LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

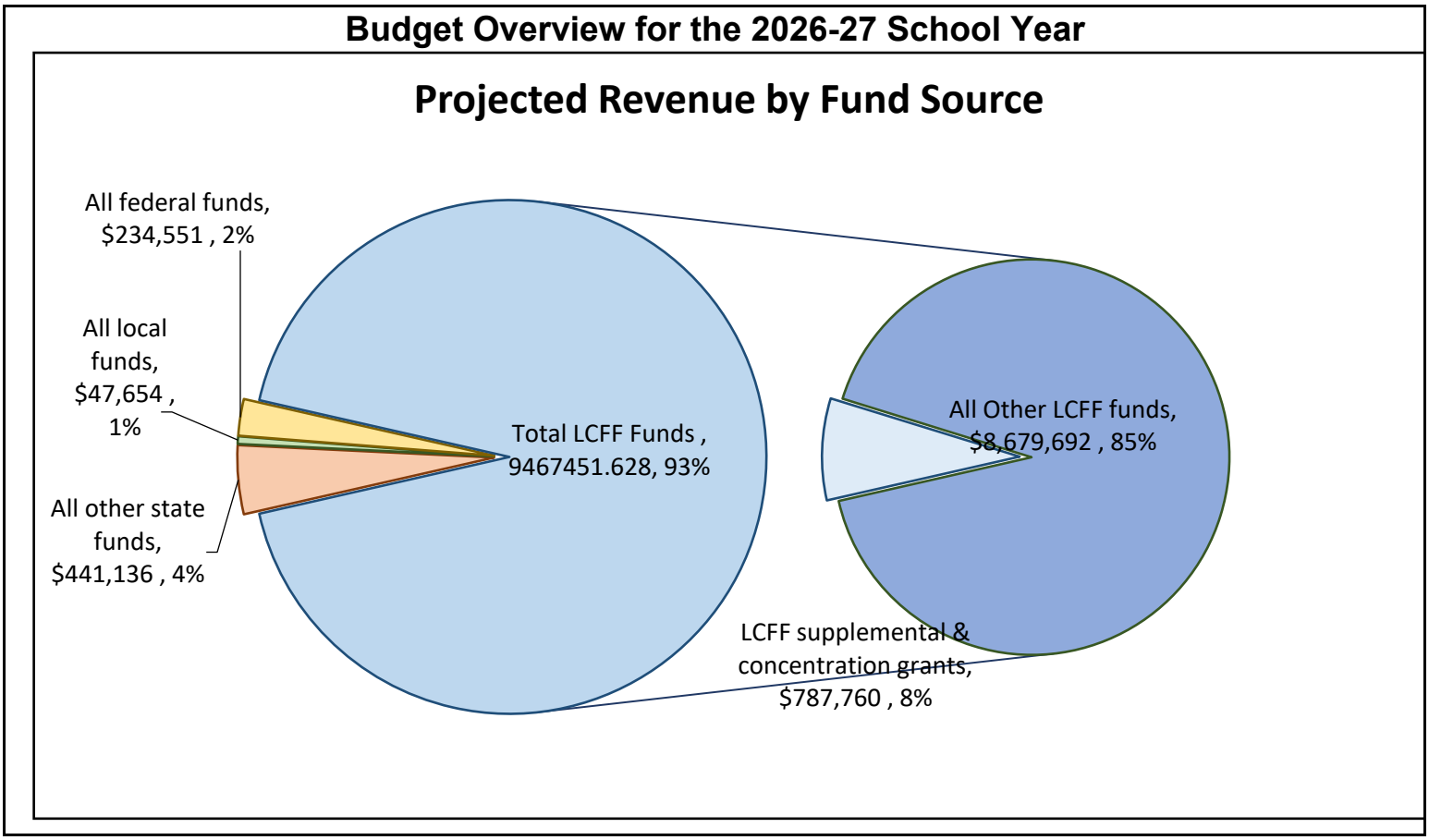
Local Educational Agency (LEA) Name: Kenter Canyon Elementary Charter

CDS Code: 19647336017701

School Year: 2026-27

LEA contact information: Irina Sugar, Principal; irina.sugar@lausd.net

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

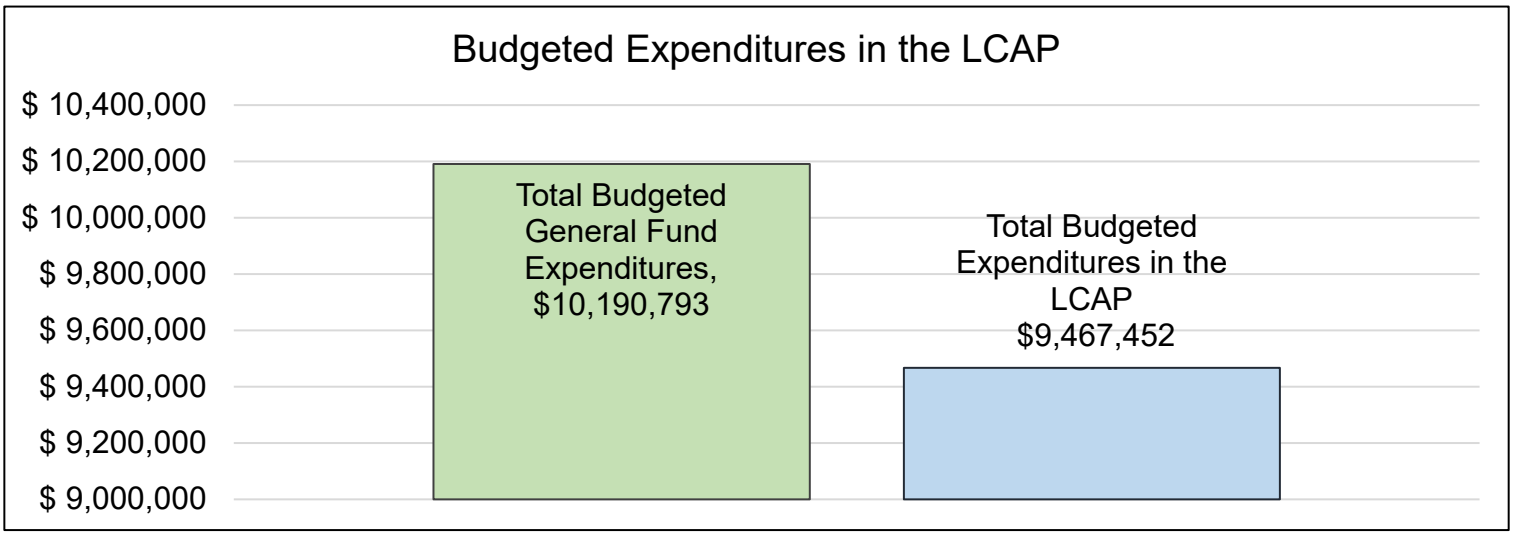


This chart shows the total general purpose revenue Kenter Canyon Elementary Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kenter Canyon Elementary Charter is $10,190,792.63, of which $9,467,451.63 is Local Control Funding Formula (LCFF), $441,136.00 is other state funds, $47,654.00 is local funds, and $234,551.00 is federal funds. Of the $9,467,451.63 in LCFF Funds, $787,759.51 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 Kenter Canyon Elementary Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kenter Canyon Elementary Charter plans to spend $10,190,792.63 for the 2026-27 school year. Of that amount, $9,467,451.63 is tied to actions/services in the LCAP and $723,341.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

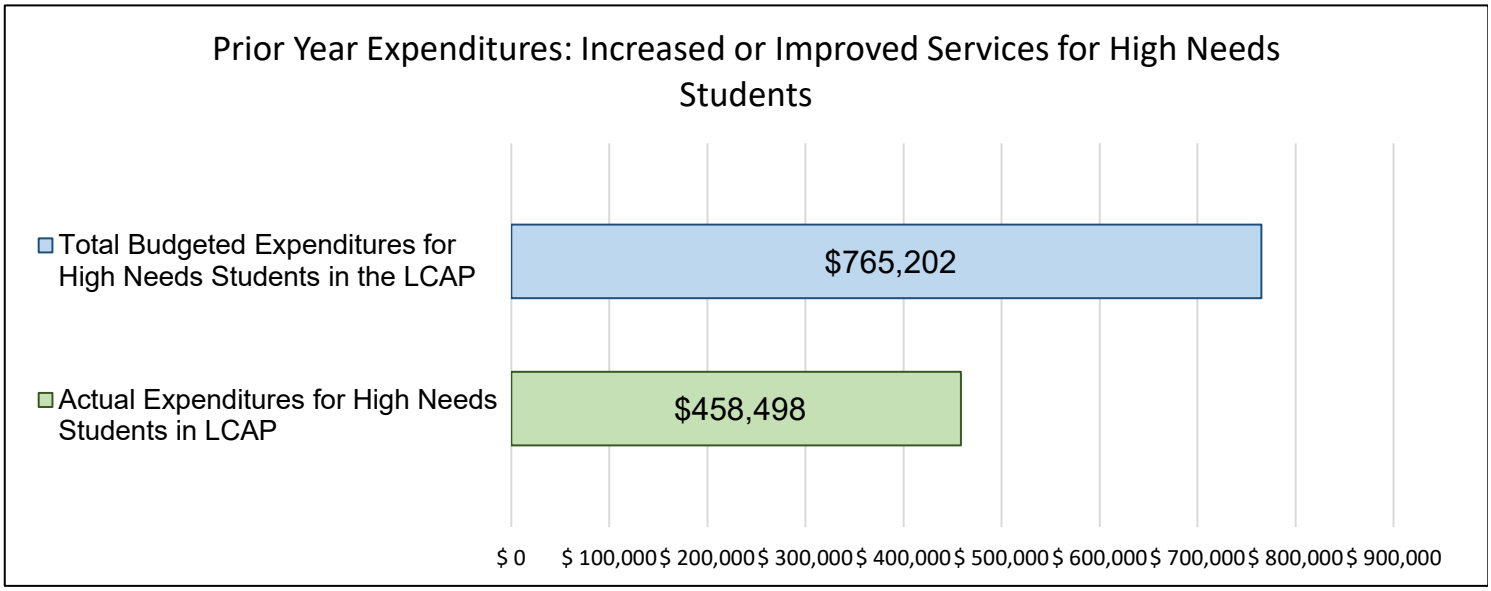
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kenter Canyon Elementary Charter is projecting it will receive $787,759.51 based on the enrollment of foster youth, English learner, and low-income students. Kenter Canyon Elementary Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Kenter Canyon Elementary Charter plans to spend $787,759.51 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 Kenter Canyon Elementary Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kenter Canyon Elementary Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Kenter Canyon Elementary Charter's LCAP budgeted $765,202.00 for planned actions to increase or improve services for high needs students. Kenter Canyon Elementary Charter actually spent $458,498.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $306,704.00 had the following impact on Kenter Canyon Elementary Charter's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kenter Canyon Elementary Charter	Irina Sugar, Principal	irina.sugar@lausd.net (310)472-5918

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.

Kenter Canyon Elementary Charter has seen many changes since becoming an affiliated charter school in 1995. Educational Partners (students, teachers, parents, administration, classified staff, and community members) have come together with an increasing collective high level of instruction resulting in high student achievement.

Kenter Canyon Elementary Charter school provides a free, nonsectarian, public education of students in transitional Kindergarten through grade five who desire a solid foundation in reading, writing, mathematics, science, and social science that prepares them to be successful in pre-college preparatory courses of middle and high school. Kenter Canyon, as a neighborhood school, services students who live in its attendance area of the Brentwood community of Los Angeles but also provide for the education of as many non-residential students who wish to attend the school as space allows through the LAUSD choices program and the Public random Charter Lottery program.

Kenter Canyon services an urban, multicultural, multiethnic student body without regard to race, gender, color ethnicity, religion, sexual orientation, medical condition, national origin or disability. The school's educational program service students of all abilities ranging from those who are academically low achieving to the high proportion of gifted and highly gifted children in the school's student body. Admission will be available to students residing in California but must give preference to pupils who reside within the former attendance area if Kenter Canyon operated as a regular Los Angeles Unified public school.

Student population, over 480 students, is educated and supported by the dedicated faculty of over 20 teachers, school administrators, and the support personnel including instructional aides, special education assistants, and campus aides.

Community challenges include a continuous high number of absences due the effects Palisades fires in January 2025, and high levels of anxiety among students due to increasing concerns for the safety of students fueled by rising antisemitism and gun violence in the US against the "soft targets".

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	Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students	N/A	Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White students
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

Kenter Canyon Elementary Charter demonstrated very strong academic performance on the 2025 CA School Dashboard. Student achievement in English Language Arts and Mathematics maintained the highest color-ranking from the previous year, and were higher than state progress. The school's Suspension Rate remained very low, better than the state's progress.

An area of growth Chronic Absenteeism indicator- identifying all students and student groups who are absent 10% or more of the instructional days they were enrolled- identifying specifically Hispanic (41.5% chronically absent, an increase of 25.7%), Two or more races (16.6% chronically absent, an increase of 7.8%), Socioeconomically Disadvantaged students (36.1% chronically absent, increase of 17.5% from last year), Students with Disabilities (27.3% chronically absent, an increase 18.9%) and White students (27.3% chronically absent, an increase of 18.9%) in the red.

To improve student attendance, Our school implements a multi-tiered, student-centered approach to addressing chronic absenteeism by

combining academic, social-emotional, and family engagement strategies. We prioritize early intervention, relationship-building, and consistent adult support to remove barriers to attendance and create a strong sense of belonging for students and families.
Key strategies include funding a Pupil Services and Attendance (PSA) Counselor to monitor attendance data, conduct outreach, and provide individualized support to families experiencing attendance challenges. The PSA Counselor works collaboratively with administration and teachers to identify patterns early, connect families with resources, and develop attendance improvement plans.

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	Students continued to play an active role as educational partners through their participation in the Student Council. Elections were held in the fall, ensuring that student leadership opportunities were accessible and representative of the student body. Throughout the year, Student Council members meet monthly to plan, collaborate, and make decisions that shaped school culture. Their responsibilities included selecting and promoting Spirit Days to foster school pride and unity, supporting other school-wide initiatives and participating in community-building efforts, modeling leadership, responsibility, and teamwork for their peers. The student engagement reflects the school's commitment to fostering student voice, agency, and ownership in shaping a positive school climate.
Parents	Parents actively engaged as educational partners through ongoing participation in the development and monitoring of the school's LCAP. The principal hosted both in-person and virtual opportunities, including Coffee with Sugar, Town Hall meetings, and Governance Council presentations. Notifications and materials were distributed via newsletters and email to ensure broad access. During these sessions, parents reviewed student achievement data, school goals, and budget priorities. Consistent with prior feedback, priorities emphasized maintaining class-size reduction positions, securing additional days for the school psychologist to support student well-being, and sustaining paraprofessional support for differentiation, interventions, and supervision. Parents also affirmed the importance of professional development for teachers and tutoring for students requiring additional support. This year, engagement efforts continued to focus on strengthening community connections and ensuring that parent voice directly informs decision-making aligned with the school's charter goals and state priorities.

Staff (Certificated and Classified)	Staff engaged in the LCAP development process through informational presentations during faculty and classified meetings, as well as updates shared at Governance Council meetings. Notifications and supporting materials were distributed through the Weekly Bulletin and email to ensure full participation. Discussions included student achievement data, school goals, and budget priorities, with alignment to both LCFF state priorities and the school's charter goals. Certificated and classified staff identified priorities consistent with previous years, including maintaining class size reduction teachers, securing a full-time psychologist to support student well-being, and sustaining instructional aide and campus aide positions. Staff also emphasized the importance of professional development opportunities, collaborative planning time, and resources to provide targeted after-school interventions. In addition, staff engagement this year highlighted the continued importance of fostering a supportive school culture. Faculty and classified staff recognized the role of ongoing meetings and community-building efforts in strengthening collaboration, addressing social-emotional needs, and ensuring alignment of resources with instructional and operational priorities.
Community	Community members engaged in the LCAP development process through informational meetings, including Coffee with Sugar and Town Hall sessions, held both virtually and in-person. Additional presentations took place during Governance Council meetings, where community partners were provided opportunities for input. Notifications and meeting materials were distributed through the school newsletter, website postings, and email communication to ensure transparency and access. During these sessions, student achievement data, school goals, and budget priorities were reviewed, along with the alignment of LCFF state priorities and the school's charter goals. This year, community members emphasized the continued importance of campus safety, particularly traffic flow and driving safety during arrival and dismissal. They also reaffirmed the need for sustained social-emotional support for students and families in the aftermath of recent community challenges. Engagement opportunities helped strengthen school-community connections, fostered trust, and ensured that the voices of community stakeholders were reflected in the planning and resource allocation Process.

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

The adopted LCAP was directly shaped by meaningful input from educational partners, including parents, students, staff, and community members. Feedback gathered through surveys, meetings, workshops, and committee discussions highlighted shared priorities around academic achievement, student well-being, attendance, and equitable access to supports.

Parents emphasized the importance of strong academic intervention, mental health services, and consistent communication between school and home. In response, the LCAP prioritizes expanded counseling and psychological services, family workshops, and targeted instructional support to address learning gaps and improve attendance.

Students shared the need for a safe, inclusive school environment where they feel connected and supported. Their feedback influenced investments in social-emotional learning, increased adult supervision and support staff, and enrichment opportunities that strengthen student engagement and belonging.

Staff highlighted the importance of instructional support, collaboration time, and resources to meet diverse student needs. As a result, the LCAP includes funding for additional instructional aides, professional development, and systems that support early intervention and inclusive practices.

Overall, educational partner feedback guided the prioritization of resources toward strategies that support the whole child. The adopted LCAP reflects a collective commitment to improving student outcomes through academic support, mental health services, family engagement, and equitable access to opportunities.

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.

Kenter Canyon Charter Elementary School has developed a goal for academic excellence to ensure that all students are prepared for future success through access to high-quality, rigorous, and well-rounded instruction. In alignment with Pillar 1 of the LAUSD Strategic Plan, students are nurtured as scholars from the earliest grades, with a focus on building strong academic foundations that lead to long-term achievement.

Academic excellence requires providing a personalized educational experience that meets diverse student needs, including students with disabilities, and inspires every child to reach their maximum potential as productive, responsible citizens. High-quality instruction is guided by clear performance expectations and supported by multiple pathways for student growth.

To achieve this, Kenter Canyon prioritizes student access to a broad range of opportunities, including visual and performing arts, leadership development, digital citizenship, and financial literacy, ensuring that students not only meet academic standards but also gain the skills, creativity, and resilience needed to thrive in college, career, and life.

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:** 80.6 **Hispanic/Latino:** 52.4 **Standard English Learner:** 51.6 **Students with Disabilities:** -12.5 **Low Income:** 18.3 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 71.7 **Hispanic/Latino:** 43.8 **Standard English Learner:** 38.4 **Students with Disabilities:** -23.4 **Low Income:** 40.3 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 71.0 **Hispanic/Latino:** 15.4 **Standard English Learner:** 10.7 **Students with Disabilities:** 0.8 **Low Income:** 35.5 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 83.5 **Hispanic/Latino:** 54.3 **Standard English Learner:** 53.5 **Students with Disabilities:** 1.0 **Low Income:** 45.3	**All Students:** -9.6 **Hispanic/Latino:** -37.0 **Standard English Learner:** -40.9 **Students with Disabilities:** +13.3 **Low Income:** +17.2
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** 61.2 **Hispanic/Latino:** 27.9 **Standard English Learner:** 26.4 **Students with Disabilities:** 5.3 **Low Income:** 21.2 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 65.5 **Hispanic/Latino:** 22 **Standard English Learner:** 11.4 **Students with Disabilities:** -23.3 **Low Income:** 41.4 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 64.2 **Hispanic/Latino:** 17.3 **Standard English Learner:** -4.9 **Students with Disabilities:** 3.9 **Low Income:** 17.2 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 70.1 **Hispanic/Latino:** 30.1 **Standard English Learner:** 26.5 **Students with Disabilities:** 5.7 **Low Income:** 46.1	**All Students:** +3.0 **Hispanic/Latino:** -10.6 **Standard English Learner:** -31.3 **Students with Disabilities:** -1.4 **Low Income:** -4.0
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 78.1% **Low Income:** 75.0%	**2023-2024** **All Students:** 71.4% **Low Income:** 33.3%	**2024-2025** **All Students:** 63.8% **Low Income:** 50.0%	**2025-2026** **All Students:** 73.4% **Low Income:** 55.5 %	**All Students:** -14.3% **Low Income:** -25.0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 83.6% **Low Income:** 50.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 90.8% **Low Income:** 84.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 89.7% **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 92.8% **Low Income:** 86.6%	**All Students:** +6.1% **Low Income:** ±0
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 85.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 94.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 93.9% *Source: Open Data Dashboard*	**2025-2026** **All Students** 96.5%	**All Students:** +8.6%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 87.1% **Students with Disability:** 33.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 88.7% **Students with Disability:** 50% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 88.7% **Students with Disability:** 83.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 90.1% **Students with Disability:** 85.0%	**All Students:** +1.6% **Students with Disabilities:** +50.0%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 20.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 23.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 33.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 35.0%	**All Students:** +13.3%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** N/A *Source: Open Data Dashboard*	**2023-2024** **All Students:** N/A *Source: Open Data Dashboard*	**2024-2025** **All Students:** N/A *Source: Open Data Dashboard*	**2025-2026** **All Students:** N/A	**All Students:** N/A
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 22.2% **Low Income:** 0.0%	**2023-2024** **All Students:** 34.6% **Low Income:** 35.7%	**2024-2025** **All Students:** 45.0% **Low Income:** No Data	**2025-2026** **All Students:** 25.1%	**All Students:** +22.8% **Low Income:** ±0

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 96.2.% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 98.3% **Low Income:** 90.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 98.5% **Low Income:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 98.8 % **Low Income:** 92.9%	**All Students:** +2.3% **Low Income:** 0%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 72.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 69.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 75.1%	**All Students:** -3.5%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 13.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 30.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 43.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.0%	**All Students:** +30.4%

Goal Analysis for [2025-2026]

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

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

Action 1: General Fund School Program

Overall implementation of the General Fund School Program remained closely aligned with planned actions to support academic achievement, attendance, and student well-being, with investments in student support personnel, instructional assistance, and family engagement strengthening the school's multi-tiered system of support. While no substantive changes were made to the intent of the plan, minor adjustments were necessary due to staffing timelines and emerging student needs, and funds were flexibly managed within the same goal areas to maintain continuity of direct services.

Implementation successes included expanded access to academic and mental health supports, stronger family outreach, and improved coordination of attendance interventions, despite staffing logistics and increased student needs, the school maintained consistent service delivery, demonstrated responsible stewardship of resources, and sustained a strong commitment to equitable support for all students.

Action 2: Special Education Supports

Overall implementation of Special Education actions remained aligned with the school's commitment to inclusive practices and timely delivery of services; however, the year was marked by substantive operational challenges that affected full execution of planned supports. Staffing inconsistencies, shortages of qualified personnel, and service provider vacancies required the school to make ongoing adjustments to assignments, schedules, and service models in order to maintain continuity for students.

Collaboration between regional Special Education offices and school sites highlighted opportunities to strengthen communication and coordination, empowering site teams to take an active role in bridging gaps, advocating for student needs, and supporting timely decision-making and problem resolution. Kenter Canyon Charter prioritized compliance, collaboration, and student-centered planning, maintaining IEP timelines, strengthening inclusive classroom supports where possible, and increasing internal coordination among general and special education staff.

Successes included sustained commitment to inclusion, stronger site-level problem solving, and continued efforts to stabilize services, demonstrating resilience and dedication to equitable access for students with disabilities.

Action 3: Charter School Categorical Block Grant

Implementation of the Charter School Categorical Block Grant actions remained closely aligned with the school's original plan, with funds used as intended to support class size reduction and additional instructional aide support. The class size reduction teacher position was successfully funded, allowing the school to avoid split classes and maintain stable learning environments that support instructional continuity and student engagement. Additional instructional aides increased targeted academic support and adult presence in classrooms, strengthening differentiation and student supervision.

No substantive differences occurred between planned and actual implementation. Scheduling adjustments and staffing logistics required careful coordination to maximize impact.

Successes included improved classroom stability, increased individualized support for students, and stronger instructional capacity. Challenges were primarily related to staffing timelines and balancing growing student needs with available personnel, but the school effectively maintained service delivery and demonstrated responsible stewardship of grant resources to support equitable access to instruction.

Action 4: Class Size Reduction

Implementation of class size reduction for targeted student groups, including socioeconomically disadvantaged students and Hispanic students, remained aligned with the school's planned actions and was carried out as intended to promote equitable access to instruction. Smaller class settings allowed for increased individualized attention, targeted intervention, and stronger relationship-building, which supported engagement and academic growth for priority student groups. No substantive differences occurred between planned and actual implementation, though staffing coordination and scheduling required ongoing adjustments to sustain reduced ratios.

Successes included improved differentiation, stronger monitoring of student progress, and increased participation from students who benefit most from intensive support. Opportunities emerged to strengthen staffing capacity and optimize resource allocation in response to growing needs and the school maintained consistent implementation and demonstrated a continued commitment to equity and closing opportunity gaps.

Action 5: Supplemental Arts Education

Implementation of the supplemental arts education program remained fully aligned with planned actions, providing theatre, dance, and visual arts instruction to all students as intended. These programs expanded access to creative expression, strengthened student engagement, and supported social-emotional development alongside academic learning. Arts instruction promoted collaboration, confidence, and cultural appreciation while contributing to a positive school climate.

No substantive differences occurred between planned and actual implementation, though scheduling coordination and staffing logistics required ongoing planning to ensure equitable access for all classes. Successes included high student participation, increased engagement in school, and strong integration of the arts into the broader instructional program. Efforts focused on balancing instructional time and staffing capacity, while the school maintained consistent program delivery and demonstrated a strong commitment to providing a well-rounded educational experience for students.

Action 6: Afterschool Programs

Implementation of the afterschool program remained aligned with planned actions and was carried out as intended to support student safety, academic assistance, and family needs. The program provided structured supervision, homework support, and social skills development in a safe and consistent environment. Access to hot meals and supper ensured students' basic needs were met while extending learning beyond the school day. The program successfully supported working families by offering reliable childcare and enrichment aligned with community needs.

No substantive differences occurred between planned and actual implementation, though staffing coordination and scheduling required ongoing management to maintain quality programming. Successes included strong student participation, improved homework completion, and positive social engagement among students. Effort centered on staffing logistics and balancing enrollment demand with available

capacity, and the program maintained consistent service delivery and demonstrated its value as an essential support for students and families.

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

Implementation of Charter Supplemental/Concentration Funds in Lieu of EIA remained aligned with planned actions and was used as intended to address the needs of priority student groups through expanded mental health support, community engagement, and attendance initiatives. Funding the school psychologist increased access to counseling and preventative social-emotional services, helping remove barriers to learning and attendance. Investments in community engagement strengthened partnerships with families and improved communication, while attendance incentives reinforced positive habits and student motivation.

No substantive differences occurred between planned and actual implementation, though adjustments were made to respond to emerging student needs and participation levels. Successes included improved coordination of student supports, stronger family connections, and increased student engagement. Opportunities emerged to strengthen supports in response to growing mental health needs while sustaining and expanding outreach capacity. This action was implemented responsibly and continued to support equitable access to services that promote student success.

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

No material differences.

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

Action 1: General Fund School Program

Data: Kenter Canyon students continued to demonstrate very strong academic achievement. In the 2024–25 Smarter Balanced Assessment (SBA), 3rd grade: 79% of students met or exceeded standards in English Language Arts and 82% in mathematics, 4th grade: 81% in ELA and 83% in math, 5th grade: 78% in ELA and 79% in math, indicating consistently high performance across grade levels.

The End-of-Year (EOY) 2024–25 i-Ready results showed that 68% of students met or exceeded grade-level standards in English Language Arts (ELA) and 78% in mathematics, reflecting solid growth and consistent mastery across grade levels. In the 2025-26 school year, Kenter Canyon demonstrated progress in iReady ELA, increasing from 53% of students on or above grade level in BOY to 77% of students on or above grade level in MOY. In Math, the iReady scores increased from 33% in BOY to 59% of students in MOY performing on or above grade level. These outcomes confirm that the majority of students are performing on or above grade level and demonstrate the school's ongoing commitment to academic excellence and continuous improvement.

Effectiveness: These strong results reflect the effectiveness of the school's key instructional actions. Continuous professional development and collaborative teacher planning ensured consistent alignment to standards and high-quality first instruction. Small-group instruction and after-school intervention provided targeted support for students needing acceleration or reinforcement, while the integration of enrichment classes into the core curriculum enhanced engagement and critical-thinking skills. Together, these practices created rigorous, differentiated, and well-supported learning experiences, leading to high proficiency rates and confirming that the multi-tiered, enrichment-based approach is

highly effective in meeting the diverse needs of all learners.

Action 2: Special Education Supports

Data: Measurable progress for students with disabilities, reflected the school's commitment to equitable access and instructional excellence. SBA results indicated that 45.83% of students with disabilities met or exceeded standards in ELA and 50% in mathematics, demonstrating steady improvement compared to previous years. Growth was also evident on i-Ready benchmarks, confirming that scaffolded instruction and targeted supports are having a positive impact on student learning. Positive growth in ELA is reported for SWD from 24% performing on grade level and above on BOY assessment to 50% in MOY. Additionally, the increased rate of timely IEP completions highlights improved coordination between general and special education teams, ensuring that individualized supports are implemented promptly and effectively.

Effectiveness: These results validated the effectiveness of the school's inclusive practices and multi-tiered supports. Teachers consistently provided differentiated, scaffolded instruction within general education settings, ensuring that all students accessed grade-level curriculum. The combination of pull-out and push-in models allowed students to receive individualized instruction aligned with their IEP goals while participating in core academic learning alongside their peers. This inclusive approach—supported by ongoing professional development, collaboration, and data-driven planning—has led to meaningful academic growth, stronger engagement, and improved outcomes for students with disabilities.

Action 3: Charter School Categorical Block Grant

Data: The block grant funding supported the addition of instructional aides and support staff who played a key role in providing differentiated instruction and student supervision. Their presence allowed for consistent classroom support in behavior management, more opportunities for small-group instruction, and greater overall student engagement throughout the day.

Effectiveness: This action proved highly effective in enhancing the quality and consistency of daily instruction. The increased adult support in classrooms not only strengthened academic engagement through targeted assistance but also promoted a safer, more structured environment
during unstructured times such as recess and lunch.

Action 4: Class Size Reduction

Data: The addition of an extra teacher in grades 4 and 5 allowed for smaller class sizes, which strengthened student–teacher interactions and individualized support. SBA results showed strong performance, with a high percentage of students meeting or exceeding standards in both ELA and Math including 82.67% of 5th graders performing on or about grade level in ELA and 76.62% in math; in 4th grade 82.26% met or exceeded standards in ELA and 87.30 % in math.

In the primary grades, i-Ready literacy benchmarks indicated steady growth among early learners, reflecting the benefits of more focused instruction across all levels. The interventions specifically improved performance of English Language learners and low income students. Additionally, the English Learner reclassification rate reached 17%, successfully meeting the 2024–25 target goal.

Effectiveness: The class size reduction proved effective by enabling teachers to implement consistent differentiation, deliver more targeted feedback, and devote additional time to small-group instruction. This structure fostered deeper learning, higher engagement, and improved academic outcomes schoolwide and specifically for English Language learners and students from low income households.

Action 5: Supplemental Arts Education

Data: Arts integration continued to be implemented schoolwide. Attendance remained strong, with most students maintaining excellent attendance and chronic absenteeism rates declined 7.9% from the previous year. Academic data further confirmed that students continued to excel in both ELA and mathematics, demonstrating that the integration of arts
supported overall academic success.

Effectiveness: The supplemental arts education program proved highly effective in promoting both engagement and achievement. The inclusion of music, dance, theater, and visual arts deepened students' creativity and critical-thinking skills while reinforcing key academic concepts. Strong family and student enthusiasm for arts showcases reflected a vibrant school culture, and participation in these programs consistently correlated with high motivation, regular attendance, and sustained academic growth.

Action 6: Afterschool Programs

Data: Students who participated in after-school tutoring and enrichment programs, specifically students who learn English as a second language and students from low income households, showed measurable improvement in ELA and math, as reflected in formative and benchmark assessment results including our English Learners' reclassification rate of 30.4%, 80% of students in grades 3-5 performing on grade level and above in ELA, and 82% in math. These gains indicate that extended learning opportunities had a positive impact on academic growth and skill development.

Effectiveness: The after-school programs proved effective by offering targeted academic support beyond the regular school day, allowing students additional time to practice and master grade-level standards. At the same time, the inclusion of enrichment activities fostered curiosity, creativity, and confidence—helping students stay motivated and connected to learning.

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

Data: The use of Charter Supplemental Concentration funds contributed to strong academic outcomes and student engagement across grade levels. SBA results reflected high achievement overall, with English Learners showing notable progress—80% demonstrating growth or maintaining proficiency compared to 45.7% statewide. K–2 early literacy data showed measurable improvement in foundational reading skills, and Grade 5 students met expectations in science. Most students demonstrated strong attendance rates and the number of students with chronic absenteeism declined until the Palisades fires. At the end of the 2024-25 school year, the chronic absenteeism rate was similar to the previous year.

Effectiveness: The targeted use of these funds proved effective in ensuring student engagement for priority student groups despite the severe negative effect of Palisades fires. By supporting additional staffing, the school enhanced engagement, language development, and

differentiated instruction. The significant gains among English Learners confirm that the concentrated support and resources were well-aligned to student needs and successfully advanced equity and achievement goals.

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.

Kenter Canyon 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 Kenter Canyon Charter LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Kenter Canyon Elementary Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,087,459 **School Discretionary Fund Cost: $393,448**	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 Kenter Canyon Elementary Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $2,633,184	N
3	Charter School Categorical Block Grant	Kenter Canyon Elementary Charter School will implement the Charter School Categorical Block Grant to support class size reduction and expanded instructional aide services, ensuring stable classroom environments and increased individualized academic support. These funds will strengthen equitable access to instruction and enhance the school's capacity to meet diverse student learning needs	**School Discretionary Fund Cost: $308,216**	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 Kenter Canyon Elementary Charter.	District Cost: $596,054	Y
5	Supplemental Arts Education	Kenter Canyon Elementary Charter will implement Supplemental Arts Education to support Academic Excellence for English learners, low income and foster youth in our school.	District Cost: $90,017	Y
	Supplemental Afterschool Programs	Kenter Canyon 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 Kenter Canyon Charter LCAP.		

6	Charter Supplemental/Concentration Funds in Lieu of EIA	Kenter Canyon Elementary Charter School will implement Charter Supplemental/Concentration Funds in Lieu of EIA to expand mental health services, strengthen family and community engagement, and promote positive attendance habits. These funds directly support priority student groups by removing barriers to learning and increasing access to equitable academic and social-emotional supports.	**School Discretionary Fund Cost: $14,065**	Y
7	SENI Investments towards Academic Excellence	SENI investments toward Academic Excellence prioritize professional development that strengthens teachers' ability to differentiate instruction and meet the diverse needs of all students. Through ongoing training in data-driven instruction, flexible grouping, Universal Design for Learning (UDL), and targeted scaffolding, teachers are equipped to adjust content, pacing, and supports to ensure access to rigorous grade-level standards. Collaborative planning and analysis of student data further support responsive instruction, enabling educators to provide timely interventions and enrichment so that every student can make meaningful academic progress.	**School Discretionary Fund Cost: $3,985**	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.

Kenter Canyon Charter developed the Joy and Wellness goal to ensure that students can fully engage in their academic experience by learning in environments that are safe, inclusive, and supportive. In alignment with Los Angeles Unified's whole-child approach, the school is committed to addressing students' social, emotional, and physical well-being so they are prepared and motivated to learn and grow.
This goal reflects the belief that minimizing barriers to learning and promoting physical, emotional, and environmental safety are essential for student success. By fostering a positive school culture and emphasizing wellness, Kenter Canyon creates conditions where students feel connected, valued, and inspired—allowing them to thrive both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 45.8% **Hispanic/Latino:** 38.1% **English Learner:** 18.8% **RFEP:** 53.8% **Standard English Learners:** 36.4% **Students with Disabilities:** 36.5% **Low Income:** 34.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 60.0% **Hispanic/Latino:** 47.5% **English Learner:** 52.4% **RFEP:** 64.3% **Standard English Learners:** 48.8% **Students with Disabilities:** 56.7% **Low Income:** 45.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 53.0% **Hispanic/Latino:** 23.8% **English Learner:** 68.8% **RFEP:** 50.0% **Standard English Learners:** 27.3% **Students with Disabilities:** 41.5% **Low Income:** 33.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 61.0% **Hispanic/Latino:** 49.5% **English Learner:** 70.1% **RFEP:** 65.3% **Standard English Learner:** 49.1% **Students with Disabilities:** 59.7% **Low Income:** 46.1%	**All Students:** +7.2% **Hispanic/Latino:** -14.3% **English Learner:** +50.0% **RFEP:** -3.8% **Standard English Learners:** -9.1% **Students with Disabilities:** +5.0% **Low Income:** -0.2%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 18.0% **Hispanic/Latino:** 35.0% **English Learners:** 37.5% **RFEP:** 16.7% **Standard English Learners:** 37.2% **Students with Disabilities:** 24.5% **Low Income:** 36.7%	**2023-2024** **All Students:** 10.0% **Hispanic/Latino:** 16.0% **English Learners:** 8.0% **RFEP:** 13.0% **Standard English Learners:** 17.0% **Students with Disabilities:** 9.0% **Low Income:** 20.0%	**2024-2025** **All Students:** 17.5% **Hispanic/Latino:** 35.3% **English Learner:** 25.0% **RFEP:** 25.0% **Standard English Learners:** 30.8% **Students with Disabilities:** 22.0% **Low Income:** 36.8%	**2025-2026** **All Students:** 9.2% **Hispanic/Latino:** 15.1% **English Learners:** 7.5% **RFEP:** 10.2% **Standard English Learner:** 15.5% **Students with Disabilities:** 8.7% **Low Income:** 18.2%	**All Students:** -0.5% **Hispanic/Latino:** +0.3% **English Learners:** -12.5% **RFEP:** +8.3% **Standard English Learners:** -6.4% **Students with Disabilities:** -2.5% **Low Income:** +0.1%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 21.2% **Hispanic/Latino:** 38.1% **English Learner:** 43.8% **RFEP:** 15.4% **Standard English Learners:** 40.9% **Students with Disabilities:** 26.9% **Low Income:** 43.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.6% **Hispanic/Latino:** 25.0% **English Learner:** 19.0% **RFEP:** 14.3% **Standard English Learners:** 20.9% **Students with Disabilities:** 18.3% **Low Income:** 25.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 18.6% **Hispanic/Latino:** 42.9% **English Learner:** 25.0% **RFEP:** 25.0% **Standard English Learners:** 36.4% **Students with Disabilities:** 27.7% **Low Income:** 35.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 14.1% **Hispanic/Latino:** 22.1% **English Learner:** 17.3% **RFEP:** 11.3% **Standard English Learner:** 17.1% **Students with Disabilities:** 16.2% **Low Income:** 22.1%	**All Students:** -2.6% **Hispanic/Latino:** +4.8% **English Learner:** -18.8% **RFEP:** +9.6% **Standard English Learners:** -4.5% **Students with Disabilities:** +0.8% **Low Income:** -7.7%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 45.5% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 63.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 70.8% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 73.3%	**All Staff:** +25.3%
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:** 0.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** 0%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%

8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 93.1% **Hispanic/Latino:** 80.0% **Standard English Learners:** 81.8% **Students with Disability:** 78.6% **Low Income:** 90.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 82.6% **Hispanic/Latino:** 91.7% **Standard English Learners:** 86.7% **Students with Disability:** 88.2% **Low Income:** 86.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 87.2% **Hispanic/Latino:** No Data **Standard English Learners:** 92.3% **Students with Disabilities:** 68.8% **Low Income:** 91.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 93.1% **Hispanic/Latino:** 93.7% **Standard English Learner:** 93.4% **Students with Disabilities:** 89.1% **Low Income:** 93.4%	**All Students:** -5.9% **Hispanic/Latino:** ±0 **Standard English Learners:** +10.5% **Students with Disabilities:** -9.8% **Low Income:** +1.3%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 64.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 84.5%	**All Parents:** -0.3%
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 97.8% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 100.0% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** 0%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 80.6% **Hispanic/Latino:** 80.0% **Standard English Learners:** 81.8%	**2023-2024** **All Students:** 81.9% **Hispanic/Latino:** 91.7% **Standard English Learners:** 93.3%	**2024-2025** **All Students:** 76.7% **Hispanic/Latino:** No Data **Standard English Learners:** 84.6%	**2025-2026** **All Students:** 83.5% **Hispanic/Latino:** 92.2% **Standard English Learner:** 95.3 %	**All Students:** -3.9% **Hispanic/Latino:** ±0 **Standard English Learners:** +2.8%

		Students with Disability: 64.3% **Low Income:** 90.0% *Source: Open Data Dashboard*	**Students with Disability:** 58.8% **Low Income:** 90.9% *Source: Open Data Dashboard*	**Students with Disabilities:** 68.8% **Low Income:** 91.3% *Source: Open Data Dashboard*	**Students with Disability:** 69.5% **Low Income:** 91.5%	**Students with Disabilities:** +4.5% **Low Income:** +1.3%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 91.1% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 89.1% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 95.4% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 95.5%	**All Parents:** +4.3%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 77.6% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 73.3% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 76.0% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 81.5%	**All Staff:** -1.6%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

Kenter Canyon Elementary Charter School implemented base-funded health supports to promote student wellness and consistent attendance. A full-time school nurse provided daily health services, addressing students' physical needs and responding promptly to health concerns. Students also had access to additional wellness resources to support their emotional well-being. These services were integrated into the school day to reduce health-related barriers to learning and attendance. As a result, the school maintained a safe and supportive environment that encouraged regular participation in instructional activities.

Action 2: Base-Funded School Climate Support Staff

Kenter Canyon Charter implemented base-funded school climate support services to promote student safety, wellness, and belonging. PSA services were provided to support student supervision and campus safety, while regular PBIS lessons reinforced positive behavior and schoolwide expectations. Social-emotional learning was delivered through the Sanford Harmony curriculum to strengthen relationships and emotional awareness. In addition, safety-focused and community-building assemblies were held to reinforce shared values and expectations. Together, these base-funded supports contributed to a welcoming, respectful, and orderly school environment that supported student readiness to learn.

Action 3: Supplemental School Climate Support Staff

Kenter Canyon implemented supplemental school climate support staffing to promote safety, inclusion, and student well-being. Additional aides and supervision staff were strategically assigned to provide consistent oversight and positive interactions during instructional and unstructured times. A school psychologist delivered targeted social-emotional and mental health supports to address student needs. These supports were intentionally designed to serve English Learners, students in foster care, and low-income students by fostering inclusive relationships and a sense of belonging. Together, these staffing investments helped create a safe, welcoming environment where all students felt supported and ready to learn.

Action 4: SENI Investments towards Joy and Wellness

SENI investments supported student joy and wellness through additional staffing focused on supervision and social-emotional supports. Instructional aides were strategically assigned to provide consistent supervision and positive engagement during unstructured times such as recess and transitions. The school psychologist delivered targeted mental health and social-emotional services to support student needs and promote well-being. These supports were integrated into the daily school environment to strengthen relationships and ensure students felt safe and connected. Collectively, these investments contributed to a supportive school climate that encouraged student engagement and readiness to learn.

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

No material differences.

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

Action 1: Base-Funded Health Supports

Data: 75% of students at Kenter Canyon Elementary Charter School maintained excellent attendance, reflecting strong family engagement and consistent student participation in schoolwide learning activities.

Effectiveness: This action proved highly effective due to the school's comprehensive approach to student wellness. Full-time health services, including a school nurse and access to wellness resources, helped reduce barriers that often impact attendance. By addressing students' physical and emotional health needs promptly and equitably, the school created a safe, supportive environment that encouraged consistent attendance and sustained engagement in learning.

Action 2: Base-Funded School Climate Support Staff

Data: The School Experience Survey indicated that 87% of students at Kenter Canyon Charter reported feeling safe at school and 77% felt they were an important part of the school community, reflecting a strong, positive school climate and high levels of connectedness among students.

Effectiveness: This action was effective because the school implemented comprehensive climate and wellness supports, including PSA services, regular Positive Behavior Interventions and Supports (PBIS) lessons, Social emotional support lessons using the Sanford Harmony curriculum, and safety-focused, community-building assemblies. These efforts strengthened students' sense of security and belonging, fostering a welcoming, respectful, and orderly environment where all students feel valued and ready to learn.

Action 3: Supplemental School Climate Support Staff

Data: The School Experience Survey indicated that 87% of students reported feeling safe at school and 83% felt they were an important part of the school community, reflecting a strong sense of belonging and security among students.

Effectiveness: To ensure that English Learners, students in foster care, and low-income students felt safe, supported, and welcome on campus, the Charter provided supplemental school climate support staffing, including aides supervision staff, and a school psychologist. These additional supports fostered inclusive relationships, offered consistent supervision, and addressed social-emotional needs, creating a nurturing environment where all students—especially those in targeted subgroups—felt valued, connected, and ready to learn.

Action 4: SENI Investments towards Joy and Wellness

Data: The School Experience Survey showed that 87% of students reported feeling safe at school and 83% felt they were an important part of the school community, indicating strong perceptions of safety and belonging among students.

Effectiveness: The supplemental support provided by aides, and the school psychologist was highly effective in strengthening school climate

and student well-being. Aides ensured consistent supervision and positive interactions during unstructured times, while the school psychologist offered targeted mental health and social-emotional support. Together, these efforts enhanced safety, reduced behavioral concerns, and promoted a caring environment where students felt supported, connected, and ready to engage in learning.

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, Kenter Canyon Elementary Charter will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Kenter Canyon will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Kenter Canyon Elementary Charter will also provide supplemental school climate support staffing.	District Cost: $90,040	Y
4	SENI Investments towards Joy and Wellness	SENI Investments toward Joy and Wellness in 2026–27 will prioritize funding additional days for school psychologist's service and expanded community engagement efforts to strengthen students' social-emotional well-being and improve attendance. These investments will provide consistent mental health support, early intervention, and stronger family partnerships that remove barriers to learning and promote student connection to school.	**School Discretionary Fund Cost: $75,699**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Kenter Canyon Charter developed the goal for engagement and collaboration to strengthen partnerships with families, staff, and community members as essential contributors to student success. In alignment with Los Angeles Unified priorities, the school recognizes that meaningful engagement builds trust, expands resources, and creates shared ownership in preparing students for college, career, and life.

This goal reflects the belief that families and communities bring valuable knowledge, traditions, and perspectives that enrich the educational experience. By fostering transparent systems for participation, promoting respect, and modeling collaboration, the school ensures that all stakeholders have a voice in decision-making. Through these efforts, Kenter Canyon Charter aims to deepen connections, build capacity, and create a supportive environment where students thrive academically and socially.

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:** 73.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 63.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 73.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 74.0%	**All Parents:** -0.7%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"**	**2022-2023** **All Parents:** 82.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 76.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 85.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.5%	**All Parents:** +3.1%
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:** 76.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 67.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 77.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 78.5%	**All Parents:** +0.2%

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:** 87.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.5% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.5%	**All Parents:** +5.8%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration
SENI investments supported intentional structures for family engagement and collaboration. The school implemented regular parent workshops, schoolwide events, and opportunities for families to participate in decision-making related to their children's education. Clear and accessible communication systems were maintained to ensure parents could easily obtain information about programs, meetings, and school activities. Outreach efforts emphasized inclusivity through bilingual communication and varied formats, allowing families from diverse backgrounds to remain informed and involved. These coordinated strategies strengthened ongoing collaboration between families and the 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.

Action 1: SENI Investments towards Engagement and Collaboration
Data: The School Experience Survey reflected strong levels of parent collaboration and engagement. 73% of parents reported that the school includes them in important decisions about their child's education, while 85% indicated that they can easily access information about parent workshops and programs. Additionally, 98% of parents stated that they attend school events such as parent-teacher conferences, assemblies, and performances, and 94% affirmed that the school provides clear, understandable communication in both verbal and written formats.

Effectiveness: Investments in SENI Engagement and Collaboration were highly effective in strengthening school–home partnerships and communication. Through regular workshops, bilingual outreach, accessible information systems, and welcoming school events, families were empowered to participate actively in their children's education. These efforts fostered trust, transparency, and shared responsibility for student success, ensuring that all families—particularly those from diverse backgrounds—felt informed, included, and valued as integral members of the 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.

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

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

The school developed this goal to ensure that students have access to safe, well-maintained facilities, modern technology, and high-quality staff who are supported in their professional growth. As part of Los Angeles Unified, Kenter Canyon Charter recognizes that operational effectiveness directly impacts the quality of teaching and learning, as well as the ability to provide equitable opportunities for all students.

This goal also reflects the importance of investing in staff through targeted recruitment, retention, and professional development strategies tailored to the needs of the school community. A critical component includes training staff in emergency preparedness and response, such as evacuation procedures during fires, to ensure the safety and well-being of students and adults on campus.
By strengthening operational systems, aligning resources with student needs, and supporting staff capacity through both instructional and safety training, the school creates the conditions necessary for students to thrive academically and socially while being protected in times of crisis.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations
Los Angeles Unified provided operational support to Kenter Canyon Elementary Charter through continued investments in facilities, staffing, and instructional materials. Site-level oversight ensured that classrooms and common areas were safe, clean, and well-maintained, resulting in an “Exemplary” facilities rating on the School Accountability Report Card. All teachers were appropriately credentialed, supporting the delivery of rigorous, standards-aligned instruction. The school also fully met Williams Act requirements by ensuring all students had access to standards-based instructional materials. Collectively, these supports created a stable, high-quality learning environment that promoted academic success and a positive school climate.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations
Data: The 2024-25 School Accountability Report Card (SARC) indicated that Kenter Canyon Elementary Charter’s facilities received an “Exemplary” rating, confirming that the campus is safe, clean, and well-maintained. Additionally, 100% of teachers were appropriately credentialed for their teaching assignments, and all students had access to standards-based instructional materials, fully meeting Williams Act requirements.

Effectiveness: Operational investments proved highly effective in maintaining a safe, functional, and academically supportive learning environment. The plant manager’s consistent oversight ensured that classrooms and common spaces remained clean, well-kept, and conducive to learning—conditions that staff and parents frequently praised. At the same time, a fully credentialed teaching staff delivered rigorous, standards-aligned instruction grounded in best practices and ongoing professional development. The combination of high-quality facilities, qualified educators, and full access to appropriate instructional materials contributed to both academic success and a positive school climate.

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, Kenter Canyon Elementary Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $2,056,688	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
$93,749.00 (School Discretionary Funds- new S/C revenues) $787,759.51 (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
13.36%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	13.36%

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

	Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Kenter Canyon Charter. Scope: School-wide	elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Kenter Canyon Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● Smarter Balanced Assessment: Math- Grades 3-5 ● Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Kenter Canyon Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Actions funded through Charter Supplemental/Concentration Funds in Lieu of EIA are specifically designed to address the needs of English Learners (EL), Low-Income (LI), and Foster Youth (FY) students by removing barriers to attendance, access, and academic success. Funds support expanded mental health services, targeted attendance interventions, and strengthened family engagement, recognizing that priority student groups are disproportionately impacted by social-emotional stressors, instability, and limited access to external resources. Providing a school psychologist and proactive outreach increases early intervention, improves school connection, and helps stabilize learning conditions. These actions are provided to ensure equitable access to supports that promote consistent attendance,	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

		engagement, and academic progress, aligning resources with the demonstrated needs of students who require additional services to thrive.	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. Kenter Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	SENI investments toward Academic Excellence prioritize professional development that strengthens teachers' ability to differentiate instruction and meet the diverse needs of all students. Through ongoing training in data-driven instruction, flexible grouping, Universal Design for Learning (UDL), and targeted scaffolding, teachers are equipped to adjust content, pacing, and supports to ensure access to rigorous grade-level standards. Collaborative planning and analysis of student data further support responsive instruction, enabling educators to provide timely interventions and enrichment so that every student can make meaningful academic progress.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and	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	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at

	low-income students feel safe and welcome on campus, Kenter Canyon Charter will also provide supplemental school climate support staffing. Scope: School-wide	funding for Affiliated Charter Schools such as Kenter Canyon 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.	School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	Action: SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	The school will use a Multi-Tiered System of Supports (MTSS) as the evidence-based approach to provide a continuum of mental and physical health services that support student well-being, attendance, and academic achievement. Research shows that coordinated, tiered health and mental health supports reduce chronic absenteeism by addressing barriers such as anxiety, health concerns, and family stressors. School Strategy is to provide a schoolwide, tiered continuum of mental and physical health services—through school-based supports, wellness centers, and telehealth—to improve student engagement, reduce chronic absenteeism, and support learning readiness.	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School

		Funding the school psychologist position and additional adult support is an effective and equitable use of TSP funds because it directly addresses chronic absenteeism, a primary barrier to achievement for English Learners, Low-Income students, and Foster Youth. Research consistently shows that access to school-based mental health professionals and trusted adults improves attendance, engagement, and academic outcomes by addressing anxiety, trauma, health-related needs, and family stressors that interfere with regular school attendance. Why this investment works (research- and practice-based): School psychologists play a critical role in early identification of attendance concerns, delivery of tiered mental health supports, and coordination of services for students and families. Evidence from MTSS and school-based mental health models demonstrates that timely counseling, case management, and consistent adult relationships reduce chronic absenteeism and increase instructional time. Additional adult support strengthens daily monitoring, relationship-building, and follow-up with families—key factors in improving attendance. Equity for Targeted Student Populations: English Learners: Consistent access to a psychologist and trusted adults supports school connectedness, reduces anxiety, and stabilizes attendance—protecting language development and academic progress. Low-Income Students: School-based mental health and added adult support remove access barriers to care, provide early intervention, and reduce absences linked to unmet social-emotional and health needs.	(per School Experience Survey)

		Foster Youth (including potential enrollment): This funding ensures immediate access to trauma-informed counseling, a trusted adult/mentor, coordinated services, and close monitoring—critical for attendance stability upon enrollment. Overall, investing in a school psychologist and additional adult support targets a high-impact lever—attendance—and provides a clear pathway from improved wellness to increased time in class and stronger student outcomes.	

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.

Kenter Canyon 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	16.98 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 470 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	29.01 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 470 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Kenter Canyon Elementary Charter 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 %)
Kenter Canyon Elementary Charter 2026-2027	$ 701,664	$ 93,749	13.36%	0.000%	13.36%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 795,413	$ -	$ -	$ -	$ 795,413.00	$ 721,594	$ 73,819

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	$ 368,799	$ 24,649	$ 393,448	$ -	$ -	$ -	$ 393,448	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 277,714	$ 30,502	$ 308,216	$ -	$ -	$ -	$ 308,216	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 6,033	$ 8,032	$ 14,065	$ -	$ -	$ -	$ 14,065	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ -	$ 3,985	$ 3,985	$ -	$ -	$ -	$ 3,985	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 69,048	$ 6,651	$ 75,699	$ -	$ -	$ -	$ 75,699	0.000%

Kenter Canyon Elementary Charter 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
$ 701,664	$ 93,749	13.361%	0.000%	13.36%	$ 93,749	0.000%	13.36%	**Total:**	$ 93,749
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 93,749

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 14,065	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 3,985	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 75,699	0.000%

Kenter Canyon Elementary Charter 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 765,202.00	$ 458,498.00

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	$ 419,222	$ 251,120
1	3	Charter School Categorical Block Grant	No	$ 258,894	$ 140,950
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 12,847	$ 3,767
2	4	SENI Investments towards Joy and Wellness	Yes	$ 72,413	$ 62,661
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 1,826	$ -

Kenter Canyon Elementary Charter 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)
$ 87,086	$ 87,086	$ 66,428	$ 20,658	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	$ 12,847	$ 3,767	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 72,41:	$ 62,661	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 1,826	$ -	0.000%	

Kenter Canyon Elementary Charter 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)
$ 678,116	$ 87,086	0.000%	12.842%	$ 66,428	0.000%	9.796%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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