LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reseda Charter High School

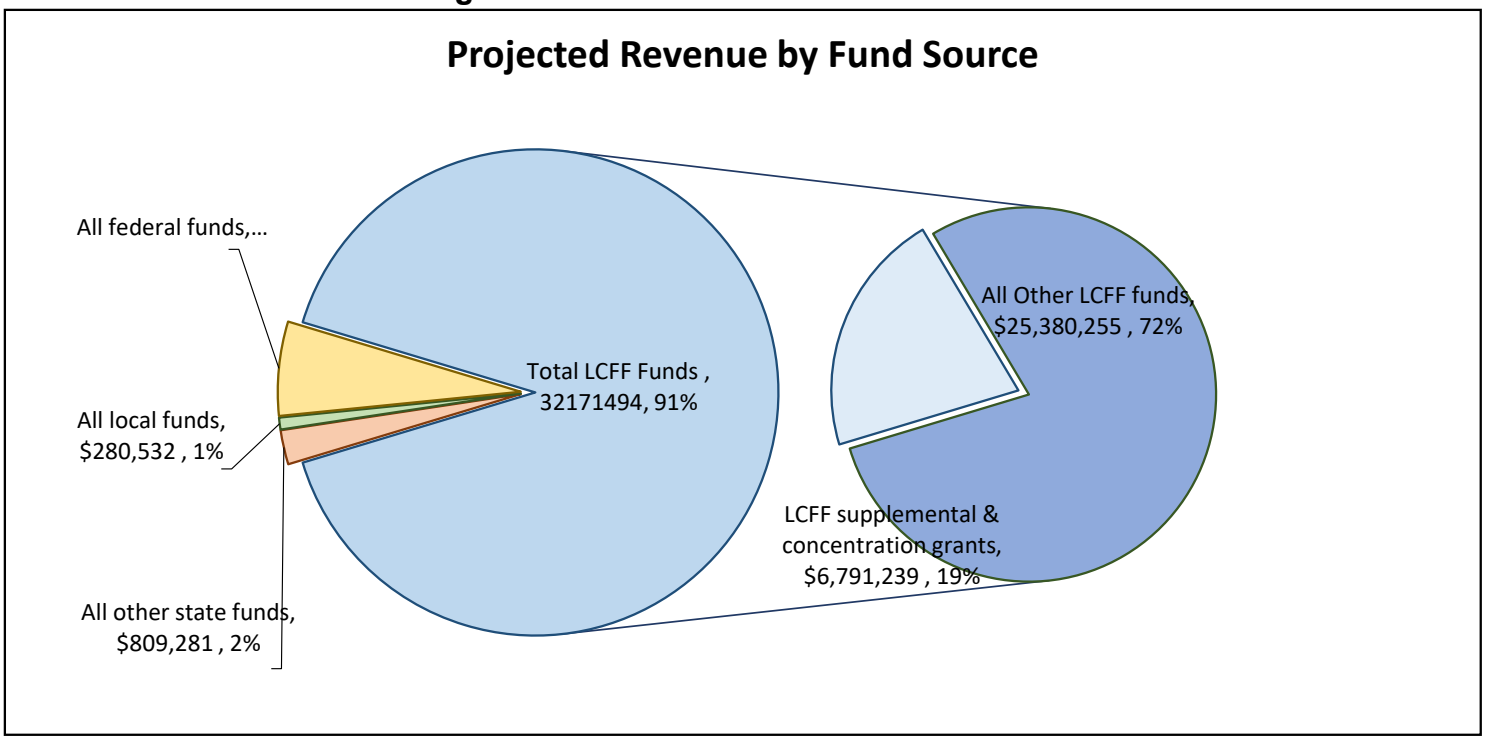
CDS Code: 19 64733 1937226

School Year: 2025-26

LEA contact information: Pia Damonte, Principal; pxd1774@lausd.net

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

Budget Overview for the 2025-26 School Year

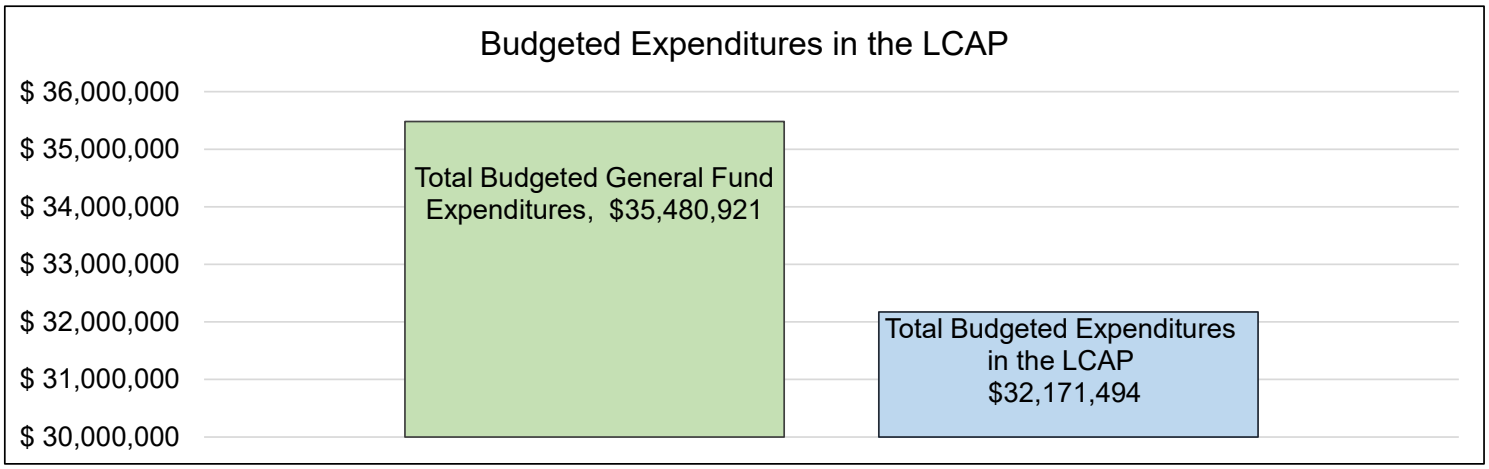


This chart shows the total general purpose revenue Reseda Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reseda Charter High School is $35,480,921.00, of which $32,171,494.00 is Local Control Funding Formula (LCFF), $809,281.00 is other state funds, $280,532.00 is local funds, and $2,219,614.00 is federal funds. Of the $32,171,494.00 in LCFF Funds, $6,791,239.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Reseda Charter High School plans to spend for 2025-26. 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: Reseda Charter High School plans to spend $35,480,921.00 for the 2025-26 school year. Of that amount, $32,171,494.00 is tied to actions/services in the LCAP and $3,309,427.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

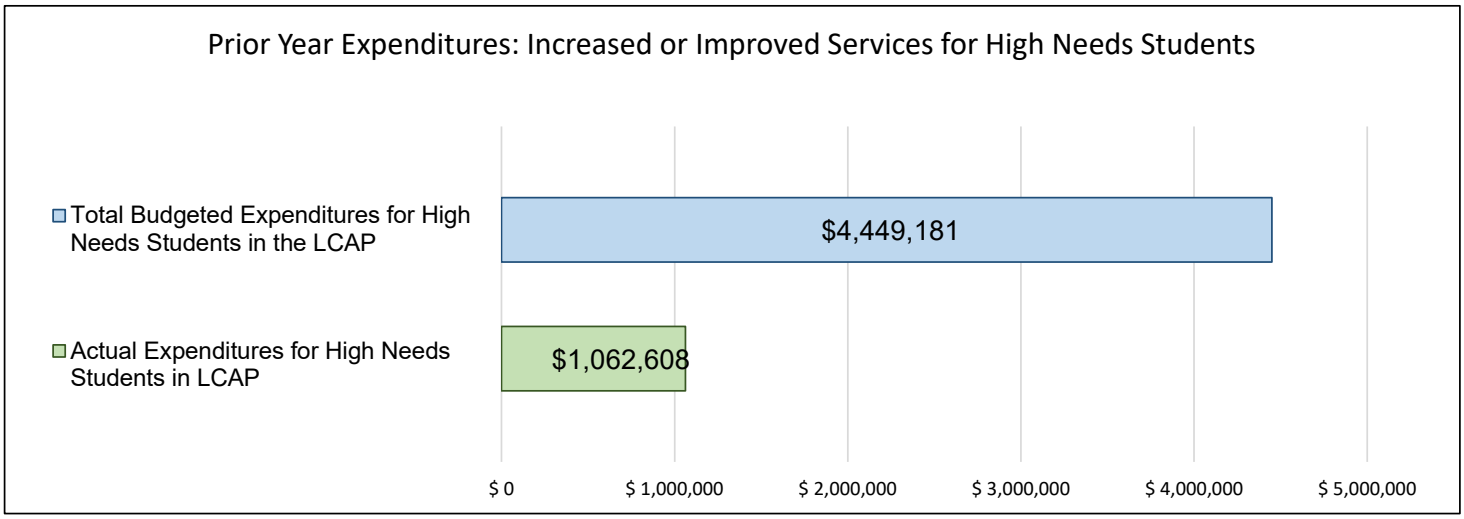
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, our school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within our 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 2025-26 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 2025-26 School Year

In 2025-26, Reseda Charter High School is projecting it will receive $6,791,239.00 based on the enrollment of foster youth, English learner, and low-income students. Reseda Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Reseda Charter High School plans to spend $6,791,239.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Reseda Charter High School's LCAP budgeted $4,449,181.00 for planned actions to increase or improve services for high needs students. Reseda Charter High School actually spent $1,062,608.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $3,386,573.00 had the following impact on Reseda Charter High School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect our 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 high-need schools 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. Unspent LCFF Supplemental and Concentration funds will continue to be available for schools to use as SENI TSP funds to increase or improve services for students from low-income families, English Learners, and students in foster care, in alignment with District policy.

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
Reseda Charter High School	Pia Damonte, Principal	pxd1774@lausd.net 818-758-3740

Plan Summary [2025-26]

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.

Reseda Charter High School and Middle School Magnets (RCHS) is one of only 10 secondary span schools in the Los Angeles Unified School District (LAUSD) which include grades 6-12. LAUSD is currently divided into four “local districts”, and Reseda Charter High School is one of three secondary span schools in Local District North, which includes 85 schools located west of the 405 freeway in the San Fernando Valley (https://www.lausd.org/NORTH).

Reseda High School opened its doors in 1955, located in a residential neighborhood in Reseda on the northern Tarzana border, adjacent to Reseda Park and Recreation Center, single family residential neighborhoods, and numerous apartment complexes in the southwestern portion of the San Fernando Valley. Originally designed as a neighborhood school, it now has magnet programs, attracting students who are bused in from other cities. Reseda High School became an LAUSD Affiliated Charter, as Reseda Charter High School in the fall of 2018 and created a middle school grades 6-8 in 2019. RCHS is home to the 6-12 Charter Academy which includes 9-12 students in the former geographic area of Reseda HS, as well as 6-12 students enrolled through the Charter lottery process. The Academy includes a 6-12 School for Advanced Studies, a 6-12 International Dual Language strand rooted in additive bilingualism, Career Technical Education (CTE) pathway exploration, and access to high school and AP courses through teacher recommendation. Three existing magnet programs are on campus: Arts, Media, and Entertainment Magnet (AMEM) Magnet, Police Academy Magnet, and Science Magnet.

RCHS is currently going through a modernization project, where our administration building along with our library, auditorium, and other facilities are being replaced by newer buildings. During the modernization, classrooms and offices have been relocated to bungalows, however, as of October 2024, these offices and classrooms will move to their new location. The modernization is projected to be completed by 2026.

Reseda is a Title I school with a Schoolwide Program. Our Title I ranking since 2021 till 2024 has been 87.41%.

Reflections: Annual Performance

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

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

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

Graduation Rate: Reseda Charter's 2024 graduation data shows overall improvement compared to 2023, with the rate rising from 88.8% to 91.9% indicating a 3.1% increase, advancing from the Orange to the Green Performance Level. Additionally, our graduation rate exceeded the state average of 86.7% by 5.2%.

Successes: Significant gains were made by our English Learners from 79.7% to 88.6%, an 8.9% increase and Hispanic students went from 87.4% to 94.3%, an increase of 6.8%, moving from Yellow to Green and Orange to Blue, respectively. Socioeconomically Disadvantaged students improved from 89.9% to 92%, an increase of 2.1%, advancing from Yellow to Green.

Challenges: Areas of concern, which include; Asian students, whose graduation rate declined from 100% in 2023 to 93.8% in 2024, a 6.3% decline, and White students, who dropped from 87.5% to 80%, indicating a 7.5% decline, moving to the Orange Performance Level. Additionally, though our Students with Disabilities are in the Yellow Performance Level, their graduation rate is still lower than our other subgroups, with a rate of 73.8%. Also, our Homeless students, with a 2024 graduation rate of 90.9%, remain in the Orange category. These highlight a persistent equity gap between the two subgroups.

English Language Arts: The 2023-2024 ELA CA Dashboard showed overall improvement for Reseda Charter for all students, in grades 6, 7, 8, and 11, advancing from Orange to Yellow Performance Level, improving from -24.4 to -15 points below standard, a gain of 28.4 points compared to 2022-2023.

Successes: English Learners improved from Red to Orange, narrowing their gap by 17.5 points, while Hispanic students advanced from Orange to Yellow, improving by 5.6 points. White students made a dramatic leap from Orange (-25.2 points below) to Blue (18.1 points above), gaining 43.3 points year-over-year. This positive trend was also seen in our Asian and African American students. Our Asian students increased by 33.9 points, going from 22.9 points above standard to 56.8 points above standard. Students in the African American subgroup increased by 42.5 points, as they went from 74.4 points below standard to 31.9 points below standard.

Challenges: In contrast, LTELs declined further (-7.8 points), and SED and SWD subgroups showed minimal or no progress, with SED declining by 3.2 points and SWD maintaining their level. Despite gains for many groups, these persistent gaps emphasize the need for focused interventions to support underperforming subgroups.

Mathematics: Our 2023-2024 Math CA Dashboard data showed substantial increases, where most students are in the Yellow performance level. Though all of our students (Grades 6, 7, 8, & 11) are 83.6 points below the standard, this is an 8.2-point increase from 2022-2023, some of our subgroups didn't show progress, as our English Learners are 137.8 points below standard, maintaining at 2.6 points.

Successes: White students improved by 82.5 points, moving to the Green performance level, and Asian students increased by 34.5 points. These trends highlight the need for targeted interventions to address disparities and improve outcomes for struggling subgroups.

Challenges: Students with Disabilities are 170 points below standard, declining by 11.4 points. Also, our African American students saw a 14.9 point increase, yet they remain 133 points below the standard. These trends highlight the need for targeted interventions to address disparities and improve outcomes for struggling subgroups.

English Learners: Based on our analysis of our English Learners academic achievement and growth data and other available evidence, including the data presented below, our English Learners are making great progress towards proficiency. In the current 2024-2025 school year, Reseda Charter’s English Learners account for 17% of students, with a total of 220 Els.

Successes: According to CA Dashboard we are on the Blue Performance Level for the 2023-2024 school year, where 62.6% for our English Learners are making progress towards English Language Proficiency. This is a great achievement, as we increased by 23.7% from the 2022-2023 school year. Our Long Term English Learners saw impactful increases as well, as they went from 48.2% in 2022-2023 to 87.8% in 2023-2024.

Challenges: One significant note to make is we do not have any Els who have maintained an ELPI Level 4, suggesting a need for targeted interventions to support ELs in sustaining higher proficiency levels.

Attendance/Chronic Absenteeism: According to the data provided by Focus, the percentage of students in the Proficient/Advance (96% or higher) category increased by 4%, going from 41% in 2022-2023 to 45% in 2023-2024. This created a decrease in the Basic (92%-95%) category by 6% going from 29% in 2022-2023 to 23% in 2023-2024. Our Chronic (91% % lowers) rate has remained constant as it was 31% in 2022-2023 to 32% in 2023-2024. As of 12/12/24, in the current academic year (2024-2025), our Proficient/Advanced rate stands at 56%. If students maintain this attendance level, it is likely that we will observe an increase compared to the previous year. Our counselors, in collaboration with the attendance oversight administrator, have been actively monitoring student attendance and following up with those who are chronically absent. Students achieving perfect attendance (Advanced 100%) receive recognition through certificates and incentives.

Suspension and Expulsion Rates: Reseda Charter saw an increase in our suspension rate in the 2023-2024 school year. Based on the data in the CA Dashboard suspension rates increased for most groups in 2023-2024, with all students rising from 0.9% (Green) in 2022-2023 to 1.3% (Yellow) in 2023-2024.

Successes: Positive trends included Students with Disabilities, who decreased from 2.2% to 1.5%, and White students, who dropped from 1% to 0.5%. Though we held grade level assemblies to review attendance & behavior expectations, these shifts highlight a need for targeted support to address disparities.

Challenges: Significant increases were seen among African American students (0% to 3.4%) and our Long Term English Learners went from 1% in 2022-2023 to 4.3%, indicating a 3% increase. English Learners rose from 0.3% to 1%, Socioeconomically Disadvantaged students (0.9% to 1.3%), and Asian students increased from 0% to 1.5%.

Collaboration & Engagement: As for our Parent Portal registration, we are seeing a steady increase as well. The number of parents registering for Parent Portal has increased by 10%. For the 2023-2024 school year we were at 69%, while currently, as of 1-14-25 we are at 79%.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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	Reseda Charter actively engages students in decision-making processes, which significantly influences the development of our LCAP. Students serve as members of the School Site Council (SSC), Local School Leadership Council (LSLC), and the Principal's Student Advisory (PSA). In the SSC, students contribute to decisions regarding Title I accountabilities, including budget allocations and goal setting. Through the LSLC, they participate in discussions about matters such as bell schedule changes, testing dates, and purchases aimed at supporting student achievement. Additionally, student representatives from each grade level meet with the principal through PSA to address current events and student concerns. Last year, students on the WASC team played a key role in the WASC writing process, attending meetings and providing input on each chapter. These opportunities allow students to act as partners in shaping the LCAP.

Parents	Parent engagement has been pivotal throughout our process, with updates provided and participation encouraged via events like Coffee with the Principal, parent workshops, and meetings with Local School Leadership Council (LSLC), School Site Council (SSC), and English Language Advisory Council (ELAC). Feedback from parents, alongside survey data, played a crucial role in shaping our decisions and guiding our efforts to address the diverse needs of our school community. We deeply value the contributions of all educational partners as we strive to bridge the gap to student success. During our Coffee with the Principal session on August 22, 2024 we received input from our parents as to what support they need. Also, on Oct. 25, 2024, Reseda Charter presented our LCAP Overview to parents, fostering further engagement. Through these and many other interactions, several priorities emerged for our school: consistency, ownership, intervention, and equity. As these key points surfaced, we delved into various strategies to address them comprehensively. It's imperative that we maintained consistency in our approaches throughout the year. Taking ownership of our data is essential, created opportunities to enhance student academic achievement. We're committed to ensuring intervention options are readily available for all students and actively working to eliminate any equity gaps hindering our students' learning.

Staff (Certificated and Classified)	At Reseda Charter High School and Middle School Magnets, staff collaborated through key committees, including the Instructional Leadership Team (ILT), Local School Leadership Council (LSLC), and School Site Council (SSC), to plan, develop, and implement the Local Control and Accountability Plan (LCAP). These groups have been instrumental in analyzing data, gathering feedback to address equity gaps, and discussing resource allocations, allowing us to establish clear goals focused on student success. We meet monthly to review staff input, identify our problem of practice, and implement school wide strategies, with data driving our efforts to align priorities and address educational partner needs. In the LSLC and SSC, teachers provided critical input on decisions that impact the entire school community. In the LSLC, teachers contributed to discussions on the bell schedule, student performance, school climate, and equity issues, ensuring that policies reflect the needs of students and staff. In the SSC, teachers offered insights on instructional strategies, student performance, and resource allocation as part of developing and implementing the school's budget and Single Plan for Student Achievement (SPSA). This input helped identify areas of need and suggests programs or interventions to address equity gaps and improve outcomes for all students. The ILT played a crucial role in shaping Reseda's instructional vision. Composed of administrators, coordinators, and department chairs, the ILT meets regularly to review curriculum alignment, instructional strategies, and professional development needs. Teachers in the ILT analyzed student performance data (i-Ready and SBA) to identify trends and address academic challenges. For example, in meetings on August 29 and September 5, 2024, we reviewed district and state-released data, focusing on how it impacts English Learners, students with IEPs, at-risk students, and RFEP students, a significant portion of our student population. Department chairs took these discussions back to their peers, and together they identified our problem of practice: students are struggling with academic vocabulary and its impact on reading comprehension. In response, the ILT explored and agreed on schoolwide strategies to address this challenge, such as our ongoing CER (Claim, Evidence, Reasoning) strategy, Constructive Conversations, and annotation guides. To foster professional learning and improve teaching practices, the ILT conducted Instructional Rounds on October 2, 2024, and met afterward to assess current practices and determine how best to introduce and reinforce these strategies. The ILT continued to meet monthly throughout the school year to analyze data, monitor progress, and conduct additional Instructional Rounds to ensure our strategies effectively support our problem of practice.

Community	Community Members have always been invited and welcomed in all educational partner meetings. To provide opportunities for informal dialogue between school leadership and community members, we utilize various platforms including SSC, ELAC, Local School Leadership Councils (LSLC), and additional Coffee with the Principal Meetings This ensures that different voices and perspectives are heard and considered in decision-making processes. These events created a welcoming environment for open discussion and feedback. We prioritize the input and feedback received from community members by actively incorporating it into our planning and decision-making processes. This demonstrated our commitment to transparency, collaboration, and responsiveness to the needs of our school community.

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

Through discussions with our different educational partners, such as SSC, LSLC, and ILT, these are the points that emerged as of importance for Reseda Charter, which created the pathway in the development of our 2024- 2025 LCAP.

- Consistency: In an attempt that we meet our goals for LCAP, we will ensure the consistency in the following areas:

1. Data was analyzed consistently throughout the year. We began our 2024-2025 school year by reviewing our state assessment data in professional developments, in department meetings, along with our ILT and SSC. Data was the driving force for instruction. During our meetings with ILT, we discussed some strategies that we will implement schoolwide, which are the C.E.R (Claim, Evidence, Reasoning), Constructive Conversations, and annotation guides, in order to support our problem of practice. Our staff has already been trained on the C.E.R. strategy, and, a PD re-introduced the strategy, along with the new ones that were implemented. Our first Instructional Rounds were conducted by the ILT team on Oct. 2, 2024. Data from the observations was reviewed by the ILT team that same afternoon and was reviewed by teachers in their departments the following week on Oct. 9, 2024. Instructional Rounds ensured the implementation of the new strategies, where then teachers and the ILT monitored the progress of the implementation and our student outcomes.

2. This school year, the district mandated that all students in every grade level take the i-Ready 3 times a year, beginning (BOY), middle (MOY), and end of the year (EOY). Our English and Math teachers have already administered the BOY Reading and Math assessments in their classrooms between Aug. 19 to Aug. 29 2024 to get a baseline. We administered the MOY between Nov. 18 until Dec. 6 and EOY during the week of May 19. We tracked student progress and monitored the effects of the strategy implementations. Having this consistency created an expectation and prepared students for their state summative assessments.

-Ownership: Following the administration of the (BOY) i-Ready assessments, teachers underwent training to effectively navigate the system and assess their students' scores and lesson assignments. Departmental meetings have provided a platform for teachers to collectively identify the strengths and weaknesses of our students based on the data.Taking ownership of their instruction, teachers are utilizing assessment data to address areas of improvement and fill learning gaps effectively.

-Intervention will be accessible and available to all of our students who need support acquiring the skills necessary for success. We will offer two types of intervention, one that supports academics and the other social emotion.

1. Reseda Charter maintained its commitment to providing intervention support for our students. Academic counselors tracked students' progress through their Individualized Graduation Plans (IGP), identifying those who require additional assistance. Interventions were available before and after school, targeting specific areas of need.

2. Recognizing emotional challenges faced by students, Reseda Charter has invested in staff that will offer social emotional support to our students in need. Many students experienced diminished motivation, boredom, or depression, hindering their success. To address these issues comprehensively, we increased our counseling resources, achieving a student-to-counselor ratio of 340 to 1. Additionally, we secured the services of a full-time therapist from Sterling, available five days a week, along with a PSW and a Social Emotional Counselor provided tailored intervention strategies for students and their families.

Equity: Being a span school with students in grades 6-12, along with having 3 magnets, (Police Academy Magnet, Science Magnet, and Arts and Media), we want to ensure that all of our students have the same access to what Reseda Charter has to offer.

1. Previously, students enrolled in our magnets had more opportunities for field trips compared to our Charter home school students. To rectify this disparity, we introduced the Cultural Arts Passport initiative. This program ensured that all students, regardless of their magnet affiliation, had access to enriching field trip experiences. Each grade level had the opportunity to visit various sites. Additionally, we aim to enhance exposure to the arts program by integrating it more extensively into our core subjects.

2. College Pathways have long been available to our students, and we are committed to ensuring that all students take full advantage of these opportunities. With the dedicated support of our academic and college counselors, we actively workied to guide and encourage every student to enroll in introductory college courses relevant to their interests and aspirations.

Goals and Actions

Goal 1

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.

Los Angeles Unified students are the leaders, educators, entrepreneurs, artists, and innovators of tomorrow. All students of Reseda Charter Middle and High School will graduate as life-long learners and engaged global citizens, with the motivation and tenacity to pursue their dreams. At RCHS, we believe we must support our students in developing the foundational knowledge and necessary skills to graduate and succeed in college and the workforce, and we must also offer them opportunities and tools needed to grow into excited and inspired lifelong learners. Providing high-quality instruction and support to achieve our goal of 100% graduation is one of our commitments, starting with reducing middle school dropout rates and preparing students for success in high school. Implementation of our Student Voice program has empowered Reseda Charter students to more effectively challenge and enlist themselves as drivers of their own learning and prepare them for the 21st century.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 88.7% **African American/Black:** 92.3% **Hispanic/Latino:** 87.3% **English Learner:** 79.4**%** **RFEP:** 93.9% **Standard English Learner:** 90.2% **Students with Disabilities:** 72.7% **Low Income:** 89.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 91.9% **African American/Black:** 83.3% **Hispanic/Latino:** 94.3% **English Learner:** 88.6**%** **RFEP:** 94.6% **Standard English Learner:** 94.2% **Students with Disabilities:** 73.8% **Low Income:** 92% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 93.9% **African American/Black:** 85% **Hispanic/Latino:** 93.0% **English Learner:** 90% **RFEP:** 95% **Standard English Learner:** 95% **Students with Disabilities:** 75.7% **Low Income:** 93%	**All Students:** +3.20% **African American/Black:** -9.00% **Hispanic/Latino:** +7.00% **English Learner:** +9.20**%** **RFEP:** +0.70% **Standard English Learner:** +4.00% **Students with Disabilities:** +1.10% **Low Income:** +2.20%

2	**Five-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 91.1% **African American/Black:** 95.2% **Hispanic/Latino:** 89.9% **English Learner:** 72.7% **Students with Disabilities:** 83% **Low Income:** 91.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 88.7% **African American/Black:** 92.3% **Hispanic/Latino:** 87.3% **English Learner:** 79.4% **Students with Disabilities:** 72.7% **Low Income:** 89.8% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 91% **African American/Black:** 95% **Hispanic/Latino:** 90.0% **English Learner:** 82.4% **Students with Disabilities:** 75.0% **Low Income:** 92.0%	**All Students:** -2.40% **African American/Black:** -2.90% **Hispanic/Latino:** -2.60% **English Learner:** +6.70% **Students with Disabilities:** -10.30% **Low Income:** -1.50%
3	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 4.6% **African American/Black:** 0% **Hispanic/Latino:** 6.6% **English Learner:** 15.9% **RFEP:** 0.9% **Standard English Learner:** 3.7% **Students with Disabilities:** 1.3% **Low Income:** 4.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2.1% **African American/Black:** 0% **Hispanic/Latino:** 1.4% **English Learner:** 6.8% **RFEP:** 1.6% **Standard English Learner:** 0% **Students with Disabilities:** 1.5% **Low Income:** 2.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0% **African American/Black:** 0% **Hispanic/Latino:** 0% **English Learner:** 0% **RFEP:** 0% **Standard English Learner:** 0% **Students with Disabilities:** 0% **Low Income:** 0%	**All Students:** -2.50% **African American/Black:** 0% **Hispanic/Latino:** -5.20% **English Learner:** -9.10% **RFEP:** +0.70% **Standard English Learner:** -3.70% **Students with Disabilities:** +0.20% **Low Income:** -2.20%

4	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023** **All Students:** 53.3% **African American/Black:** 46.2% **Hispanic/Latino:** 46% **English Learner:** 39.7% **RFEP:** 60.9% **Standard English Learner:** 43.9% **Students with Disabilities:** 23.4% **Low Income:** 52.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 56.3% **African American/Black:** 33.3% **Hispanic/Latino:** 57.6% **English Learner:** 38.6% **RFEP:** 63.6% **Standard English Learner:** 53.6% **Students with Disabilities:** 36.9% **Low Income:** 55.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 70% **African American/Black:** 50% **Hispanic/Latino:** 60% **English Learner:** 45% **RFEP:** 70% **Standard English Learner:** 60% **Students with Disabilities:** 40% **Low Income:** 60%	**All Students:** +3.00% **African American/Black:** -12.90% **Hispanic/Latino:** +11.60% **English Learner:** -1.10% **RFEP:** +2.70% **Standard English Learner:** +9.70% **Students with Disabilities:** +13.50% **Low Income:** +2.90%

5	**Career Technical Education (CTE) Completion Rate**	**2022-2023** **All Students**: 57.9% **African American/Black**: 46.2% **Hispanic/Latino** 58.7% **English Learner:** 14.3% **RFEP:** 76.5% **Standard English Learner:** 63.5% **Students with Disabilities:** 31.2% **Low Income** 57.7% *Source: Open Data Dashboard*	**2023-2024** **All Students**: 59.9% **African American/Black**: 50% **Hispanic/Latino** 63.8% **English Learner:** 40.9% **RFEP:** 68.2% **Standard English Learner:** 63.8% **Students with Disabilities:** 32.3% **Low Income** 59.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 65% **African American/Black:** 50% **Hispanic/Latino:** 65%% **English Learner:** 45% **RFEP:** 70% **Standard English Learner:** 66.5% **Students with Disabilities:** 35% **Low Income:** 65%	**All Students**: +2.00% **African American/Black**: +3.80% **Hispanic/Latino** +5.10% **English Learner:** +26.60% **RFEP:** -8.30% **Standard English Learner:** +0.30% **Students with Disabilities:** +1.10% **Low Income** +1.80%

6	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students**: 41.1% **African American/Black**: 23.1% **Hispanic/Latino** 38.5% **English Learner:** 7.9% **RFEP:** 55.7% **Standard English Learner:** 37.6% **Students with Disabilities:** 16.9% **Low Income** 40.1% *Source: Open Data Dashboard*	**2023-2024** **All Students**: 44.4% **African American/Black**: 25% **Hispanic/Latino** 48.6% **English Learner:** 22.7% **RFEP:** 55% **Standard English Learner:** 42% **Students with Disabilities:** 24.6% **Low Income** 43.8% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 48% **African American/Black:** 28% **Hispanic/Latino:** 48% **English Learner:** 25% **RFEP:** 60.7% **Standard English Learner:** 45% **Students with Disabilities:** 25% **Low Income:** 45%	**All Students**: +3.30% **African American/Black**: +1.90% **Hispanic/Latino** +10.10% **English Learner:** +14.80% **RFEP:** -0.70% **Standard English Learner:** +4.40% **Students with Disabilities:** +7.70% **Low Income** +3.70%

7	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023** **All Students:** 54.3% **African American/Black:** 0% **Hispanic/Latino:** 47.4% **English Learner:** 71.4% **RFEP:** 48.2% **Standard English Learner:** 48.4% **Students with Disability:** 33.3% **Low Income:** 50% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 60.5% **African American/Black:** 25% **Hispanic/Latino:** 55.1% **English Learner:** 47.4% **RFEP:** 57.2% **Standard English Learner:** 50.6% **Students with Disability:** 26.3% **Low Income:** 56.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 65.5% **African American/Black:** 30% **Hispanic/Latino:** 50.1% **English Learner:** 52.4% **RFEP:** 62.2% **Standard English Learner:** 55.6% **Students with Disability:** 31.3% **Low Income:** 61.3%	**All Students:** +6.20% **African American/Black:** +25.00% **Hispanic/Latino:** +7.70% **English Learner:** -24.00% **RFEP:** +9.00% **Standard English Learner:** +2.20% **Students with Disability:** -7.00% **Low Income:** +6.30%

8	**11th Graders Prepared for College-Level English**	**2022-2023** **All Students:** 14.8% **Hispanic/Latino:** 13.8% **English Learner:** 0% **RFEP:** 11% **Standard English Learner:** 18.8% **Students with Disabilities:** 2.7% **Low Income:** 12.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 25.4% **Hispanic/Latino:** 21.2% **English Learner:** 0% **RFEP:** 25.6% **Standard English Learner:** 28.7% **Students with Disabilities:** 6.3% **Low Income:** 22.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 30% **Hispanic/Latino:** 25% **English Learner:** 5% **RFEP:** 30% **Standard English Learner:** 30% **Students with Disabilities:** 8% **Low Income:** 25%	**All Students:** +10.60% **Hispanic/Latino:** +7.40% **English Learner:** 0% **RFEP:** +14.60% **Standard English Learner:** +9.90% **Students with Disabilities:** +3.60% **Low Income:** +9.70%

9	**11th Graders Prepared for College-Level Mathematics**	**2022-2023** **All Students:** 3.8% **African American/Black:** 0% **Hispanic/Latino:** 2.0% **English Learner:** 0% **RFEP:** 0.7% **Standard English Learner:** 4.5% **Students with Disabilities:** 0% **Low Income:** 2.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 7.7% **African American/Black:** No Data **Hispanic/Latino:** 4.1% **English Learner:** 0% **RFEP:** 6.3% **Standard English Learner:** 4% **Students with Disabilities:** 0% **Low Income:** 6.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 10% **African American/Black:** 5% **Hispanic/Latino:** 6% **English Learner:** 5% **RFEP:** 10% **Standard English Learner:** 6% **Students with Disabilities:** 5% **Low Income:** 8%	**All Students:** +3.90% **African American/Black:** ±0% **Hispanic/Latino:** +2.10% **English Learner:** 0% **RFEP:** +5.60% **Standard English Learner:** -0.50% **Students with Disabilities:** 0% **Low Income:** +3.30%

10	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11**	**2022-2023** **All Students:** -29.2 **Hispanic/Latino:** -37.7 **English Learner:** -161.4 **RFEP:** -28.7 **Standard English Learner:** -28.8 **Students with Disabilities:** -99.4 **Low Income:** -35.7 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -13.8 **Hispanic/Latino:** -30.1 **English Learner:** -151.1 **RFEP:** -4.1 **Standard English Learner:** 4.3 **Students with Disabilities:** -115.9 **Low Income:** -23.9 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 10 **Hispanic/Latino:** -17.7 **English Learner:** -130 **RFEP:** 5 **Standard English Learner:** 10 **Students with Disabilities:** -70.5 **Low Income:** -15.5	**All Students:** +15.40 **Hispanic/Latino:** +7.60 **English Learner:** +10.30 **RFEP:** +24.60 **Standard English Learner:** +33.10 **Students with Disabilities:** -16.50 **Low Income:** +11.80

11	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023** **All Students:** -118.9 **African American/Black:** -209.9 **Hispanic/Latino:** -127.6 **English Learner:** -179.8 **RFEP:** -118.6 **Standard English Learner:** -133.5 **Students with Disabilities:** -199.1 **Low Income:** -125.7 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -108.5 **African American/Black:** No Data **Hispanic/Latino:** -129.3 **English Learner:** -195.9 **RFEP:** -102.6 **Standard English Learner:** -114.4 **Students with Disabilities:** -191.1 **Low Income:** -118.1 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** -50 **African American/Black:** -100 **Hispanic/Latino:** -70 **English Learner:** -100 **RFEP:** -80 **Standard English Learner:** -100 **Students with Disabilities:** -150 **Low Income:** -80	**All Students:** +10.40 **African American/Black:** ±0 **Hispanic/Latino:** -1.70 **English Learner:** -16.10 **RFEP:** +16.00 **Standard English Learner:** +19.10 **Students with Disabilities:** +8.00 **Low Income:** +7.60

12	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023** **All Students:** 19% **Hispanic/Latino:** 16% **English Learner:** 0% **RFEP:** 17.6% **Standard English Learner:** 14.3% **Students with Disabilities:** 2.4% **Low Income:** 16.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 22.4% **Hispanic/Latino:** 17.8% **English Learner:** 4.1% **RFEP:** 23.6% **Standard English Learner:** 19.8% **Students with Disabilities:** 7.3% **Low Income:** 18.8% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 26.4% **Hispanic/Latino:** 21.8% **English Learner:** 9.1% **RFEP:** 28.5% **Standard English Learner:** 24.8% **Students with Disabilities:** 12.3% **Low Income:** 23.8%	**All Students:** +3.40% **Hispanic/Latino:** +1.80% **English Learner:** +4.10% **RFEP:** +6.00% **Standard English Learner:** +5.50% **Students with Disabilities:** +4.90% **Low Income:** +2.50%
13	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 16.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 28.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 33%	**All Students:** +12.60%
14	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 39% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 45%	**All Students:** ±0%

15	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 11.2% **Hispanic/Latino:** 9.9% **Students with Disability:** 0% **Low Income:** 11.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 26.2% **Hispanic/Latino:** 25% **Students with Disability:** No Data **Low Income:** 26.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 32.2% **Hispanic/Latino:** 31% **Students with Disabilities:** 6% **Low Income:** 32.2%	**All Students:** +15.00% **Hispanic/Latino:** +15.10% **Students with Disability:** ±0% **Low Income:** +15.00%
16	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 49.8% **African American/Black:** 37.5% **Hispanic/Latino:** 51.7% **English Learner:** 50% **RFEP:** 51.9% **Standard English Learner:** 48.9% **Low Income:** 50.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 61.2% **African American/Black:** 46.7% **Hispanic/Latino:** 62.3% **English Learner:** No Data **RFEP:** 60.7% **Standard English Learner:** 61% **Low Income:** 59.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 65% **African American/Black:** 50% **Hispanic/Latino:** 65% **English Learner:** 56% **RFEP:** 65% **Standard English Learner:** 65% **Low Income:** 60%	**All Students:** +11.40% **African American/Black:** +9.20% **Hispanic/Latino:** +10.60% **English Learner:** ±0% **RFEP:** +8.80% **Standard English Learner:** +12.10% **Low Income:** +9.00%
17	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 87.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 90%	**All Students:** ±0%

18	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 91.1% **African American/Black:** 88.9% **Hispanic/Latino:** 92.3% **RFEP:** 92% **Standard English Learner:** 92.3% **Low Income:** 92.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 79.5% **African American/Black:** 76.9% **Hispanic/Latino:** 78.5% **RFEP:** 79.2% **Standard English Learner:** 77.8% **Low Income:** 80.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 85% **African American/Black:** 81.9% **Hispanic/Latino:** 85% **RFEP:** 85% **Standard English Learner:** 85% **Low Income:** 85%	**All Students:** -11.60% **African American/Black:** -12.00% **Hispanic/Latino:** -13.80% **RFEP:** -12.80% **Standard English Learner:** -14.50% **Low Income:** -11.50%

Goal Analysis for [2024-2025]

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.

Reseda Charter High School continued to provide Career Technical Education programs to continue CTE course offerings in all academic and career pathways, as applicable, to help students make connections between classroom learning and career pathways. Our six CTE programs included; Film and Managerial Production, Dance, Computer Science and Game design, Biomedical, Engineering, and Public Safety. RCHS continued to offer additional opportunities to provide students a chance to explore a variety of fields and industries.

Reseda's Police Academy, Science, and Arts and Media Magnets offered experiences to students by providing specialized curriculum and unique learning opportunities tailored to students' interests and talents.

Reseda serves a large population of students with disabilities, therefore it was important to have dedicated staff who support our students with disabilities and who are also well-equipped to provide extra resources and implement IEPs, ensuring a positive and successful academic experience for each student. Our programs are designed to help students access the general education curriculum while providing additional services, accommodations, and modifications to ensure their success.

Reseda continued to invest in Class Size Reduction teachers to provide more individualized attention, leading to better student engagement and improved academic achievement. Smaller classes foster stronger teacher-student relationships, easier classroom management, and more opportunities for targeted instruction.

Intervention, before and after school tutoring proceeded to help with foundational skills and combat regression. Our academic counselor monitored students who are at risk and offered intervention. Based on our ELA and Math SBA data, 50% of our students were not meeting ELA standards and in math 78% of our students were below standard. Though the focus on foundational ELA and Math skills, teachers provided support in other core classes as well.

To monitor student progress, we collaborated with our A-G counselor, who provided targeted support to our at-risk students, ensuring they stayed on track to meet A-G requirements. This proactive approach helped students not only meet graduation standards but also prepared them for college and career readiness.

Through our Dual Language program, we supported our population of over 240 English Learners. Students were placed in Dual Language classes where they received instruction in their native Spanish language with the inclusion of English. This enhanced cognitive skills, such as problem-solving, critical thinking, and multitasking, as students learned to navigate two languages.

At Reseda the Black Student Achievement Program (BSAP) supports our African American students as we address academic, social-emotional, and cultural needs. According to MyData, our African American students had a 4.3% suspension rate. With BSAP we aimed to provide targeted interventions and resources focusing on closing achievement gaps, offering tutoring, mentorship, and academic counseling to enhance student performance. This promoted cultural pride and identity through culturally responsive curriculum and activities, helping students connect with their heritage and history.

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

No material difference.

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

Reseda Charter High School made significant progress toward its goal of providing high-quality instruction and supporting all students through its Career Technical Education (CTE) programs. These programs effectively guided students toward graduation and prepared them for college and career readiness. The successful hiring of two CTE/ROP teachers—one for the Media Magnet program and another for dance in the arts— enhanced vocational training opportunities, demonstrating the effectiveness of targeted staffing.

The efforts of the Special Education Coordinator have also been impactful, as they have worked closely with students with disabilities and their families to provide comprehensive IEP support, accommodations, and essential resources. This collaborative approach has ensured that students with disabilities receive the necessary support to thrive.

Furthermore, English Learners in the Dual Language classes benefited from effective instruction, leading to successful reclassification for many students. This positive outcome indicates that the instructional strategies employed are meeting the needs of this student group.

Additionally, the diligent monitoring of student progress by academic counselors and the A-G counselor has been instrumental in ensuring that all students remain on track in their A-G courses. For those who faced challenges, the provision of targeted interventions and credit recovery opportunities has proven effective in helping them get back on track. Overall, these specific actions have collectively contributed to significant progress toward Reseda Charter High School's goal of ensuring that all students are prepared for academic and career success.

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.

For 2025-2026, Reseda Charter High School will implement Supplemental Afterschool Programs as LCAP actions to support Academic Excellence for English Learners, students in foster care, and low income students at our school.

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	Career Technical Education	Reseda Charter High School will continue to provide Career Technical Education programs to support all students in graduating college and career ready.	District Cost: $180,836	N
2	Transition Services	Reseda Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation.	District Cost: $157,923	N
3	General Fund School Program	Reseda Charter High will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $6,525,483 **School Discretionary Fund: $1,192,201**	N
4	Magnet Program	Reseda Charter will continue to implement the following magnet program to support our students: Reseda Charter High School's Arts, Media and Entertainment Magnet (AMEM), Production and Managerial Pathway, RCHS Police Academy Magnet, and Reseda Charter High School's Science Magnet.	District Cost: $191,514	N
5	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Reseda Charter High to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,256,706	N
6	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Reseda Charter High.	District Cost: $3,848,786	Y

7	Dual Language Education	Reseda Charter High will continue to implement Dual Language Education to support all students in reaching Proficiency in state assessments.	District Cost: $289,116	N
8	Black Student Achievement Plan	Reseda Charter High will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $133,886	N
9	Supplemental A-G Interventions	Reseda Charter will support English Learners, students from low income families, and students in foster care who graduate from high school and complete the A-G course requirements for admission to a University of California/California State University	District Cost: $8,128	Y
10	Supplemental Afterschool Programs	Reseda Charter will implement Supplemental Afterschool Programs to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $10,514	Y
11	SENI Investments towards Academic Excellence	Reseda Charter will use investments to provide targeted academic interventions, professional development for teachers, and supplemental instructional resources to ensure all students meet and exceed proficiency in English Language Arts and Mathematics on the SBA to achieve academic excellence.	**School Discretionary Fund Cost: $1,783,882**	Y

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to thrive in our schools and fully engage in their academic experience, we must also commit to creating environments where they feel safe, welcome, and excited to learn. Reseda Charter Middle and High School must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. RCHS will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, suspension, student recovery, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 38.5% **African American/Black:** 29.4% **Hispanic/Latino:** 37.7% **English Learner:** 37.1% **RFEP:** 43.2% **Standard English Learner:** 31% **Students with Disabilities:** 28.7% **Low Income:** 37.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 44.4% **African American/Black:** 30.8% **Hispanic/Latino:** 43.9% **English Learner:** 34.4% **RFEP:** 48.8% **Standard English Learner:** 40.7% **Students with Disabilities:** 35.4% **Low Income:** 42.9% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 45.5% **African American/Black:** 35.5% **Hispanic/Latino:** 45% **English Learner:** 45% **RFEP:** 50% **Standard English Learner:** 45% **Students with Disabilities:** 40% **Low Income:** 43.5%	**All Students:** +5.90% **African American/Black:** +1.40% **Hispanic/Latino:** +6.20% **English Learner:** -2.70% **RFEP:** +5.60% **Standard English Learner:** +9.70% **Students with Disabilities:** +6.70% **Low Income:** +5.40%

2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8** **(District Calculation)**	**2022-2023** **All Students:** 21.6% **Hispanic/Latino:** 20.5% **English Learner:** 26.7% **RFEP:** 21.1% **Standard English Learner:** 20% **Students with Disabilities:** 35.3% **Low Income:** 23.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.6% **Hispanic/Latino:** 17.6% **English Learner:** 31.8% **RFEP:** 12.2% **Standard English Learner:** 18% **Students with Disabilities:** 28% **Low Income:** 17.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 10% **Hispanic/Latino:** 15% **English Learner:** 25% **RFEP:** 10% **Standard English Learner:** 10% **Students with Disabilities:** 20% **Low Income:** 15%	**All Students:** -6.00% **Hispanic/Latino:** -2.90% **English Learner:** +5.10% **RFEP:** -8.90% **Standard English Learner:** -2.00% **Students with Disabilities:** -7.30% **Low Income:** -6.20%

3	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)**	**2022-2023** **All Students:** 35.5% **African American/Black:** 48.9% **Hispanic/Latino:** 35.4% **English Learner:** 39.1% **RFEP:** 29.1% **Standard English Learner:** 42.8% **Students with Disabilities:** 47.7% **Low Income:** 35.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 34.8% **African American/Black:** 53.2% **Hispanic/Latino:** 34% **English Learner:** 42% **RFEP:** 29.3% **Standard English Learner:** 38.1% **Students with Disabilities:** 48% **Low Income:** 35.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 10% **African American/Black:** 25.2% **Hispanic/Latino:** 15% **English Learner:** 25% **RFEP:** 10% **Standard English Learner:** 10% **Students with Disabilities:** 20% **Low Income:** 15%	**All Students:** -0.70% **African American/Black:** +4.30% **Hispanic/Latino:** -1.40% **English Learner:** +2.90% **RFEP:** +0.20% **Standard English Learner:** -4.70% **Students with Disabilities:** +0.30% **Low Income:** 0%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 46.9% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 60.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 70%	**All Staff:** +13.30%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.91% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 1.33% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 1%	**All Students:** +0.42%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 28 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 51 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 20	**All Students:** +23

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**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:** 59% **African American/Black:** 48.3% **Hispanic/Latino:** 59.5% **English Learner:** 61.3% **RFEP:** 58.8% **Standard English Learner:** 58.8% **Students with Disabilities:** 59.2% **Low Income:** 59.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 53.6% **African American/Black:** 23.3% **Hispanic/Latino:** 54.2% **English Learner:** 61.5% **RFEP:** 51.9% **Standard English Learner:** 50.8% **Students with Disabilities:** 54.8% **Low Income:** 54.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 100% **African American/Black:** 100% **Hispanic/Latino:** 100% **English Learner:** 100% **RFEP:** 100% **Standard English Learner:** 100% **Students with Disabilities:** 100% **Low Income:** 100%	**All Students:** -5.40% **African American/Black:** -25.00% **Hispanic/Latino:** -5.30% **English Learner:** +0.20% **RFEP:** -6.90% **Standard English Learner:** -8.00% **Students with Disabilities:** -4.40% **Low Income:** -4.90%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 81.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 67% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 100%	**All Parents:** -14.60%

10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 92.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 88% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 100%	**All Staff:** -4.40%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 54.3% **African American/Black:** 51.7% **Hispanic/Latino:** 54.8% **English Learner:** 60.1% **RFEP:** 51.4% **Standard English Learner:** 57% **Students with Disabilities:** 50.6% **Low Income:** 53.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 51.3% **African American/Black:** 31% **Hispanic/Latino:** 51.1% **English Learner:** 60.3% **RFEP:** 48.9% **Standard English Learner:** 48.6% **Students with Disabilities:** 45.7% **Low Income:** 51.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 100% **African American/Black:** 100% **Hispanic/Latino:** 100% **English Learner:** 100% **RFEP:** 100% **Standard English Learner:** 100% **Students with Disabilities:** 100% **Low Income:** 100%	**All Students:** -3.0% **African American/Black:** -20.7% **Hispanic/Latino:** -3.7% **English Learner:** +0.2% **RFEP:** -2.5% **Standard English Learner:** -8.4% **Students with Disabilities:** -4.9% **Low Income:** -1.9%
11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 85.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 100%	**All Parents:** -3.0%

12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 67.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 75.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 100%	**All Staff:** +7.9%

Goal Analysis for [2024-2025]

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.

Reseda Charter made a significant investment in hiring a full-time nurse to provide comprehensive health services for all our students. In addition to addressing general health concerns, this role was crucial for supporting students in our alternative curriculum and Phoenix Academy who have social-emotional needs. We recognize the importance of ensuring that every student has access to someone dedicated to their overall well-being.

We also have our School Climate Advocates along with our dean of students who worked with students who are at risk to create a positive and welcoming environment for all students and staff.

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.

Having professionals like the full-time nurse and School Climate Advocates has proven highly effective in promoting student well-being at Reseda Charter. The nurse ensured timely health care for students, addressing both general health and social-emotional needs, particularly for those in the alternative curriculum and Phoenix Academy. Meanwhile, the advocates and Dean of Students fostered a positive school environment by building relationships with at-risk students, leading to increased engagement and a greater sense of belonging. Overall, their contributions have significantly enhanced support systems, positively impacting the academic and social success of all students.

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.

Metric, “Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8 (District Calculation)” was included in the 2025-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Reseda Charter High will continue to receive additional nursing support.	District Cost: $176,014	N
2	Base-Funded School Climate Support Staff	Reseda Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $144,114	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Reseda Charter High will also provide supplemental school climate support staffing.	District Cost: $376,440	Y
4	SENI Investments towards Joy and Wellness	Reseda Charter will support student joy and wellness by funding deans to foster a positive school culture, campus aides to ensure a safe and welcoming environment, and a school psychologist to provide mental health support and social-emotional learning. These roles will help create a supportive community where students feel safe, valued, and empowered to succeed.	**School Discretionary Fund Cost: $407,748**	Y

Goal 3

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.

Reseda Charter's families and communities are critical partners in preparing students to be ready for the world and in building a world that is ready for our students. We recognize the incredible knowledge, traditions, and resources these partners contribute, and we commit to strengthening these connections so that we may jointly create more opportunities for our youth.

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:** 80% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 79.8% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 100%	**All Parents:** -0.20%
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:** 81.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 74.9% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 100%	**All Parents:** -6.70%
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:** 83.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 78.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 100%	**All Parents:** -5.30%

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:** 91.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 100%	**All Parents:** -2.60%

Goal Analysis for [2024-2025]

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.

The Community Representative was proactive in organizing weekly parent workshops on topics such as the Parent Portal, SES, social-emotional support, academic assistance at home, and post-graduation planning, along with monthly meetings to foster collaboration and engagement within our community.

Additionally, our IT staff provided essential technical support, including technology repairs, meeting setups, inventory management, and website updates. They assisted not only our staff and students but also parents who needed help with online platforms such as the Parent Portal and the School Experience Survey.

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.

Reseda Charter has effectively used SENI Investments towards Engagement and Collaboration by working with parents, increasing the percentage of our parents who are registered for the Parent Portal, as we went from 67% in 2023-2024 to currently at 76%.

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

No planned significant changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Reseda Charter will enhance parent engagement and collaboration by purchasing positions and non-positions to ensure we create more opportunities for families to stay informed, involved, and connected to their child's education.	**School Discretionary Fund Cost: $355,741**	Y

Goal 4

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.

RCHS developed this goal in order to Develop comprehensive data-driven systems to inform decision-making, modernizing facilities and technological infrastructure, sustain equitable and effective implementation of the school budgets and make Reseda Charter Middle and High School the school of choice for families.

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%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0

Goal Analysis for [2024-2025]

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.

At Reseda Charter High School, 100% of teachers are appropriately credentialed for the students they are assigned to teach, ensuring that all educators meet the necessary qualifications. Additionally, 100% of students are provided with standards-based instructional materials, further supporting high-quality instruction and learning outcomes.

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.

According to the latest SARC data, Reseda Charter High School's "school facility good repair status" is rated at an overall exemplary level, with all inspected systems receiving a "good" rating.

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

No planned significant changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Reseda Charter High will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $7,132,462	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,547,371.00 (School Discretionary Funds - new S/C revenues) $6,791,239.00 (Total District and School S/C funds, including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2025-26 LCAP. Please refer to the District LCAP.

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
10.04%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2025-26 District LCAP. Please refer to the District LCAP.	10.04%

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 6	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Reseda Charter **Scope:** School-wide	Los Angeles Unified School District, including Reseda Charter, continues to serve over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. 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 stakeholder engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11

Goal 1 Action 9	**Action:** Supplemental Districtwide A-G Interventions **Need: I**ncrease the percentage of English Learners, students from low income families, and students in foster care who graduate from high school and complete the A-G course requirements for admission to a University of California/California State University compared to the all student group. **Scope:** School-wide	The A-G office supports monitoring of student data, focusing on students on or off-track for graduation and for grades of C or better (eligible for CSU/UC admissions). Data reports are shared with Region leadership, with attention to Tier 1, 2 and 3 bands indicating students with instances of D and/or F grades.	• A-G Completion Rate (Meeting UC-CSU Entrance Requirements) • Four-Year Cohort Graduation Rate

Goal 1 Action 10	**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. Reseda Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	In order to address and expand the supports provided by the base funding Academic Excellence staffing described in Goal 1, Reseda Charter will: •Provide Professional Development to our staff that focuses on high quality instruction while utilizing findings to prepare and plan for 2025-2026 school year. •Enhance teaching skills and provide instructional support for teachers, conduct demonstration lessons, analyze assessment data, review student work, and discuss best practices to eliminate opportunity gaps. •Deliver impactful, rigorous, standards-based, culturally responsive, inclusive instruction and offer students the necessary resources and assistance to thrive academically and achieve graduation. •Increase English Proficiency for our English Learners •Offer intervention and credit recover to at-risk students. •Enable successful student achievement by fostering increased student-teacher interaction within a smaller classroom environment. •Provide educational support through integration of technology.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11 • A-G Completion Rate (Meeting UC-CSU Entrance Requirements) • Four-Year Cohort Graduation Rate

		Reseda Charter is committed to fostering a strong data culture that drives collaboration, informed decision-making, and effective instruction. While this goal is essential to student success, schools often face challenges such as lack of trust between teachers and administrators, unclear objectives, limited training in data application, and inconsistent processes for data analysis and action. To address these barriers, we are implementing key leadership roles to support our students and staff: •Having an assistant principals, where one will oversee our attendance, TSP, and categorical program, and the other over discipline and school climate, will allow us to monitor the needs of our students, provide necessary interventions and monitor their success. •Our TSP Coordinator will provide strategies and scaffolds to our EL students to close equity gaps and leading them towards academic success. Our data indicates that our EL Reclassification went up by 12%, going from 14% in 2022-2023 to 26% in 2023-2024 • Magnet Coordinator will positively impact Reseda Charter by enhancing program implementation, student achievement, and teacher support. Data indicates that our magnet programs have performed up to standards and have achieve Merit Schools of Distinction and Top Magnet Schools of Excellence in 2023, 2024, and 2025.	

		•Administrators, along with coordinators and teachers, will lead professional developments where teachers and staff will have access to strategies they can incorporate into their classroom instruction for better student outcome, implement interventions, and provide more emotional support to our at-risk students. ● workforce.	

Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** English Learners, students from low income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. **Scope:** School-wide	In order to address and expand the supports provided by the base funding School Climate staffing described in Goal 2, Reseda Charter will: • Provide teachers with strategies to build a positive school community climate. • Model practices to be consistently applied within a schoolwide context in order to reduce student misconduct. • Share the school's implementation plan on the Discipline Foundation Policy focused on Positive Behavior and Support. • Promote positive school behavior. • Provide intervention resources to families with targeted at-risk students. • Ensure a safe, positive school climate, and school safety. Positive Behavior Interventions and Supports improve student outcomes: •Improved academic performance •Increased social emotional competence •Increased attendance •Reduced exclusionary discipline (suspension and expulsion) Having a dean and School Climate Advocate present at school allows for a positive work and learning environment. Deans nurture, facilitate growth and development, and set and uphold high standards for faculty, staff and students. Having a team dedicated to Wellness and Joy, who will promote positive behavior will create a more safer learning environment, with the focus being on education.	● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need: Need:** Increase attendance and decrease the chronic absenteeism rate for English Learners, students from low income families, and students in foster care. Evidence of need from the 2023 LAUSD Open Data Dashboard. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** School-wide	In order to address and expand the supports provided by the base funding School Climate staffing described in Goal 2, Reseda Charter will: • Provide teachers with strategies to build a positive school community climate. • Model practices to be consistently applied within a schoolwide context in order to reduce student misconduct. • Share the school's implementation plan on the Discipline Foundation Policy focused on Positive Behavior and Support. • Promote positive school behavior. • Provide intervention resources to families with targeted at-risk students. • Ensure a safe, positive school climate, and school safety. Positive Behavior Interventions and Supports improve student outcomes: •Improved academic performance •Increased social emotional competence •Increased attendance •Reduced exclusionary discipline (suspension and expulsion) Having a dean and School Climate Advocate present at school allows for a positive work and learning environment. Deans nurture, facilitate growth and development, and set and uphold high standards for faculty, staff and students. Having a team dedicated to Wellness and Joy, who will promote positive behavior will create a more safer learning environment, with the focus being on education.	• Percent of All Students with Excellent Attendance (96% or Higher) • Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) • Single Student Suspension Rate • Percent of Students Who Feel Safe at School (per School Experience Survey) • Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. Evidence of need includes the 2023-24 School Experience Survey for high schools, including Affiliated Charter Schools such as Reseda Charter. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** Schoolwide	In order to address and expand the supports provided by the base funding Engagement and Collaboration described in Goal 3, Reseda Charter will: • Build families' capacity to collaboratively work with students and families that align with the school's vision and goals. • Provide IT support to families to build their capacity and encourage engagement. •Ensure a safe and positive school climate for students, staff, and families. A dedicated family engagement point of contact is vital for maintaining a Parent and Family Center and integrating engagement strategies into instruction. The Teacher Parent Activity Differential ensures workshops align with instructional goals, while the Community Representative, Parent Resource Assistant coordinates programming, outreach, and support for Emergent Bilinguals, foster youth, and low-income families. Research from Dr. Karen Mapp and Tony Bryk highlights the importance of relational trust in school improvement. Since the Civil Rights Movement, these roles have been essential in engaging high-need families, with strong evidence showing that family-school-community collaboration boosts student success. Engaging with parents and involving in workshops, informing of student outcomes, and providing tools to better work with their children will lead to better student academic outcomes.	• Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." • Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" • Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." • Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Not Applicable	Not Applicable	Not Applicable

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

Not Applicable

Additional Concentration Grant Funding

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

Reseda Charter High has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Reseda Charter High will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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	*Not applicable*	59.62 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,339 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	117.87 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,339 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*

Reseda Charter High School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,449,181.00	$ 1,062,608.00

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	3	General Fund School Program	No	$ 1,557,384	$ 466,251
1	10	SENI Investments towards Academic Excellence	Yes	$ 1,814,473	$ 329,016
2	4	SENI Investments towards Joy and Wellness	Yes	$ 543,621	$ 164,050
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 533,703	$ 103,291

Reseda Charter High School 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)
$ 2,891,797	$ 4,449,181	$ 1,062,608	$ 3,386,573	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	3	General Fund School Program	No	$ 1,557,384	$ 466,251	0.000%	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	$ 1,814,473	$ 329,016	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 543,621	$ 164,050	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 533,703	$ 103,291	0.000%	0.000%

Reseda Charter High School 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,557,384	$ 2,891,797	0.000%	185.683%	$ 1,062,608	0.000%	68.230%	$0.00 - No Carryover	0.00% - No Carryover

Reseda Charter High School 2025-2026 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 %)
Reseda Charter High School 2025-2026	$ 25,380,255	$ 2,547,371	10.037%	0.000%	10.037%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,739,572	$ -	$ -	$ -	$ 3,739,572.00	$ 2,853,885	$ 885,687

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	3	General Fund School Program	All Students	No	Schoolwide	All Students	Schoolwide	Ongoing	$ 1,115,274	$ 76,927	$ 1,192,201	$ -	$ -	$ -	$ 1,192,201	0.000%
1	11	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learner	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 990,122	$ 793,760	$ 1,783,882	$ -	$ -	$ -	$ 1,783,882	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learner	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 407,748	$ -	$ 407,748	$ -	$ -	$ -	$ 407,748	0.000%
3	1	SENI Investments towards Engagement and Collal	Low Income, Foster Youth, English Learner	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 340,741	$ 15,000	$ 355,741	$ -	$ -	$ -	$ 355,741	0.000%

Reseda Charter High School 2025-2026 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
$ 25,380,255	$ 2,547,371	10.037%	0.000%	10.037%	$ 2,547,371	0.000%	10.037%	Total:	$ 2,547,371
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,547,371

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	3	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	11	SENI Investments towards Academic Exce	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 1,783,882	0.000%
2	4	SENI Investments towards Joy and Wellne	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 407,748	0.000%
3	1	SENI Investments towards Engagement a	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 355,741	0.000%

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.

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.

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.

- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- 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.

- 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.

- 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.

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 of 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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