024** **All Students:** 81.2% **Hispanic/Latino:** 77.6% **RFEP:** 79.2%	**2024-2025** **All Students:** 73.7% **Hispanic/Latino:** 66.7% **RFEP:** 75.0%	**2025-2026** **All Students:** 85.0% **Hispanic/Latino:** 88.0% **RFEP:** 88.0%	**All Students:** -5.8% **Hispanic/Latino:** -18.6% **RFEP:** -10.2%

	Experience Survey)	**Standard English Learner:** 84.2% **Students with Disabilities:** 85.7% **Low Income:** 74.5% *Source: Open Data Dashboard*	**Standard English Learner:** 78.4% **Students with Disabilities:** 84.6% **Low Income:** 76.6% *Source: Open Data Dashboard*	**Standard English Learner:** 68.4% **Students with Disabilities:** 63.2% **Low Income:** 69.4% *Source: Open Data Dashboard*	**Standard English Learner:** 88.0% **Students with Disabilities:** 94.0% **Low Income:** 79.0%	**Standard English Learner:** -15.8% **Students with Disabilities:** -22.5% **Low Income:** -5.1%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 93.2% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 92.2% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 93.6% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 96.0%	**All Parents:** +0.4%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 98.5% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 92.0% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 93.9% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 100.0%	**All Staff:** -4.6%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

During the 2025–2026 school year, Base Special Education Supports were implemented to support all students. Seventy percent of students maintained excellent attendance (96% or higher). Actions such as Base-Funded Health Supports contributed to these improved attendance rates. Specifically, the presence of a daily school nurse helped students practice safe and healthy protocols such as handwashing and healthy eating habits.

The availability of nursing services ensured timely attention to student health needs, supported attendance by minimizing time lost due to illness, and provided equitable access to care for all students, including English Learners and low-income families. This support contributed to maintaining a healthy school environment where students were better able to focus on learning and participate fully in instructional and enrichment activities.

Action 2: Base-Funded School Climate Support Staff

81% of Students Reporting on the School Experience Survey: “I feel safe in this school”
80% of Students Reporting on the School Experience Survey: “I feel like I am part of this school”

Base-Funded School Climate Support Staff was implemented to support all students. Increased opportunities for student leadership were provided through monthly student council meetings for 4th and 5th grade students, as well as Monday Morning assemblies where students presented on monthly character traits of being safe, respectful, and responsible Welby Way scholars.

Action 3: Supplemental School Climate Support Staff

80% of Students Reporting on the School Experience Survey: “I feel safe in this school”
80% of Students Reporting on the School Experience Survey: “I feel like I am part of this school”

During the 2025–2026 school year, Supplemental School Climate Support Staff was implemented to support English Learners, low-income students, and foster youth. The increased number of supervision and support staff contributed to a 9% increase in the percentage of students reporting that they felt safe, as enhanced supervision during recess and lunch led to a stronger sense of safety at Welby Way.

Action 4: SENI Investments towards Joy and Wellness

SENI Investments toward Joy and Wellness were implemented to support English Learners, low-income students, and foster youth. The school prioritized the joy and wellness of students, ensuring they felt safe, cared for, connected, and respected so they could thrive academically, emotionally, and behaviorally. This was supported by the PSW, a full-time school psychologist, and the leadership team, who assisted with supervision before, during, and after school.

A supportive and orderly environment was essential for learning, and the school remained committed to fostering a positive school culture where both students and staff felt valued and supported.

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

No material differences.

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

Action 1: Base-Funded Health Supports

Percent of All Students with Excellent Attendance (96% or Higher): 67.2%

Welby Way Charter and High Achieving/Gifted Elementary School maintained strong attendance. A total of 67.2% of students achieved excellent attendance (96% or higher), while only 6.5% were chronically absent, indicating sustained engagement and effective schoolwide attendance practices supported by the School Psychologist, PSW, and leadership team.

This action was highly effective because consistent health support services, including a full-time nurse and access to the wellness center, reduced barriers to daily attendance. By ensuring that students' health and social-emotional needs were addressed promptly and equitably, Welby Way fostered a safe environment that allowed students to remain engaged in learning and attend school consistently.

Action 2: Base-Funded School Climate Support Staff

Percent of Students Reporting on the School Experience Survey: "I feel safe in this school" - 88.4%
Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school" - 73.7%

This action was effective for targeted student groups, including English Learners, foster youth, and low-income students. The full-time school psychologist ensured that these students received additional social-emotional support and felt connected to the school community. High survey results reflected the success of these supplemental supports in fostering equity, inclusion, access to social groups as needed, and a safe school climate for all.

Action 3: Supplemental School Climate Support Staff

Percent of Students Who Feel Safe at School (per School Experience Survey) - 88.4%
Percent of Students Who Feel They are a Part of their School (per School Experience Survey) - 73.7%

This action was effective because school climate supports, including a full-time school psychologist and PSW, provided ongoing social groups during recess and lunch, PBIS and social skills lessons within the classroom, and community-building assemblies. These supports directly contributed to students' sense of security and belonging. They created a positive and orderly learning environment where students felt welcomed, valued, and safe.

Action 4: SENI Investments towards Joy and Wellness

Schoolwide data from the School Experience Survey reflected a generally positive trend in student satisfaction and sense of belonging at Welby Way Charter and High Achieving/Gifted Magnet Elementary School. The percentage of students who reported "I feel safe at this school" increased from 87.6% in 2024 to 88.4% in 2025, while those who agreed with the statement "I feel like I am part of this school" decreased from 81.2% to 73.7% during the same period. These results highlighted the school's ongoing commitment to fostering a welcoming, safe, and supportive environment for all students. Welby Way continued to strengthen social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students.

The effectiveness of efforts to ensure that students felt welcomed, safe, and supported was evident in the School Experience Survey results. At Welby Way Charter and Gifted High-Ability Magnet, key staff were hired and trained to develop a comprehensive support system that addressed the psychological, mental, and physical needs of all students. These professionals worked collaboratively to foster a positive school climate and embedded social-emotional learning both inside and outside the classroom, ensuring that every child felt seen, valued, and supported. As a result, student safety and sense of belonging showed measurable growth. These outcomes affirmed the success of the school's whole-child approach—integrating wellness, safety, and relationship-building—to create a nurturing environment where students thrived academically, socially, and emotionally.

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

No planned significant 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,, Welby Way Charter Elementary will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Welby Way Charter Elementary will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Welby Way Charter Elementary will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	To provide additional supports so that our English Learners, students in foster care, and low-income students, Welby Way will continue to fund additional days for our School Psychologist to help provide social emotional support to students and families along with complete special education assessments.	**School Discretionary Fund Cost: $103,571**	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.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Welby Way must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Welby Way will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, support students' positive mental health, prompt enrollment and leverage community resources.

Welby Way also works to provide our families with multiple opportunities to offer input in school decisions from the perspectives of our staff, families and community. We provide opportunities for engagement and collaboration at our monthly parent meetings hosted via zoom at our monthly Governance Council meetings, which are hosted every 3rd Monday of the month. Families are also invited to participate in monthly Safety Meetings to ensure they are aware of the emergency procedures we have in place and allow them to provide feedback and input.

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:** 81.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 83.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 86.0%	**All Parents:** +3.8%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 83.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 92.0%	**All Parents:** +6.8%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 85.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +0.9%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023 All Parents:** 95.5% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 97.7% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 95.9% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 99.0%	**All Parents:** +0.4%

Goal Analysis for [2025-2026]

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

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

Action 4: SENI Investments towards Engagement and Collaboration

SENI Investments towards Engagement and Collaboration was fully implemented to support English Learners, low income and foster youth students. The funding of a 3-hour Parent Community Representative each week was successfully implemented. The representative's dedicated support led to the processing of over 349 approved parent volunteers who assisted staff and students during morning field trips, psychomotor activities, ELA and Math instructional time in the classroom, and all school-wide events throughout the year.

Additionally, monthly parent workshops were successfully presented by the Parent Rep, principal, and School Wellness Provider (PSW). These workshops focused on critical topics such as student wellness, parenting skills, middle school presentations, student safety and grooming, and restorative practices. The parent representative also streamlined the processing of field trips and school-wide events, which fostered a learning environment of collaboration, enrichment, and wellness acknowledged by all educational partners.

Lastly, this action supported engagement by encouraging parents to participate in the monthly Local School Leadership Council/Charter Governance and English Learner Advisory Committee (ELAC) meetings to provide input on school-wide decisions regarding instruction, budget, and schedules.

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

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

Percent of Parents Reporting on the School Experience Survey:
"This school includes me in important decisions about my child's education.": 84.9%
“I can easily find information about parent workshops or other programs offered at this school”: 90.3%
“This school provides instructional resources to help me support my child's education.”: 86.5%
"This school provides me with information (verbal and written) I can understand." : 95.9%

SENI Investments toward Engagement and Collaboration were effective and will continue through the funding of a three-hour-per-week Parent Community Representative. The Parent Representative’s support and dedication resulted in 349 approved parent volunteers who supported staff and students during field trips, psychomotor activities, and ELA and Math instructional time, as well as at schoolwide events

throughout the year. Monthly parent workshops were presented by the Parent Representative, Principal, and PSW on topics such as student wellness, parenting skills, middle school transitions, student safety, and restorative practices.

The Parent Representative also assisted with the coordination of field trips and schoolwide events, providing students, teachers, and families with opportunities to collaborate with the community through visits to museums, facilities, and historical locations that supported student learning. Through these efforts, a learning environment centered on collaboration, enrichment, and wellness was fostered and recognized by the school community.

Additionally, parents were encouraged to participate in monthly LSLC/Charter Governance and ELAC meetings to engage in schoolwide decision-making related to instruction, budget, and scheduling.

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

No planned significant 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	To provide additional supports so that our English Learners, students in foster care, and low-income students, Welby Way will continue to fund a 3 hour/5 day a week Community Representative to support parents in the office, processing of volunteers, and provide meaningful parent workshops monthly that address the needs of our community and families.	**School Discretionary Fund Cost: $14,758**	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.

To support the efforts of Welby Way Charter Elementary will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.

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

Los Angeles Unified Support for Affiliated Charter Operations was fully implemented to support all students. The successful implementation of LAUSD's Support for Affiliated Charter Operations has provided Welby Way with centralized guidance to strengthen school operations and facility management. Clear communication and effective implementation are supported through the consistent sharing of meeting agendas, defined job responsibilities, key information, and assigned tasks related to affiliated charter activities. Instructional materials are aligned with classroom needs, and teachers receive professional development to support professional growth and strengthen instructional practices. This ongoing support contributes to a more effective and enriching educational experience for students.

Modernization efforts have also progressed, including infrastructure upgrades such as ADA compliance improvements and storm drain enhancements to meet current safety standards. Major ongoing projects include the renovation of all three playgrounds, a comprehensive upgrade of the school's septic system, and beautification of campus pathways and common areas. Classrooms have been refreshed with new carpeting, rugs, and window blinds, creating more welcoming, functional learning spaces.

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 materials differences

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

Action 1: LAUSD Support for Affiliated Charter Operations

The School Accountability Report Card (SARC) showed that Welby Way Charter and High Achieving/Gifted Magnet School facilities received a "Good Repair" rating with an overall of Exemplary. Additionally, 100% of teachers at Welby Way were appropriately credentialed for their teaching assignments. Finally, all students at Welby Way had access to standards-based instructional materials, meeting Williams Act requirements.

This action was effective because the plant manager consistently maintained the school in excellent condition, ensuring classrooms and common areas were clean, safe, and conducive to learning. Parents and staff also take pride in our campus and assist with a Beautification with state standards. Teacher expertise and professional development ensured that students received rigorous, standards-based instruction supported by best practices. Finally, all students at Welby Way had access to standards-based instructional materials, meeting Williams Act requirements for all content areas and grade levels.

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

No planned significant changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Welby Way Charter Elementary will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $3,278,203	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
$248,400.00 (School Discretionary Funds- new S/C revenues) $1,495,720.38 (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
29.96%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	29.96%

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 5	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 Welby Way Charter. Scope: School-wide	Los Angeles Unified School District, including Welby Way Charter continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 6	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 Welby Way Charter, continues 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 Welby 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 Welby 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 7	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Welby Way Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Welby Way uses the following funding to fund the enrichment of ballroom dance which support our EL, Low Income, and foster youth by providing enriching opportunities to be exposed to a variety of dance, build confidence and team work. Funding is also spent to fund additional aides to support supervision, small group instruction, and overall school safety.	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 8	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. Welby Way Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Welby Way will use TSP funds to purchase an Intervention and Instructional Support Coordinator to address the instructional needs of our targeted student populations along with organize our intervention program during and after school. We will use multiple data sources such as SBA, IABs, iReady, DIBELS to identify areas of strength and areas of need for instructional support. Coordinator will also provide professional development and support grade level meetings in the analysis of data, differentiated and small group instruction, along with progress monitoring based on assessment results from the ELPAC, SBA, iReady, and DIBELS. Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas using the Heggerty, UFLI, Orton Gillingham, and BookNok materials and strategies along with portions of our ELA program - CKLA.	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
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	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	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School

	campus, Welby Way Charter will also provide supplemental school climate support staffing. Scope: School-wide	Welby Way Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	Action: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Leverage a Multi-Tiered Systems of Support (MTSS) framework that improves social-emotional well-being, by strategically reducing and eliminating barriers to student learning and providing a comprehensive array of services to support students socio-emotional needs. Increase the number of students served and supported through mental health services and supports throughout the school year and bridge the connection between home and school wellness.	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 **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: School-wide	3A S2 Develop resources and activities to promote regular school community events that engage family and staff and increase parent engagement throughout the campus based on the large number of approved school volunteers. The following measures will be used to assess the direct impact of staffing a Community Representative: Increase the number of parent processed to volunteer on campus and for events along with increase the percentage of parents reporting on the School Experience Survey who feel welcome to participate in their school for the 2025 -26 school year.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

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.

Welby Way Charter is not eligible for these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	26.06 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 739 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	41.99 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 739 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Welby Way Charter Elementary and Gifted/High Ability Magnet 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 %)
Welby Way Charter Elementary and Gifted/High Ability Magnet	$ 829,139	$ 248,400	29.96%	0.000%	29.96%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,077,539	$ -	$ -	$ -	$ 1,077,539.00	$ 976,341	$ 101,198

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 446,601	$ 32,322	$ 478,923	$ -	$ -	$ -	$ 478,923	0.000%
1	4	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 304,183	$ 46,033	$ 350,216	$ -	$ -	$ -	$ 350,216	0.000%
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 21,189	$ 3,565	$ 24,754	$ -	$ -	$ -	$ 24,754	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 86,039	$ 19,278	$ 105,317	$ -	$ -	$ -	$ 105,317	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	$ 103,571	$ -	$ 103,571	$ -	$ -	$ -	$ 103,571	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 14,758	$ -	$ 14,758	$ -	$ -	$ -	$ 14,758	0.000%

Welby Way Charter Elementary and Gifted/High Ability Magnet 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
$ 829,139	$ 248,400	29.96%	0.000%	29.96%	$ 248,400	0.000%	29.96%	**Total:**	$ 248,400
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 248,400

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide		0.000%
1	4	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide		0.000%
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 24,754	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 105,317	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 103,571	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 14,758	0.000%

Welby Way Charter Elementary and Gifted/High Ability Magnet 2025-2026 Annual Update Tab

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,287,629.00	$ 864,413.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 587,482	$ 302,983
1	4	Charter School Categorical Block Grant	No	$ 422,182	$ 330,808
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 33,200	$ 169
1	9	SENI Investments towards Academic Excellence	Yes	$ 109,789	$ 92,959
2	4	SENI Investments towards Joy and Wellness	Yes	$ 120,226	$ 123,811
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 14,750	$ 13,683

Welby Way Charter Elementary and Gifted/High Ability Magnet 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)
$ 277,965	$ 277,965	$ 230,622	$ 47,343	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 33,20	$ 169	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 109,78	$ 92,959	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 120,226	$ 123,811	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 14,750	$ 13,683	0.000%	0.000%

Welby Way Charter Elementary and Gifted/High Ability Magnet 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,009,664	$ 277,965	0.000%	27.530%	$ 230,622	0.000%	22.841%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

California Department of Education
November 2024