LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Woodland Hills Elementary Charter for Enriched Studies

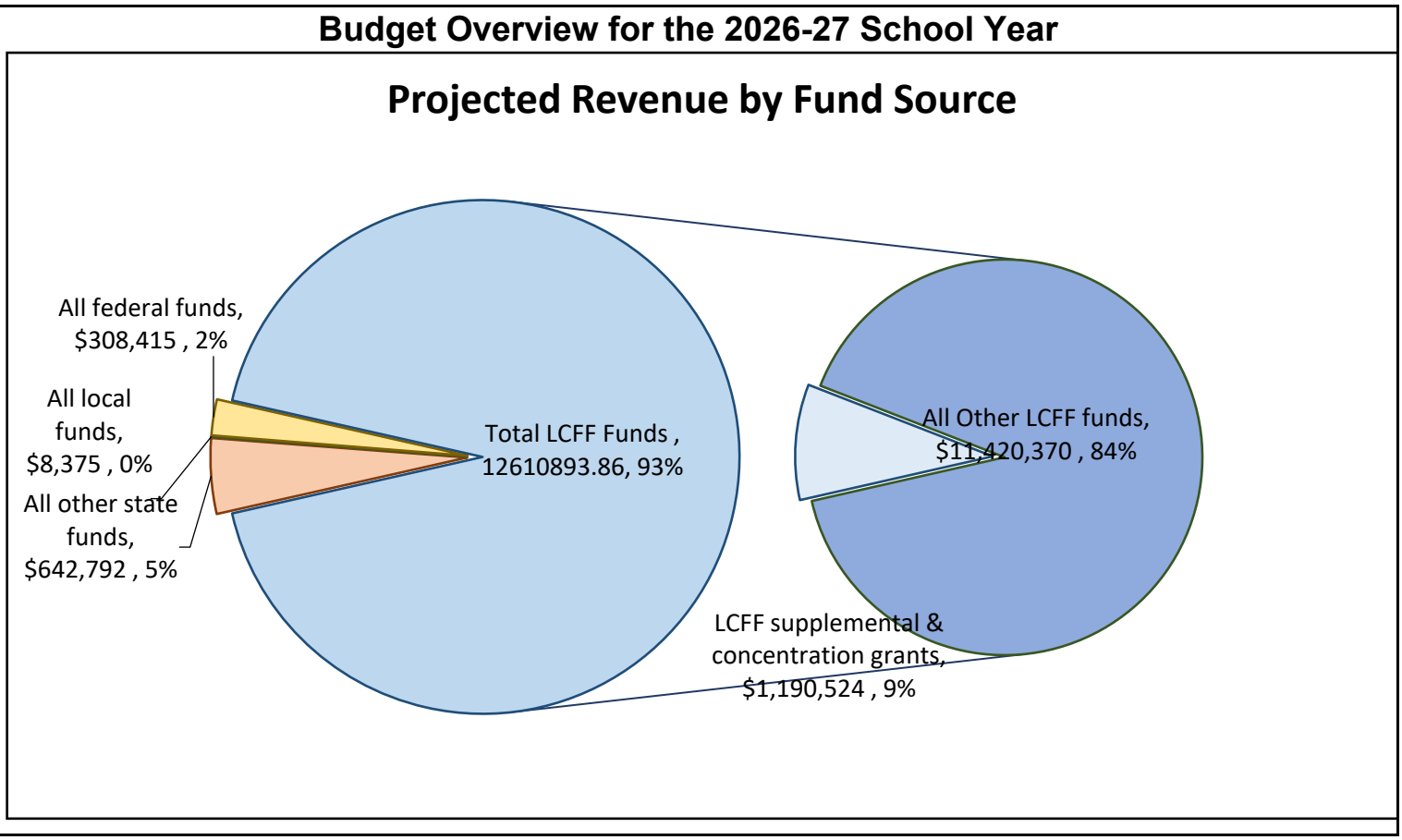
CDS Code: 19 64733 6020044

School Year: 2026-27

LEA contact information: Christina Desiderio, Principal; c.desiderio@lausd.net

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

Budget Overview for the 2026-27 School Year

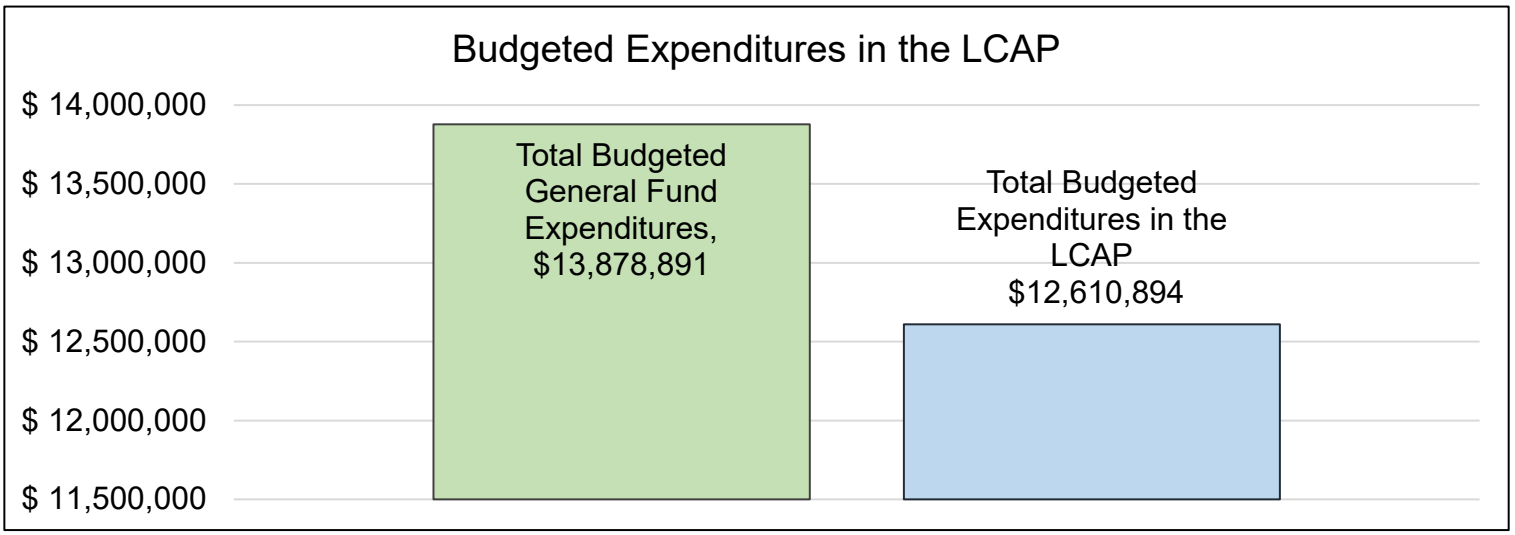


This chart shows the total general purpose revenue Woodland Hills Elementary Charter for Enriched Studies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodland Hills Elementary Charter for Enriched Studies is $13,570,475.86, of which $12,610,893.86 is Local Control Funding Formula (LCFF), $642,792.00 is other state funds, $8,375.00 is local funds, and $308,415.00 is federal funds. Of the $12,610,893.86 in LCFF Funds, $1,190,524.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Woodland Hills Elementary Charter for Enriched Studies plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodland Hills Elementary Charter for Enriched Studies plans to spend $13,878,890.86 for the 2026-27 school year. Of that amount, $12,610,894.00 is tied to actions/services in the LCAP and $1,267,996.86 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

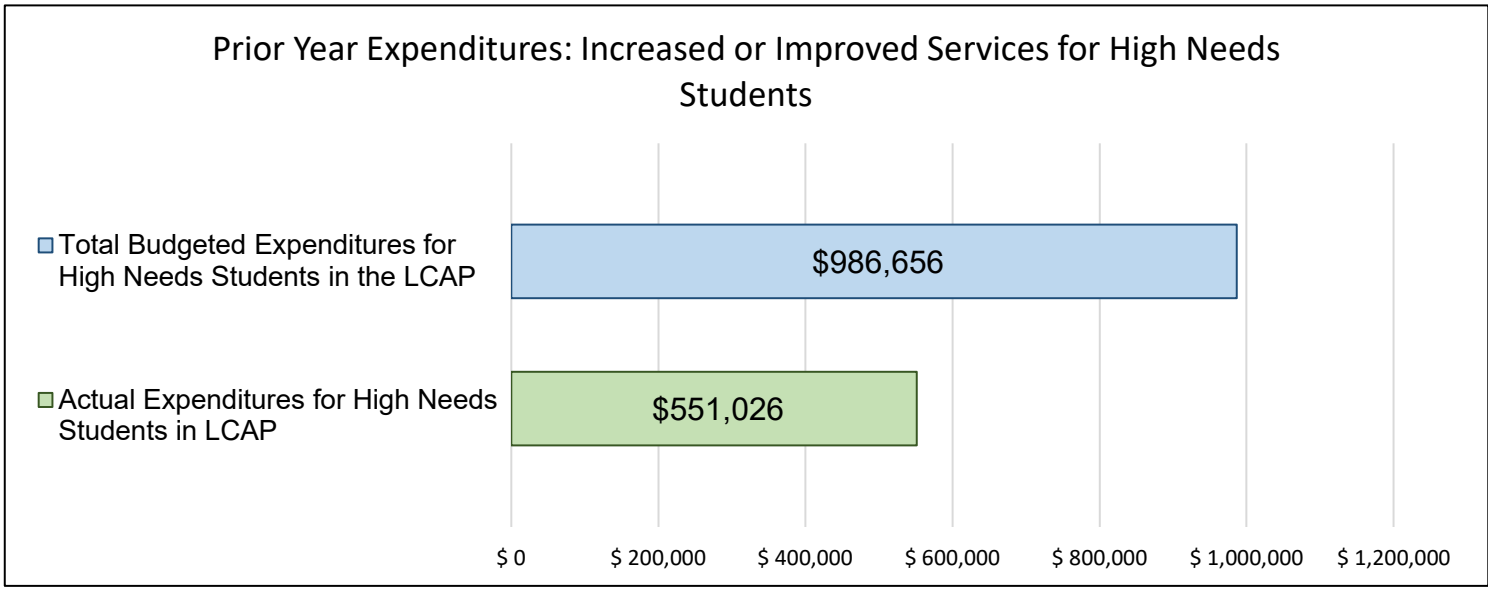
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Woodland Hills Elementary Charter for Enriched Studies is projecting it will receive $1,190,524.00 based on the enrollment of foster youth, English learner, and low-income students. Woodland Hills Elementary Charter for Enriched Studies must describe how it intends to increase or improve services for high needs students in the LCAP. Woodland Hills Elementary Charter for Enriched Studies plans to spend $1,190,524.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Woodland Hills Elementary Charter for Enriched Studies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Woodland Hills Elementary Charter for Enriched Studies estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Woodland Hills Elementary Charter for Enriched Studies's LCAP budgeted $986,656.00 for planned actions to increase or improve services for high needs students. Woodland Hills Elementary Charter for Enriched Studies actually spent $551,026.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $435,630.00 had the following impact on Woodland Hills Elementary Charter for Enriched Studies's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodland Hills Elementary Charter for Enriched Studies	Christina Desiderio, Principal	c.desiderio@lausd.net (818)347-9220

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.

Woodland Hills Elementary Charter for Enriched Studies is located in the West San Fernando Valley and has the distinction of being one of the top schools in the state and lies on the western border of LAUSD boundaries. Woodland Hills Elementary School was built in 1926 as a two room bungalow on San Miguel street by Woodland Hills founder Victor Girard. The school was originally known as Girard Elementary and became a part of Los Angeles Unified as Woodland Hills Elementary in 1945.

There are many private and public schools located in Woodland Hills. In the immediate geographic area of Woodland Hills, there are 12 public school options available for families that reside within a 3-mile radius of our school. We are identified as a School for Advanced Studies (SAS), providing high quality differentiated instruction for our gifted and high ability students. We also pride ourselves in our strong arts integration programs such as multicultural dance and music, theater and visual arts available for all our students. We work diligently to maintain our status as one of the highest quality education available for our community. Our intent is to preserve our core population while at the same time opening our enrollment through the charter lottery to an even broader base of students to strengthen the diversity of the school. We are committed to the continuing search for and referral of gifted and talented students of underrepresented populations. We believe that by becoming a more diverse school that embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Our mission statement:

Woodland Hills Elementary School CES fosters the development of creative thinking, rigorous problem solving, respect for individual differences, and high ethical standards. Our arts integration instruction helps children with the development of academics, motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. We prepare our students to be fully participating, international-minded citizens and leaders with twenty-first century skills. Woodland Hills Elementary School CES is a school where the children come first. All educational partners are devoted to inspire and prepare students to become confident, independent learners who achieve at their highest academic levels, while developing personal values that contribute to their success. These values include nurturing a love of learning, stimulating creativity, cultivating physical, social and emotional health, and developing respect, integrity, empathy, and tolerance for others. Our students are committed to their role as responsible contributing members of society.

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	Two or More Races	African American	Socioeconomically Disadvantaged
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

Woodland Hills Elementary Charter for Enriched Studies demonstrated very strong progress in academic performance on the 2025 CA School Dashboard.

Student achievement in English Language Arts and Mathematics increased from the previous year and were higher than state progress. The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate.

An area of growth Chronic Absenteeism indicator- identifying Socioeconomically Disadvantaged (21.3% chronically absent, an increase of 4.6%) in Red. Chronic absenteeism refers to all students and student groups who are absent 10% or more of the instructional days they were enrolled.

To address chronic absenteeism among the school's Socioeconomically Disadvantaged students through early identification, family outreach, and positive attendance incentives. Attendance data were regularly monitored to identify students at risk.

A Pupil Services and Attendance (PSA) Counselor conducted home visits and individualized family outreach to address barriers to attendance, strengthen family partnerships, and connect families to needed supports. In addition, the school implemented attendance incentive assemblies and recognition programs to promote consistent attendance and reinforce positive attendance behaviors.

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	Woodland Hills Elementary Charter held monthly all-school assemblies that emphasized the importance of attendance, reinforced school-wide expectations, and highlighted the arts through student performances, with one class in each grade level receiving an Attendance Trophy for highest monthly Attendance. The principal also conducted monthly grade-level “Every School Safe” assemblies that focused on safety and positive school culture. To promote and recognize positive behavior, students earned raffle tickets and class bonus bucks during recess and lunch, with weekly raffles held to acknowledge one student per class. Fifth grade students participated monthly in the Kinder Buddies program, fostering mentorship with Kindergarten students. Student Leadership Program, expanded to include both fourth and fifth grade students, and met weekly to design school-wide posters that promote joy, wellness, and community around monthly themes. Woodland Hills Elementary Charter students engaged in a variety of enrichment activities from the beginning of the year, including six week cycles of EnrichLA gardening instruction led by a garden ranger, during which students cultivated native plants and edible crops. Students also participated in grade-level psychomotor sessions led by GotGame coaches, as well as vocal music, dance, visual arts, and theater instruction provided by District arts teachers. In September, a school-wide orchestra assembly introduced students to woodwind, string, and brass instruments, launching an after-school orchestra program held on Fridays. Students also emphasized leadership and responsibility with weekly lessons provided by Apex that culminated in a community Fun Run event. Students were joined by parents and staff weekly on the upper yard for “Walk and Talk,” a school-wide activity promoting community through conversation and movement, which also introduced “Movement Monday.” The school further celebrated “Unity Day,” with students wearing orange to encourage

	kindness, acceptance, and inclusion, and hosted the Annual Halloween Parade, which included parent participation to strengthen school community connections. In November, students participated in the all-school multicultural dance program, providing opportunities to learn diverse forms of dance and celebrate cultural traditions, and in December, they showcased their singing talents in the Annual Holiday Show, highlighting the arts and bringing the school community together in celebration. An all-school dance performance was held at the culmination of the multicultural dance program to celebrate cultural dances and learning. First and second grades studied music as grade levels, learning rhythm and pitch through various instruments, and parents attended an in-studio performance to observe student progress. Third grade completed an intensive African drumming curriculum that included cultural dance, movement, singing, and rhythmic studies, culminating in an in-studio performance for parents. Fourth grade focused on scoring stories musically by matching textures, timbres, and rhythms to enhance written narratives, concluding with a parent performance. Fifth grade continued with scoring stories, but with their own narratives. They performed for parents at the conclusion of the program. In addition, ten classes presented a musical arts integration play for families, and all classes participated in an arts-focused field trip with parent chaperones. In addition, a schoolwide physical education program was implemented to support student wellness and engagement while providing structured opportunities for teacher collaboration, including shared planning time and alignment of instructional practices across grade levels. An after-school enrichment program, several weeks long, through SODE School of Performing Arts was offered, culminating in a student talent show and community performance that celebrated creativity, student voice, and family engagement. An after-school high-dosage tutoring was implemented with a focus on language arts and mathematics to support targeted academic growth. A separate, specialized intervention program was also provided to support students with IEPs, focusing on foundational reading skills through explicit, structured instruction aligned to individualized learning goals. During the school day, a targeted intervention program was implemented for first and second grade students, as well as Kindergarten through second grade English Learners, with a focus on strengthening foundational language arts skills, including phonics, decoding, fluency, vocabulary, and early comprehension.
Parents	Woodland Hills Elementary Charter fostered strong parent engagement through multiple avenues of communication and collaboration. The principal maintained an open-door policy, provided weekly email updates, managed an active

	school Facebook page, and hosted monthly “Coffee with the Principal” meetings to share district and school information, including LCAP and “Every School Safe” presentations. Parents were invited to monthly school-wide assemblies and special events such as “Walk and Roll,” arts showcases, and the Annual Winter Show, as well as community-building activities including the Fun Run, the school’s 100 year celebration, Glow Dance, and Movie Night. Parent engagement was further supported through monthly workshops led by the Psychiatric Social Worker (PSW), regular teacher communication and conferences, and family-focused events such as Sneak Peek, Back to School Night, and the Annual Fall Festival organized by the school’s active parent organization, Parents and Teachers Together (PATT). PATT also raised funds to support arts and gardening programs and contributes to monthly assemblies. The Targeted School Population (TSP) Coordinator hosted monthly meetings for emergent bilingual families, while the Local School Leadership Council and Charter School Governance Committee met bi-monthly to address responsibilities and budgetary needs, with additional parent representation on the Safety Committee and PBIS Committee. Parents also volunteered actively throughout the campus and in classrooms, further strengthening the partnership between school and home.
Staff (Certificated and Classified)	Woodland Hills Elementary Charter fostered a collaborative and supportive environment for all staff through regular communication, professional development, and recognition initiatives. Weekly emails provided the entire staff with calendar updates, district information, and agendas for professional development and staff meetings, and staff were encouraged to consult the calendar, which was updated daily. The principal conducted frequent informal classroom observations, and certificated employees met weekly for professional development and staff meetings, with classified employees participating as applicable. Grade-level certificated teams hosted monthly breakfasts, and the principal provides celebratory bagels every Monday. Staff birthdays were recognized, and an active social committee promoted community and morale. Teachers contributed to adjunct duties to support school needs and participate in leadership committees that provide training on district initiatives, programs, policies, and integrated arts instruction. Additionally, the school’s Psychiatric Social Worker (PSW) supported staff in resolving conflicts and addressing students’ social-emotional needs, reinforcing a culture of professional growth and Collaboration. In addition, a schoolwide physical education program was implemented to support student wellness and engagement while providing structured opportunities for teacher collaboration,

	including shared planning time and alignment of instructional practices across grade levels.
Community	The principal participated in monthly Safety Committee meetings organized by community leaders, including mental health providers, law enforcement, schools, and district operations, to support campus and community safety. Our parent organization, Parents and Teachers Together (PATT), collaborated with local businesses to host Restaurant Nights for the school community and secure gift cards used as student incentives. To strengthen community relations, the school modified its drop-off schedule to reduce neighborhood traffic during arrival and dismissal times. Additionally, a digital marquee at the front of the school highlighted upcoming events and student birthdays, further fostering school spirit and community connection.

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

A majority of community partners supported the continuance of the Targeted Student Population (TSP) Advisor position. This role monitored the progress of English Learners and reclassified students, administered the Initial ELPAC, and supported teachers with administration and assessment of the Summative ELPAC. Student progress in English Language Arts was monitored multiple times per year using i-Ready data to identify needs and provide targeted tutoring and high-dosage intervention.

After school, virtual small-group high-dosage tutoring was offered to all second through fifth grade English Learner students for over ten weeks. Teachers were supported through professional development facilitated by the TSP Advisor weekly, aligned to identified student needs. Instructional aides were scheduled and trained to assist with small-group instruction during the school day.

The Pupil Services and Attendance (PSA) Counselor monitored attendance and implemented motivational strategies to improve student attendance. Students were recognized for perfect attendance, and monthly classroom competitions were held for an attendance trophy. The PSA Counselor conducted phone calls, in-person meetings, virtual meetings, and home visits to support families and address barriers to attendance. As a result of these supports, the school's chronic absenteeism rate decreased, allowing the school to exit Additional Targeted Support and Improvement (ATSI) status.

Supervision aides were hired and trained to ensure students felt safe and supported through the implementation of Positive Behavior Interventions and Supports (PBIS). In addition, Psychiatric Social Worker (PSW) support was provided in classrooms to assist with PBIS implementation, including modeling strategies, supporting student regulation, and collaborating with teachers to address social-emotional and behavioral needs.Teachers participated in frequent professional development sessions focused on arts integration, integrated curriculum content, and instructional follow-up. As part of the Affiliated Charter agreement, a certificated teacher position was budgeted to reduce class size in the upper grades.

The Parent and Teacher Team (PATT) provided financial support for specialized programs that integrated the arts throughout the curriculum, including music, dance, and drama, and a school gardening program.

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.

Woodland Hills Elementary Charter will focus on the consistent implementation of high-quality differentiated instruction to improve student outcomes through small group instruction in the classroom, with intervention as pull-out groups and after school tutoring, and integrating the arts throughout the curriculum for all students to succeed.

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**: 54.2 **African American/Black:** 22.5 **Hispanic/Latino:** 16.7 **RFEP:** 51.1 **Standard English Learner:** 20.3 **Students with Disabilities**: 9.4 **Low Income:** 30.3 *Source: Open Data Dashboard*	**2023-2024** **All Students**: 47.1 **African American/Black:** -18.2 **Hispanic/Latino:** 25.3 **RFEP:** 32.8 **Standard English Learner:** 18.4 **Students with Disabilities**: -63.3 **Low Income:** 24.8 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 53.1 **African American/Black:** -14.6 **Hispanic/Latino:** 55.3 **RFEP:** 46.2 **Standard English Learner:** 55.8 **Students with Disabilities:** -21.9 **Low Income:** 27.1 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 59.0 **African American/Black:** -10.0 **Hispanic/Latino:** 65.0 **RFEP:** 56 .0 **Standard English Learner:** 65.0 **Students with Disabilities:** -10.0 **Low Income:** 30.0	**All Students:** -1.1 **African American/Black:** -37.1 **Hispanic/Latino:** +38.6 **RFEP:** -4.9 **Standard English Learner:** +35.5 **Students with Disabilities:** -31.3 **Low Income:** -3.2
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students**: 38.2 **African American/Black:** -40.4 **Hispanic/Latino:** 7.3 **RFEP:** 47.1 **Standard English Learner:** -6.9 **Students with Disabilities**: 0.3	**2023-2024** **All Students**: 46.5 **African American/Black:** -51.2 **Hispanic/Latino:** 35.4 **RFEP:** 22.8 **Standard English Learner:** 19.2 **Students with Disabilities**: -29.7	**2024-2025** **All Students:** 42.7 **African American/Black:** -49.1 **Hispanic/Latino:** 48.9 **RFEP:** 44.7 **Standard English Learner:** 25.3 **Students with Disabilities:** -43.5	**2025-2026** **All Students:** 49.0 **African American/Black:** -30.0 **Hispanic/Latino:** 55.0 **RFEP:** 55.0 **Standard English Learner:** 30.0 **Students with Disabilities:** -9.0	**All Students:** +4.5 **African American/Black:** -8.7 **Hispanic/Latino:** +41.6 **RFEP:** -2.4 **Standard English Learner:** +32.2 **Students with Disabilities:**

		Low Income: 4 *Source: Open Data Dashboard*	**Low Income:** 17.2 *Source: Open Data Dashboard*	**Low Income:** 16.3 *Source: Open Data Dashboard*	**Low Income:** 19.0	-43.8 **Low Income:** +12.3
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students**: 51.0% **Hispanic/Latino:** 25.0% **RFEP:** 47.1% **Standard English Learner:** 41.2% **Low Income:** 42.3% *Source: Open Data Dashboard*	**2023-2024 All Students**: 62.6% **Hispanic/Latino:** 35.7% **RFEP:** 22.8% **Standard English Learner:** 33.3% **Low Income:** 43.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 65.8% **Hispanic/Latino:** 61.9% **RFEP:** No Data **Standard English Learner:** 48.1% **Low Income:** 56.4% *Source: Open Data Dashboard*	**2025-2026 All Students:** 70.0% **Hispanic/Latino:** 70.0% **RFEP:** 25.0% **Standard English Learner:** 55.0% **Low Income:** 46.0%	**All Students:** +14.8% **Hispanic/Latino:** +36.9% **RFEP:** ±0 **Standard English Learner:** +6.9% **Low Income:** +14.1%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 79.8% **Hispanic/Latino:** 63.2% **Standard English Learners:** 66.7% **Low Income:** 66.7% *Source: Open Data Dashboard*	**2023-2024 All Students:** 84.3% **Hispanic/Latino:** 73.7% **Standard English Learners:** 77.3% **Low Income:** 83.3% *Source: Open Data Dashboard*	**2024-2025 All Students:** 78.4% **Hispanic/Latino:** 77.8% **Standard English Learner:** 70.8% **Low Income:** 62.5% *Source: Open Data Dashboard*	**2025-2026 All Students:** 86.0% **Hispanic/Latino:** 80.0% **Standard English Learners:** 79.0% **Low Income:** 84.0%	**All Students:** -1.4% **Hispanic/Latino:** +14.6% **Standard English Learner:** +4.1% **Low Income:** -4.2%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023 All Students:** 90.4% **Hispanic/Latino**: 87.0% **Standard English Learners:** 88.0% **Low Income:** 76.2%	**2023-2024 All Students:** 89.3% **Hispanic/Latino**: 81.0% **Standard English Learners:** 80.8% **Low Income:** 87.5%	**2024-2025 All Students:** 89.0% **Hispanic/Latino:** 88.9% **Standard English Learner:** 90.0% **Low Income:** 95.2%	**2025-2026 All Students:** 91.0% **Hispanic/Latino:** 90.0% **Standard English Learners:** 93.0% **Low Income:** 97.0%	**All Students:** -1.4% **Hispanic/Latino:** +1.9% **Standard English Learner:** +2.0% **Low Income:** +19.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 77.3% **Hispanic/Latino**: 88.9% **Standard English Learners:** 90.9% **Low Income:** 73.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 93.7% **Hispanic/Latino**: 94.7% **Standard English Learners:** 96% **Low Income:** 95.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 88.8% **Hispanic/Latino:** 72.2% **Standard English Learner:** 72.0% **Low Income:** 76.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 96.0% **Hispanic/Latino:** 97.0% **Standard English Learners:** 97.0% **Low Income:** 96.0%	**All Students:** +11.5% **Hispanic/Latino:** -16.7% **Standard English Learner:** -18.9% **Low Income:** +2.6%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 21.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 43.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 45.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.0%	**All Students:** +24.6%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 61.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 75.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0%	**All Students:** +13.9%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 21.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 46.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 42.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.0%	**All Students:** +21.7%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 95.5% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**2023-2024** **All Students:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**2024-2025** **All Students:** 94.8% **Standard English Learner:** 100.0% **Low Income:** 90.5%	**2025-2026** **All Students:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** -0.7% **Standard English Learner:** 0.0% **Low Income:** -9.5%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 80.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 82.0%	**All Students:** +2.0%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 61.5% **Standard English Learner:** 60.0% **Low Income:** 41.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 51.5% **Standard English Learner:** 45.5% **Low Income:** 50.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 40.5% **Standard English Learner:** 26.7% **Low Income:** 26.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 81.0% **Standard English Learner:** 85.5% **Low Income:** 44.0%	**All Students:** -21.0% **Standard English Learner:** -33.3% **Low Income:** +3.3%

Goal Analysis for [2025-2026]

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

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

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

This action was implemented to address the needs of all students through the use of smaller class sizes, targeted small-group instruction, and data-informed instructional planning across grade levels. Teachers used i-Ready, classroom assessments, and SBA-aligned practices to monitor progress and provide timely interventions. Arts integration was embedded into core instruction to increase engagement and deepen understanding of academic content. Instructional supports were coordinated to ensure all students, including gifted learners, received rigorous, standards-aligned instruction.

Action 2: Special Education Supports

This action was implemented to address the needs of students through inclusive instructional models that combined push-in and pull-out services aligned to students' Individualized Education Programs. Special Education staff collaborated with general education teachers to provide access to grade-level content while addressing individualized learning goals. Targeted interventions were delivered using i-Ready data to monitor progress and adjust instruction. These supports ensured consistent access to academic instruction and progress monitoring for students with disabilities.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students by using Charter School Block Grant funds to provide instructional aides and support staff across classrooms and shared spaces. These staff members supported small-group instruction, arts integration, and supervision during unstructured times. The additional staffing allowed for consistent classroom coverage and increased student engagement. This structure supported both instructional continuity and student safety throughout the school day.

Action 4: Class Size Reduction:

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Woodland Hills Charter. The Class Size Reduction action was implemented by adding an additional teacher in grades 4 and 5 to reduce overall class sizes. This staffing adjustment allowed teachers to provide more individualized instruction and targeted feedback. Small-group instruction was strengthened and implemented with greater consistency in English Language Arts and math, resulting in more intentional differentiation aligned to student performance data. Teachers also used the reduced class sizes to closely monitor student progress and respond to learning needs.

Action 5: Supplemental Arts Education:

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Woodland Hills Charter. This action was implemented through schoolwide arts integration that ensured students participated in music, dance, theater, and visual arts. Arts instruction was embedded into core academic subjects to reinforce literacy, mathematics, and critical thinking skills. Teachers collaborated with arts educators to align lessons with grade-level standards. Family showcases and performances were organized to build

community engagement and celebrate student learning. Grade-level, arts-based field trips were implemented to support arts integration, student engagement, and access to enriching learning experiences.

Action 6: Supplemental Afterschool Programs:

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Woodland Hills Charter. The Supplemental Afterschool Programs action was implemented through afterschool high-dose tutoring and a daytime interventionist model focused on ELA and Math. Students were identified using assessment data and scheduled for targeted instruction aligned to their learning needs. Instruction emphasized skill reinforcement, practice, and progress monitoring using i-Ready benchmarks. These supports extended learning time and provided consistent academic reinforcement beyond the core instructional day.

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

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Woodland Hills Charter. This action was implemented by allocating supplemental and concentration funds to support staffing, early literacy instruction, and arts programming for targeted student groups. English Learners received focused language development instruction and monitoring aligned to ELPAC performance and reclassification goals. Early grades implemented structured literacy practices to strengthen foundational reading skills.

Action 8: SENI Investments towards Academic Excellence:

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Woodland Hills Charter. This action was implemented through SENI-funded staffing, including a TSP Advisor, to support targeted academic interventions and professional development. Additional instructional time was provided to students identified as needing academic support based on assessment data. Teachers received training to implement strategies aligned to student needs and equity goals. These investments ensured that vulnerable student populations had access to consistent intervention and academic enrichment opportunities.

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.

Woodland Hills Elementary Charter for Enriched Studies continues to outperform district and state averages in both English Language Arts and mathematics. In 2024–25, 52% of 4th and 5th graders met or exceeded grade-level expectations in reading, though growth has leveled off and many students remain just below proficiency. Math achievement is a schoolwide strength, with students scoring 50 points above standard and showing notable gains, particularly among Hispanic and socioeconomically disadvantaged students.

English Learners also showed exceptional progress, with nearly 80% advancing toward proficiency—almost double the state rate—demonstrating the strength of our EL program. Moving forward, the school's focus will be on accelerating students who are close to proficiency, closing subgroup gaps in math, and continuing to build on the strong outcomes for English Learners.

These gains are supported by smaller class sizes, which allow teachers to provide more individualized instruction, targeted interventions, and closer monitoring of student progress. Moving forward, the school's focus will be on accelerating students who are close to proficiency, closing subgroup gaps in math, and continuing to build on the strong outcomes for English Learners.

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

Data: Smarter Balanced Assessment results demonstrated strong academic achievement across all tested students at Woodland Hills Elementary Charter for Enriched Studies. According to the 2024–25 California School Dashboard, overall student performance remained well above state expectations in both English Language Arts (ELA) and Mathematics.

In English Language Arts, students scored an average of 54.8 points above the standard, earning a Blue performance level, the highest Dashboard rating. This reflected an increase of 3.4 points from the prior year, indicating continued growth and sustained high performance. In Mathematics, students scored an average of 44.6 points above the standard, earning a Green performance level. Although Math scores showed a decline of 5.4 points, overall achievement remained significantly above the state standard.

Student growth data further supported these outcomes. In ELA, 79.4% of students increased their scores, reflecting average growth, while 67.1% of students increased their Mathematics scores, reflecting accelerated growth compared to similar students statewide.

Subgroup performance remained strong. Gifted students demonstrated exceptionally high achievement, with 97.2% meeting or exceeding standards in ELA and 94.4% meeting or exceeding standards in Mathematics. In addition, ongoing progress monitoring through i-Ready and classroom-based assessments confirmed that the majority of students across grade levels were meeting or exceeding grade-level benchmarks throughout the school year.

Effectiveness: These supports were effective because small-group instruction, targeted pull-outs, and integration of arts into the curriculum provided engaging, rigorous opportunities for all learners. Teachers reported that students were demonstrating growth not only on standardized tests but also in formative assessments, with progress evident across grade levels.

Action 2: Special Education Supports

Data: iReady data showed steady improvement among students receiving targeted interventions, with increased progress of benchmarks.

Effectiveness: These supports were effective and teachers ensured inclusive practices. Pull-out and push-in models gave students access to grade-level content while addressing individualized goals.

Action 3: Charter School Categorical Block Grant

Data: The block grant provided aides and instructional support staff who contributed to arts integration and supervision. This resulted in consistent classroom coverage, small-group instruction, and increased student engagement.

Effectiveness: Charter School Block Grant directly strengthened daily instructional programs. Students benefited from additional adult support in classrooms, which improved both academic engagement and safety during unstructured times such as recess and lunch.

Action 4: Class Size Reduction

Data: With the addition of a teacher in grades 4 and 5, class sizes were reduced, supporting stronger student-teacher interaction. SBA results reflected success, with high percentages of students meeting or exceeding standards in both ELA and Math End-of-year i-Ready Reading data demonstrated strong literacy outcomes in the upper grades, as a substantial proportion of fourth and fifth grade students met

or exceeded grade-level expectations. These results reflected consistent growth and effective implementation of targeted instruction and small-group supports.

Effectiveness: Class size reduction was effective because it allowed teachers to differentiate instruction more consistently, provide targeted feedback, and dedicate more time to small-group work.

Action 5: Supplemental Arts Education

Data: Arts integration remained schoolwide, reaching 100% of students. Attendance remained high, with most students maintaining excellent attendance, while chronic absenteeism stayed lower than district averages. Academic results from the California School Dashboard showed that overall student performance remained well above the state standard in both English Language Arts and Mathematics, as reflected by positive Distance from Standard scores and strong performance levels. These results confirm sustained high academic achievement across content areas.

Effectiveness: This action was highly effective. The integration of music, dance, theater, and visual arts not only enhanced engagement but also reinforced core academic skills. Families and students expressed strong enthusiasm for arts showcases, and participation correlated with high motivation and consistent attendance.

Action 6: Supplemental Afterschool Programs:

Data: During the 2025–2026 school year, Woodland Hills Elementary Charter for Enriched Studies continued both afterschool high-dose tutoring and an interventionist model to support students in ELA and Math. Over 60 students in grades 2–5 participated in afterschool tutoring, while the interventionist program served additional students in grades 1 and 2 during the instructional day. Across both programs, majority of students completed services successfully and demonstrated growth on i-Ready benchmarks and formative assessments.

Effectiveness: These academic supports were highly effective in providing targeted, data-driven instruction to accelerate learning. The combination of the interventionist model and afterschool tutoring ensured consistent reinforcement of key skills, resulting in improved student achievement and increased mastery of grade-level standards.

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

Data: Smarter Balanced Assessment results reflected strong academic achievement across grade levels. On the California School Dashboard, students performed well above the state standard in both English Language Arts and Mathematics, with ELA earning a Blue performance level and Mathematics earning a Green performance level, indicating sustained high achievement. English Learners made notable progress, with 79.3% demonstrating growth or maintaining proficiency, significantly exceeding the statewide rate of 45.7%.

Early literacy outcomes in grades K–2 showed meaningful improvement in foundational reading skills. i-Ready early literacy data demonstrated substantial growth from the beginning to the end of the year, with students making significant gains in phonics, decoding, fluency, and comprehension. By year’s end, a strong majority of kindergarten, first, and second grade students were reading at or above grade level.

Grade 5 students also performed well on the California Science Test, exceeding the state average and demonstrating the effectiveness of inquiry-based instruction and cross-curricular STEM integration. In addition, 2024 ELPAC results showed that 89% of English Learners scored at Level 3 or 4, indicating strong English language proficiency and readiness for reclassification.

Effectiveness: This action was effective because they directly supported staffing and arts programming that benefitted targeted subgroups. English Learners in particular showed significant gains, confirming that concentrated supports were reaching the intended population

Action 8: SENI Investments towards Academic Excellence

Data: Early literacy results demonstrated that students receiving targeted intervention were progressing toward grade-level expectations, as evidenced by improved foundational reading skills. Smarter Balanced Assessment results showed that overall student performance in English Language Arts and Mathematics remained well above the state standard, with ELA earning a Blue performance level and Mathematics earning a Green performance level on the California School Dashboard.

Effectiveness: SENI investments were effective because they allowed the school to employ a TSP Advisor and provide additional instructional time and professional development specific to student needs. These supports targeted the most vulnerable student populations, ensuring equity in access to intervention and enrichment.

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.

Woodland Hills 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 Woodland Hills 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	Woodland Hills Elementary Charter will provide quality first instruction to all students to reach Academic Excellence	District Cost: $4,311,482 **School Discretionary Fund Cost: $424,196**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Woodland Hills Elementary Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,332,065	N
3	Charter School Categorical Block Grant	Woodland Hills Elementary will implement Charter School Categorical Block Grant to ensure access to high-quality instruction, targeted academic interventions, and a safe learning environment for all students.	**School Discretionary Fund Cost: $334,181**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Woodland Hills Elementary Charter.	District Cost: $844,388	Y
5	Supplemental Arts Education	Woodland Hills 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: $90,017	Y
	Supplemental Afterschool Programs	Woodland Hills 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 Woodland Hills Charter's LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	Woodland Hills Elementary will implement Charter Supplemental/Concentration Funds in Lieu of EIA to support campus safety and student supervision and to ensure access to high-quality instructional materials that support academic achievement.	**School Discretionary Fund Cost: $19,395**	Y

7	SENI Investments towards Academic Excellence	Woodland Hills Elementary will implement SENI Investments towards Academic Excellence to support academic excellence for all students, with targeted support for identified student populations and the use of high-quality instructional materials.	**School Discretionary Fund Cost: $228,784**	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. Woodland Hills Elementary Charter must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Woodland Hills Charter will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 41.6% **African American/Black:** 32.4% **Hispanic/Latino:** 29% **English Learners:** 42.9% **RFEP:** 54.3% **Standard English Learner:** 29% **Students with Disabilities:** 45.5% **Low Income:** 37.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 52.8% **African American/Black:** 37.2% **Hispanic/Latino:** 48.1% **English Learners:** 50.0% **RFEP:** 63.8% **Standard English Learner:** 45.2% **Students with Disabilities:** 60.0% **Low Income:** 41.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 53.4% **African American/Black:** 34.0% **Hispanic/Latino:** 38.7% **English Learners:** 60.9% **RFEP:** 59.5% **Standard English Learner:** 36.5% **Students with Disabilities:** 50.0% **Low Income:** 38.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 54.0% **African American/Black:** 39.0% **Hispanic/Latino:** 49.0% **English Learners:** 70.0% **RFEP:** 65.0% **Standard English Learner:** 46.0% **Students with Disabilities:** 61.0% **Low Income:** 42.0%	**All Students:** +11.8% **African American/Black:** +1.6% **Hispanic/Latino:** +9.7% **English Learner:** +18.0% **RFEP:** +5.2% **Standard English Learner:** +7.5% **Students with Disabilities:** +4.5% **Low Income:** +1.5%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 16.1% **African American/Black:** 15.4% **Hispanic/Latino:** 21.4% **English Learner:** 22.7% **RFEP:** 10.9%	**2023-2024** **All Students:** 10.0% **African American/Black:** 29.0% **Hispanic/Latino:** 9.0% **English Learner:** 26.0% **RFEP:** 4.0%	**2024-2025** **All Students:** 11.2% **African American/Black:** 30.8% **Hispanic/Latino:** 11.8% **English Learners:** 13.0% **RFEP:** 4.9%	**2025-2026** **All Students:** 8.0% **African American/Black:** 28.0% **Hispanic/Latino:** 8.0% **English Learner:** 8.0% **RFEP:** 3.0%	**All Students:** -4.9% **African American/Black:** +15.4% **Hispanic/Latino:** -9.6% **English Learner:** -9.7% **RFEP:**

		Standard English Learners: 19.9% **Students with Disabilities:** 14.3% **Low Income:** 24.2% *Source: Open Data Dashboard*	**Standard English Learners:** 15.0% **Students with Disabilities:** 11.0% **Low Income:** 17.0% *Source: Open Data Dashboard*	**Standard English Learner:** 17.8% **Students with Disabilities:** 12.2% **Low Income:** 19.5% *Source: Open Data Dashboard*	**Standard English Learners:** 14.0% **Students with Disabilities:** 10.0% **Low Income:** 16.0%	-6.0% **Standard English Learner:** -2.1% **Students with Disabilities:** -2.1% **Low Income:** -4.7%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 21.0% **African American/Black:** 24.3% **Hispanic/Latino:** 31.3% **English Learner:** 28.6% **RFEP:** 15.2% **Standard English Learners:** 29.7% **Students with Disabilities:** 20.5% **Low Income:** 30.4% *Source: Open Data Dashboard*	**.2023-2024** **All Students:** 16.1% **African American/Black:** 37.2% **Hispanic/Latino:** 20.2% **English Learner:** 23.7% **RFEP:** 6.4% **Standard English Learners:** 25.3% **Students with Disabilities:** 20.0% **Low Income:** 24.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 18.1% **African American/Black:** 38.3% **Hispanic/Latino:** 21.8% **English Learners:** 30.4% **RFEP:** 9.5% **Standard English Learner:** 26.9% **Students with Disabilities:** 23.2% **Low Income:** 30.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 10.0% **African American/Black:** 20.0% **Hispanic/Latino:** 10.0% **English Learner:** 10.0% **RFEP:** 3.0% **Standard English Learners:** 15.0% **Students with Disabilities:** 10.0% **Low Income:** 14.0%	**All Students:** -2.9% **African American/Black:** +14.0% **Hispanic/Latino:** -9.5% **English Learner:** +1.8% **RFEP:** -5.7% **Standard English Learner:** -2.8% **Students with Disabilities:** +2.7% **Low Income:** +0.2%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 47.1% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 62.7% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 71.4% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 75.0%	**All Staff:** +24.3%

5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** % *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 87.6% **African American/Black:** 86.7% **Hispanic/Latino:** 88.9% **RFEP**: 72.2% **Standard English Learners:** 89.2% **Students with Disability:** 41.7% **Low Income:** 84.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 72.0% **African American/Black:** No Data **Hispanic/Latino:** 62.5% **RFEP**: 70.6% **Standard English Learners:** 66.7% **Students with Disability:** No Data **Low Income:** 67.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 86.3% **African American/Black:** 66.7% **Hispanic/Latino:** 88.6% **RFEP:** No Data **Standard English Learner:** 82.6% **Students with Disabilities:** 81.8% **Low Income:** 82.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.0% **African American/Black:** 75.0% **Hispanic/Latino:** 90.0% **RFEP**: 75.0% **Standard English Learners:** 90.0% **Students with Disability:** 90.0% **Low Income:** 90.0%	**All Students:** -1.3% **African American/Black:** +20.0% **Hispanic/Latino:** -0.3% **RFEP**: ±0 **Standard English Learner:** -6.6% **Students with Disabilities:** +40.1% **Low Income:** -2.0%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School**	**2022-2023** **All Parents:** 89.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 93.0%	**All Parents:** +1.2%

	Experience Survey)					
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 98.5% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** -1.5%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 79.8% **African American/Black:** 92.9% **Hispanic/Latino:** 81.5% **RFEP:** 83.3% **Standard English Learners:** 83.3% **Students with Disability:** 54.5% **Low Income:** 73.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 68.9% **African American/Black:** No Data **Hispanic/Latino:** 63.6% **RFEP:** 70.6% **Standard English Learners:** 65.0% **Students with Disability:** No Data **Low Income:** 70.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 82.6% **African American/Black:** 90.9% **Hispanic/Latino:** 83.3% **RFEP:** No Data **Standard English Learner:** 82.6% **Students with Disabilities:** No Data **Low Income:** 87.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 85.0% **African American/Black:** 93.0% **Hispanic/Latino:** 85.0% **RFEP:** 84.0% **Standard English Learners:** 84.0% **Students with Disability:** 56.0% **Low Income:** 90.0%	**All Students:** +2.8% **African American/Black:** -2.0% **Hispanic/Latino:** +1.8% **RFEP:** ±0 **Standard English Learner:** -0.7% **Students with Disabilities:** +1.5% **Low Income:** +13.6%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Staff:** 93.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 83.8% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 93.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +0.5%

13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 93.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 87.5% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 75.4% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 94.0%	**All Staff:** +0.7%

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

This action was fully implemented to address the needs of all students by providing consistent, base-funded health services, including access to a full-time school nurse and wellness resources. Systems were established to promptly address student health needs during the school day, reducing health-related barriers to attendance. Health protocols and communication processes ensured families were informed and supported when students required care. These structures allowed students to remain healthy, present, and engaged in daily learning.

Action 2: Base-Funded School Climate Support Staff

This action was fully implemented to address the needs of all students through the allocation of base-funded staff dedicated to school climate and student support. A Psychiatric Social Worker (PSW) provided social-emotional support, while PBIS lessons were delivered regularly to reinforce positive behavior expectations. The school also implemented safety-focused and community-building assemblies to promote belonging and respect. These coordinated efforts established consistent expectations and strengthened students' sense of safety and connection.

Action 3: Supplemental School Climate Support Staff

This action was fully implemented to address the needs of English Learners, students in foster care, and low income students at Woodland Hills Charter. Supplemental School Climate Support Staff was implemented by using supplemental funds to provide targeted climate and social-emotional supports for identified student groups. Additional staff focused on supporting English Learners, foster youth, and low-income students through individualized and small-group interventions. Intentional outreach and relationship-building ensured students felt connected to adults on campus. These supports were integrated into the broader school climate framework to promote equity, inclusion, and student well-being.

While in 2025-2026 SENI Investments towards Joy and Wellness was not funded as a specific action within the LCAP, Joy and Wellness initiatives were implemented through intentional schoolwide events and daily practices that promoted student engagement and positive relationships. Activities such as Unity Day, the Apex Fun Run, and Walk & Talk, Walk and Roll to School, College Day, several spirit weeks, and a centennial celebration were planned to encourage physical wellness, social connection, and community building. Staff collaborated to embed wellness into the school culture through inclusive activities and shared experiences. These efforts reinforced a supportive environment where students felt safe, valued, and connected to their school community.

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

No material differences.

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

LCAP actions under this goal translated into positive outcomes for students. According to the School Experience Survey, 86% of students reported feeling safe at school, and 83% reported feeling supported by at least one adult at school. Schoolwide events such as Unity Day, the Apex Fun Run, Walk & Talk, several spirit weeks, and centennial celebration not only promoted wellness and physical activity but also strengthened peer-to-peer connections and relationships between staff, students, and families.

Action 1: Base-Funded Health Supports

Data: The majority of students at Woodland Hills Elementary Charter maintained excellent attendance. In 2024–25, 64% of Woodland Hills students achieved excellent attendance (96% or higher), while 17% were chronically absent, indicating sustained engagement and effective schoolwide attendance practices.

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

Action 2: Base-Funded School Climate Support Staff

Data: According to the most recent School Experience Survey, 86% of students reported feeling safe at school, and 83% reported feeling like they were supported by at least one adult on campus.

Effectiveness: This action was effective because school climate supports, including a PSW, regular PBIS lessons, and safety-focused and community building assemblies, directly contributed to students' sense of security and belonging. These supports created a positive and orderly learning environment where students felt welcomed, valued, and safe.

Action 3: Supplemental School Climate Support Staff

Data: The School Experience Survey data confirmed that 86% of students reported feeling safe, and 83% reported feeling that they were supported by at least one adult at school.

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

The Joy and Wellness initiatives were effective in supporting students' social-emotional growth, increasing positive school climate indicators, and maintaining strong attendance patterns. These efforts contributed directly to students feeling safe, cared for, and connected to their school community.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Woodland Hills Elementary Charter will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Woodland Hills 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 support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Woodland Hills Elementary Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
	SENI Investments towards Joy and Wellness	Woodland Hills Elementary did not invest LCFF- SENI funds towards Joy and Wellness in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.		

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is to support our parents and community. Having a positive relationship with these educational partners directly impacts the socio-emotional well-being of educators and educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 72.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 70.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 78.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 80.0%	**All Parents:** +6.1%
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:** 74.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 72.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 86.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +12.4%
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:** 78.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 73.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 79.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.0%	**All Parents:** +1.4%

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:** 92.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 94.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +2.2%

Goal Analysis for [2025-2026]

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

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

While in 2025-2026 SENI Investments towards Engagement and Collaboration was not funded as a specific action within the LCAP, throughout the school year, Woodland Hills Elementary Charter actively engaged parents, staff, and community partners in meaningful collaboration.
Parents participated in monthly Chat with the Principal meetings, received weekly email updates, and were invited to attend assemblies, arts showcases, and large-scale community events such as the 100-Year Celebration, Glow Dance, Fun Run, and Annual Winter Show. The parent organization, Parents and Teachers Together (PATT), provided financial and volunteer support for arts, enrichment, and assemblies, and organized community-building events such as the Fall Festival and Movie Night. The school also hosted monthly bilingual family meetings to ensure emergent bilingual parents were informed and supported.
Staff members were engaged through weekly professional development, active participation in leadership committees, and morale-building traditions such as Monday bagels and birthday recognitions. Classified and certificated staff worked collaboratively, often leading or supporting initiatives tied to arts integration, PBIS, and academic intervention. Community partnerships further enriched the school culture, with Restaurant Nights, gift card donations, and a strengthened neighborhood relationship through a modified drop-off system that eased local traffic.

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.

Evidence of strong engagement was reflected in the high turnout at schoolwide events such as the Fun Run, the Holiday Show, and the Centennial Celebration. Governance structures, including the Local School Leadership Council and Charter School Governance Committee, experienced consistent family participation, ensuring that parents had a meaningful voice in decision-making. PATT’s efforts not only generated the financial resources needed to continue supplemental programs but also created opportunities for parents to volunteer and contribute directly to the school community. Teacher and staff engagement remained high, with strong professional development participation and positive feedback on school culture.
Parents, staff, and community members contributed actively to school life, reinforcing both the academic and cultural programs of Woodland Hills Elementary Charter. The strength of these partnerships enhanced the overall climate and supported the school’s mission of fostering creativity, academic excellence, and community connection.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
	SENI Investments towards Engagement and Collaboration	Woodland Hills Elementary did not invest LCFF- SENI funds towards Engagement and Collaboration in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Engagement and Collaboration.		

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for the whole child to thrive, students needed to feel safe, cared for, connected, and respected. Throughout the first half of the school year, Woodland Hills Elementary Charter maintained a safe and orderly environment that was conducive to learning. The campus remained a place where both students and staff were supported, ensuring that academic and social-emotional growth could occur within a positive and nurturing climate.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

This action was fully implemented to address the needs of all students. LAUSD Support for Affiliated Charter Operations was implemented through coordinated LAUSD support to ensure facilities, staffing, and instructional resources met all state and district requirements. A dedicated plant manager oversaw routine maintenance and repairs, resulting in the campus being maintained in “Good Repair” as verified by the FIT Tool (SARC). The school ensured that all teaching positions were filled by appropriately credentialed teachers through district staffing processes and ongoing monitoring. Additionally, LAUSD support guaranteed that all students were provided with standards-based instructional materials in compliance with Williams Act requirements.

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

No materials difference

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

The FIT Tool (SARC) confirmed that the campus was in “Good Repair.” 100% of teachers were appropriately credentialed for their teaching assignments, and all students were provided with standards-based instructional materials. Parents and community members frequently expressed appreciation for the condition of the campus and the quality of instructional supports, confirming that operational investments contributed directly to a positive learning environment.

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

Action 1: LAUSD Support for Affiliated Charter Operations

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

Effectiveness: 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 frequently noted the high quality of the facilities, which contributed to a positive and welcoming school environment. Additionally, fully credentialed teachers provided instruction aligned with state standards. Teacher expertise and professional development ensured that students received rigorous, standards-based instruction supported by best practices. Finally, all students at Woodland Hills Elementary Charter had access to standards-based instructional materials, meeting Williams Act requirements.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Woodland Hills Elementary Charter will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $2,817,750	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
$248,179.00 (School Discretionary Funds - new S/C revenues) $1,190,524.00 (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
32.73%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	32.73%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions. Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Woodland Hills Charter. Scope: School-wide	Los Angeles Unified School District, including Woodland Hills Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families,	Los Angeles Unified School District, including Woodland Hills Elementary Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be	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 Woodland Hills Elementary Charter. Scope: School-wide	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, Woodland Hills Elementary Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	Assessment: Math- Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● Implementation of Academic Standards (All Students)
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Woodland Hills Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	This action supports student safety and access to high-quality instruction, with a focus on Targeted Student Population students, including English Learners, low-income students, and foster youth. School supervision aides and high-quality instructional materials are provided to ensure consistent supports, promote positive behavior, and allow targeted students to receive differentiated instruction within inclusive learning environments.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students

			Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 7	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Woodland Hills Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Small groups provide targeted support through differentiated instruction, increased engagement, and immediate feedback (Slavin, 1990; Fuchs et al., 2008). Research shows they enhance mastery of grade-level standards, boost confidence, and improve collaboration skills (Gillies, 2003; Tomlinson, 2001), fostering personalized learning and academic growth. TSP Coordinator: According to the California Dashboard, the number of second language students, newcomers, (in 3rd-5th) has increased since 2017. Overall, EL learners numbered in the 40s at the beginning of the year. With a TSP Advisor, students can be regularly monitored, and strategic intervention can be planned. The TSP Advisor will review data, regroup students, and adjust strategies as needed. Intervention coordinator: leads professional development and works with our ILT, instructional leadership team, and grade levels as they plan for instruction. Relevant research shows small group instruction allows teachers	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		to tailor instruction to individual student needs. Students in small groups are more likely to participate actively in discussions and activities and positively impact student learning outcomes. Small group instruction is an evidence-based practice shown to significantly enhance student learning and address diverse academic needs.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Woodland Hills Charter will also provide supplemental school climate support staffing. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Woodland Hills Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

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.

Woodland Hills Elementary 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	22.67 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 621 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	35.23 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 621 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Woodland Hills Elementary Charter for Enriched Studies 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Woodland Hills Elementary Charter for Enriched Studies 2026-2027	$ 758,377	$ 248,179	32.73%	0.000%	32.73%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,006,556	$ -	$ -	$ -	$ 1,006,556.00	$ 902,223	$ 104,333

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	$ 412,138	$ 12,058	$ 424,196	$ -	$ -	$ -	$ 424,196	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 277,087	$ 57,094	$ 334,181	$ -	$ -	$ -	$ 334,181	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 14,757	$ 4,638	$ 19,395	$ -	$ -	$ -	$ 19,395	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 198,241	$ 30,543	$ 228,784	$ -	$ -	$ -	$ 228,784	0.000%

Woodland Hills Elementary Charter for Enriched Studies 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 758,377	$ 248,179	32.73%	0.000%	32.73%	$ 248,179	0.000%	32.73%	**Total:**	$ 248,179
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 248,179

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	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 19,395	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 228,784	0.000%

Woodland Hills Elementary Charter for Enriched Studies 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 986,656.00	$ 551,026.00

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	$ 420,964	$ 230,068
1	3	Charter School Categorical Block Grant	No	$ 326,722	$ 108,256
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 27,259	$ 23,764
1	8	SENI Investments towards Academic Excellence	Yes	$ 211,711	$ 188,938

Woodland Hills Elementary Charter for Enriched Studies 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 238,970	$ 238,970	$ 212,702	$ 26,268	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 27,25	$ 23,764	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 211,71	$ 188,938	0.000%	0.000%

Woodland Hills Elementary Charter for Enriched Studies 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 747,686	$ 238,970	0.000%	31.961%	$ 212,702	0.000%	28.448%	$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