LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

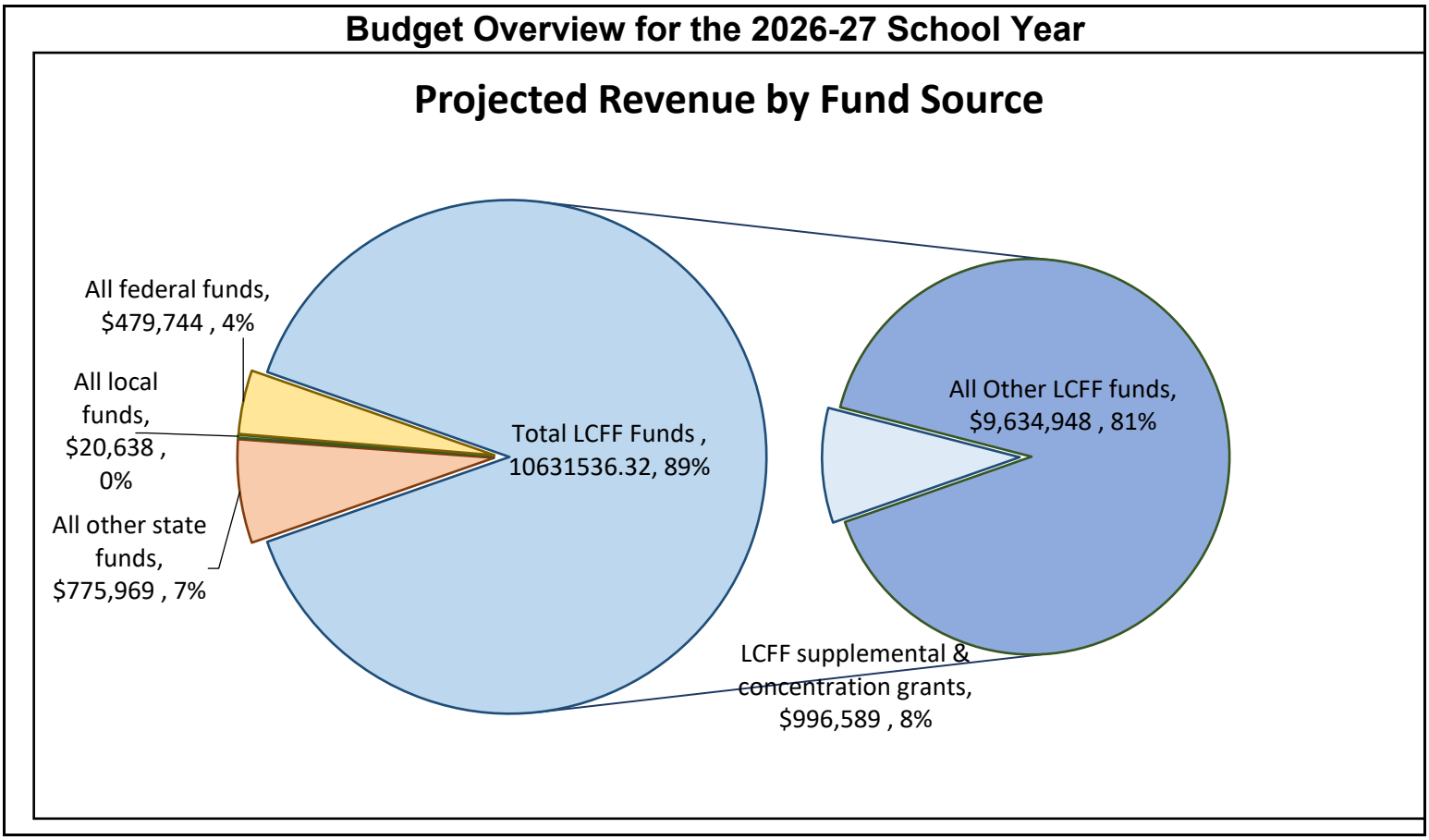
Local Educational Agency (LEA) Name: Serrania Charter for Enriched Studies

CDS Code: 19 64733 6019111

School Year: 2026-27

LEA contact information: Alana Burton, Principal; axb0402@lausd.net

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

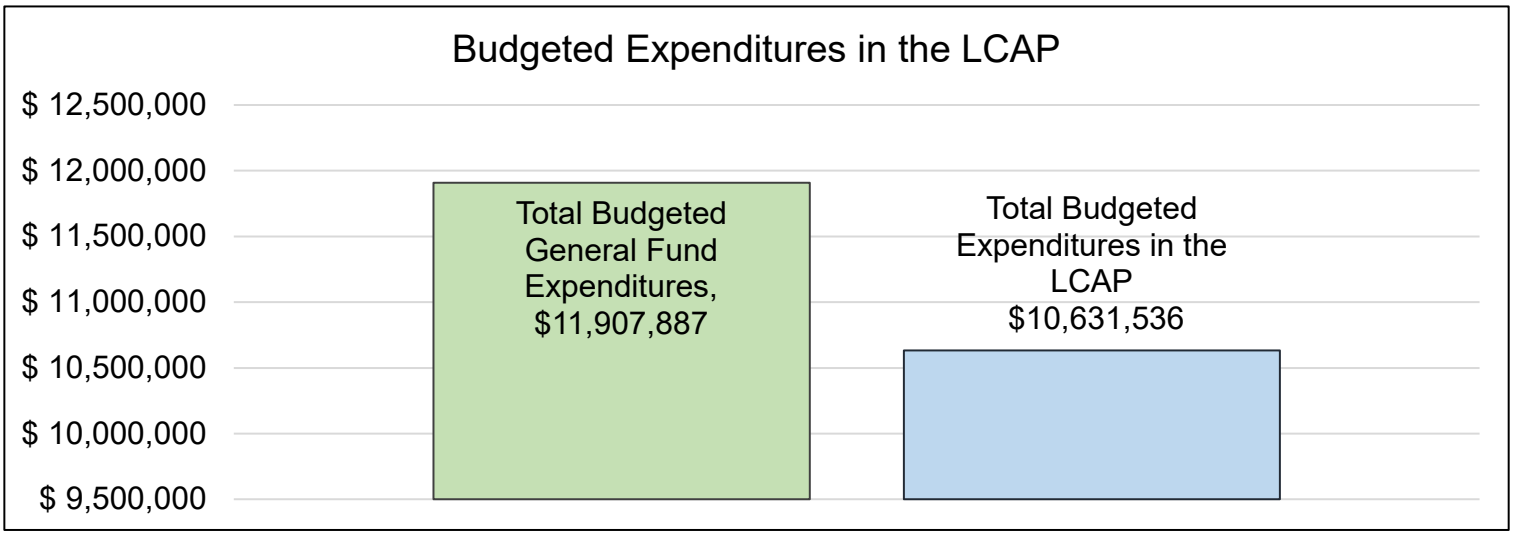


This chart shows the total general purpose revenue Serrania Charter for Enriched Studies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Serrania Charter for Enriched Studies is $11,907,887.32, of which $10,631,536.32 is Local Control Funding Formula (LCFF), $775,969.00 is other state funds, $20,638.00 is local funds, and $479,744.00 is federal funds. Of the $10,631,536.32 in LCFF Funds, $996,588.69 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Serrania Charter for Enriched Studies plans to spend $11,907,887.32 for the 2026-27 school year. Of that amount, $10,631,536.32 is tied to actions/services in the LCAP and $1,276,351.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

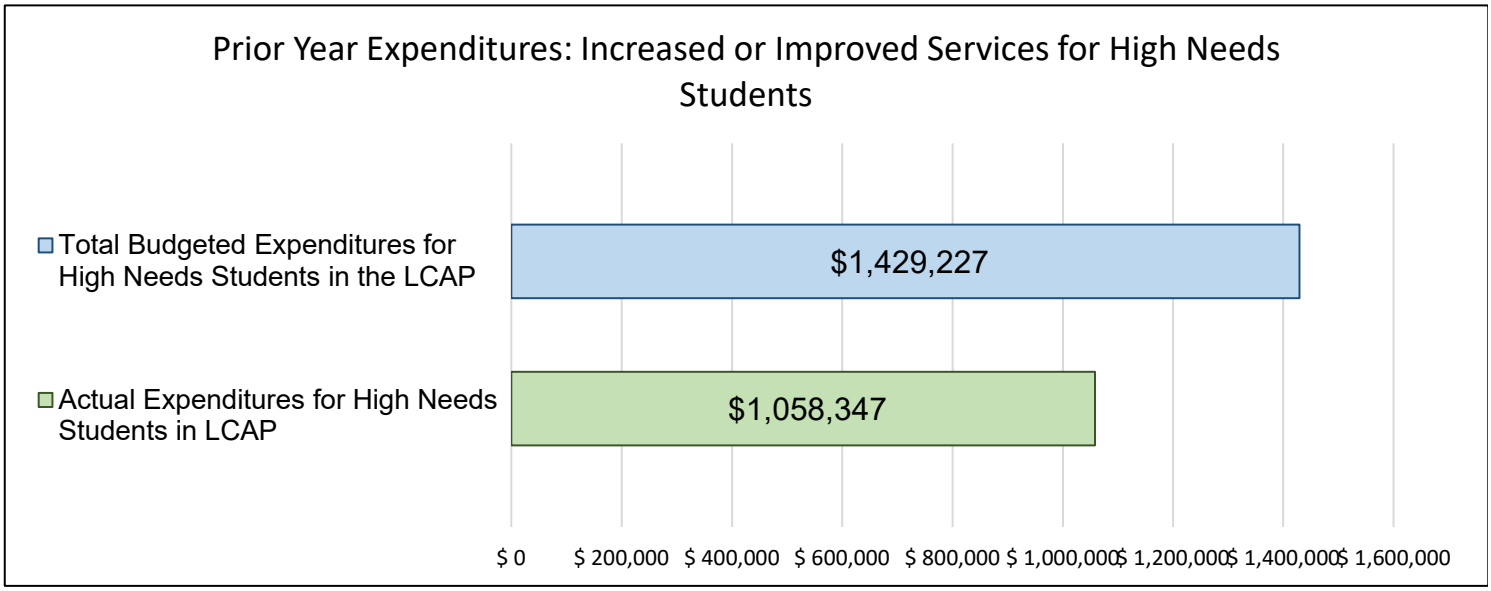
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary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

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

In 2026-27, Serrania Charter for Enriched Studies is projecting it will receive $996,588.69 based on the enrollment of foster youth, English learner, and low-income students. Serrania Charter for Enriched Studies must describe how it intends to increase or improve services for high needs students in the LCAP. Serrania Charter for Enriched Studies plans to spend $996,588.69 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Serrania Charter for Enriched Studies's LCAP budgeted $1,429,227.00 for planned actions to increase or improve services for high needs students. Serrania Charter for Enriched Studies actually spent $1,058,347.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $370,880.00 had the following impact on Serrania Charter for Enriched Studies's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Serrania Charter for Enriched Studies	Alana Burton, Principal	alana.burton@lausd.net 818-340-6700

Plan Summary [2026-27]

General Information

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

Serrania Charter for Enriched Studies is located in a suburb in the West San Fernando Valley. Our families care deeply about their children's education. We became a charter to build upon current programs such as our enriched arts, technology, and STEM instructional program. Serrania CES consistently delivers the highest quality education available for our school community. Our intent is to provide an equitable, differentiated, and positive school experience for both our resident and Charter Lottery demographics. Our diverse student population allows us to foster and build relationships to prepare them to be an asset for their school community and the greater global community. Serrania CES supports all students in meeting proficiency requirements by the state and local district.

At Serrania CES, our staff delivers differentiated instruction where teachers provide lessons and assignments within the core curriculum that allow students to perform at or above their academic levels. Students therefore maintain or exceed state standards, and are also given the opportunity to produce work in unique ways. Teachers create targeted small group instruction to provide opportunities for intervention and enrichment of grade level standards. In addition, to assist all subgroups in meeting proficiency, students work in small groups using iReady Math, iReady Reading, Amplify Reading, and Amplify Science.

We continue to be a strong, competitive public school choice, over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter. We infuse rigor into our curriculum, have one-to-one devices for all students, and utilize interactive boards in the classrooms. Through ongoing professional development and a strong commitment of teachers, staff, parents, and administration; we strive to provide the best educational program in a safe and nurturing learning atmosphere to every Serrania Charter for Enriched Studies student.

Reflections: Annual Performance

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

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

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

The 2025 CA Dashboard indicated that Serrania Charter, increased by 44.5% in the English Learner Progress indicator compared to the previous year. This indicator performed better than the state's. English Language Arts growth and Mathematics growth were accelerated and the science indicator in the green.

Our Chronic Absenteeism rate was identified as red for the following student groups: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

To address this, the school receives support from a Pupil Services & Attendance (PSA) Counselor one day each week. The PSA collaborates with office staff and administration to make same-day calls to families of students who are chronically absent. The PSA has also conducted home visits, scheduled parent meetings, and facilitated parent workshops to emphasize the importance of daily attendance.

Additionally, the PSA and the school have promoted special attendance events;such as the 25th, 50th, and 100th Day of School to encourage consistent attendance. Every Friday, the school recognizes the class with the highest weekly attendance for the week and conducts a raffle for students who are in attendance on that specific day.

In ELA and Math, our Students with Disabilities performed at the red level. Serrania has implemented ELOP interventions in both subjects for identified students. iReady data is also used to determine small-group and individualized instructional needs for all students, including those with disabilities.

During inclusion for students in specialized programs, targeted small-group instruction is provided. For Students with Disabilities placed in general education classrooms, both after-school intervention and small-group support are available. Additionally, our Resource Specialist Teacher provides push-in and pull-out services with an aide to support students in small-group or one-on-one settings.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Serrania hosted Friday Morning Assemblies to motivate students to attend school daily, recognized them for positive character traits, celebrated improved or proficient attendance, and promoted good classroom attendance, good citizenship, and community building with their parents/guardians and community members. Students were provided opportunities to receive library recess passes and computer lunch passes, gain leadership roles, and receive invitations to join restorative circles to empower their voices as educational partners. Student Council was open for 3rd–5th grade students to engage in activities of interest and advocacy. The school collectively created a safe space for students to freely share opinions, input, concerns, or questions for shared decision-making. Parents and staff created monthly student activities for students to fully enjoy their school experience and feel a sense of belonging and safety.
Parents	The Serrania team engaged the school community of parents and guardians through monthly Governance Council meetings, monthly School Site Council meetings, monthly English Learner Advisory Committee meetings, monthly Local School Leadership Council meetings, and monthly Friends of Serrania (FOS/PTO) meetings. The Governance Council, School Site Council, LSLC, and ELAC meeting presentations included both 2025–2026 updates and a review of the 2026–2027 LCAP Goals, Actions, and Services. Serrania had monthly activities for parents to volunteer, attend, and participate in building the school community and engage in decision-making to meet school needs. Every Friday throughout the school year, parents entered campus to take part in Friday morning assemblies to celebrate the week. As a result of the school-level engagement process, Serrania incorporated parent feedback from the Needs Assessment and informal feedback into the Local Control and Accountability Plan, School Plan,

	School Plan for Student Achievement, and Targeted Student plans and budgets in the following ways: Budgets were shared and discussed with various educational partners. Input was provided based on the school's priorities and student achievement needs.
Staff (Certificated and Classified)	Regular meeting topics included continued support for Emergent Bilingual students and students with disabilities, state accountability, assessment updates, and federal accountability updates. Serrania created an online Needs Assessment for collecting feedback from both certificated and classified staff. The surveys allowed staff to prioritize school areas of need. Serrania shared the survey results with staff, Governance Council, School Site Council, English Learner Advisory Committee, and the Local School Leadership Council to inform budget decisions for the school.
Community	The school welcomed and engaged community partners at Back to School Night, Friday Morning Assemblies, monthly Coffee with the Principal, monthly parent workshops, and monthly Governance Council, School Site Council, Local School Leadership Council, and English Learner Advisory Committee meetings.

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

Serrania created two online Needs Assessments to collect feedback from parents and certificated and classified staff. The surveys allowed educational partners to prioritize areas of needs. Serrania shared the survey results with staff, Governance Council (GC), School Site Council (SSC), Local School Leadership Council (LSLC), and English Learner Advisory Council (ELAC), who then shared their input on how to spend funds. Student attendance was discussed in GC & SSC, especially students who were chronically absent. The councils agreed to continue funding the PSA counselor 1 day a week to improve overall student attendance and incentivize all students coming to school.
At the beginning of the 2025-2026 school year, Serrania collaborated with parents, teachers, and support staff.

All educational partners emphasized the need to provide access to differentiated supports. In particular, our educational partners stressed the importance of tailoring intervention and enrichment to meet students' individual needs during the instructional school day and after school. Serrania offered Youth Services and Boys & Girls Club after-school programs, which provided free after-school care for all students in TK-5th grade. Serrania also offered Math and English Language Arts intervention through the Expanded Learning Opportunities Program (ELOP).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To ensure that 100% of students are prepared to graduate, they must be nurtured as scholars from the beginning of their school experience. Serrania Charter for Enriched Studies, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 4.6 **African American/Black:** -24.2 **Hispanic/Latino:** -21.3 **English Learner:** -115.4 **RFEP:** 13.4 **Standard English Learner:** -14.6 **Students with Disabilities:** -74.9 **Low Income:** -14.1 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -6.4 **African American/Black:** -61.8 **Hispanic/Latino:** -37.8 **English Learner:** -148.8 **RFEP:** -8.8 **Standard English Learner:** -35.2 **Students with Disabilities:** -73.1 **Low Income:** -36.5 *Source: Open Data Dashboard*	**2024-2025** **All Students:** -14.2 **African American/Black:** -57.7 **Hispanic/Latino:** -55.4 **English Learner:** -120.5 **RFEP:** -4.6 **Standard English Learner:** -40.3 **Students with Disabilities:** -108.1 **Low Income:** -40.8 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 5.0 **African American/Black:** -24.0 **Hispanic/Latino:** -22.0 **English Learner:** -60.0 **RFEP:** 13.0 **Standard English Learner:** -14.0 **Students with Disabilities:** -60.0 **Low Income:** -14.9	**All Students:** -18.8 **African American/Black:** -33.5 **Hispanic/Latino:** -34.1 **English Learner:** -5.1 **RFEP:** -18.0 **Standard English Learner:** -25.7 **Students with Disabilities:** -33.2 **Low Income:** -26.7
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** -7.2 **African American/Black:** -52.5 **Hispanic/Latino:** -37.5 **English Learner:** -89.1 **RFEP:** 26.6	**2023-2024** **All Students:** -19.6 **African American/Black:** -66.2 **Hispanic/Latino:** -56.3 **English Learner:** -104.2 **RFEP:** -18.8	**2024-2025** **All Students:** -23.0 **African American/Black:** -50.2 **Hispanic/Latino:** -70.7 **English Learner:** -81.1 **RFEP:** -31.7	**2025-2026** **All Students:** -7.1 **African American/Black:** -51.7 **Hispanic/Latino:** -25.9 **English Learner:** -79.2 **RFEP:** -10.0	**All Students:** -15.8 **African American/Black:** +2.3 **Hispanic/Latino:** -33.2 **English Learner:** +8.0 **RFEP:** -58.3

		Standard English Learner: -36.2 **Students with Disabilities:** -67.3 **Low Income:** -20.1 *Source: Open Data Dashboard*	**Standard English Learner:** -51.3 **Students with Disabilities:** -80.8 **Low Income:** -50.1 *Source: Open Data Dashboard*	**Standard English Learner:** -48.4 **Students with Disabilities:** -134.3 **Low Income:** -48.8 *Source: Open Data Dashboard*	**Standard English Learner:** -20.2 **Students with Disabilities:** -60.6 **Low Income:** -20.4	**Standard English Learner:** -12.2 **Students with Disabilities:** -67.0 **Low Income:** -28.7
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 48.7% **African American/Black:** 25.0% **Hispanic/Latino:** 44.4% **Standard English Learner:** 34.5% **Students with Disability:** 12.5% **Low Income:** 51.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 37.1% **African American/Black:** 25.0% **Hispanic/Latino:** 25.9% **Standard English Learner:** 27.8% **Students with Disability:** 21.7% **Low Income:** 16.4% *Source: Open Data Dashboard*	**2024-2025 All Students:** 44.2% **African American/Black:** No Data **Hispanic/Latino:** 18.8% **Standard English Learner:** 20.0% **Students with Disabilities:** 0.0% **Low Income:** 36.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 58.7% **African American/Black:** 26.0% **Hispanic/Latino:** 54.4% **Standard English Learner:** 34.5% **Students with Disability:** 22.0% **Low Income:** 51.5%	**All Students:** -4.5% **African American/Black:** ±0 **Hispanic/Latino:** -25.6% **Standard English Learner:** -14.5% **Students with Disabilities:** -12.5% **Low Income:** -15.5%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 72.8% **Hispanic/Latino:** 60.7% **English Learner:** 42.9% **Standard English Learner:** 70.6% **Students with Disability:**	**2023-2024 All Students:** 73.1% **Hispanic/Latino:** 62.5% **English Learner:** No Data **Standard English Learner:** 65.0% **Students with Disability:**	**2024-2025 All Students:** 76.8% **Hispanic/Latino:** 83.3% **English Learner:** No Data **Standard English Learner:** 81.8% **Students with Disabilities:**	**2025-2026 All Students:** 80.0% **Hispanic/Latino:** 75.0% **English Learner:** 52.0% **Standard English Learner:** 81.0% **Students with Disability:**	**All Students:** +4.0% **Hispanic/Latino:** +22.6% **English Learner:** ±0 **Standard English Learner:** +11.2% **Students with Disabilities:**

		12.5% **Low Income:** 50.0% *Source: Open Data Dashboard*	50.0% **Low Income:** 67.4% *Source: Open Data Dashboard*	No Data **Low Income:** 68.4% *Source: Open Data Dashboard*	51.0% **Low Income:** 85.0%	±0 **Low Income:** +18.4%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 67.9% **African American/Black:** 50.0% **Hispanic/Latino:** 58.3% **English Learner:** 40% **Standard English Learner:** 58.1% **Students with Disability:** 21.4% **Low Income:** 56.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 71.9% **African American/Black:** 64.3% **Hispanic/Latino:** 63.0% **English Learner:** 45.5% **Standard English Learner:** 66.7% **Students with Disability:** 36.4% **Low Income:** 65.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 80.0% **African American/Black:** No Data **Hispanic/Latino:** 76.5% **English Learner:** No Data **Standard English Learner:** 82.4% **Students with Disabilities:** 58.3% **Low Income:** 85.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 81.0% **African American/Black:** 70.0% **Hispanic/Latino:** 71.0% **English Learner:** 46.0% **Standard English Learner:** 87.0% **Students with Disabilities:** 35.0% **Low Income:** 60.0%	**All Students:** +12.1% **African American/Black:** ±0 **Hispanic/Latino:** +18.2% **English Learner:** ±0 **Standard English Learner:** +24.3% **Students with Disabilities:** +36.9% **Low Income:** +28.6%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 65.0% **Hispanic/Latino:** 47.4% **Standard English Learner:** 51.9% **Students with Disability:** 21.4% **Low Income:** 59.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 67.1% **Hispanic/Latino:** 62.5% **Standard English Learner:** 68.8% **Students with Disability:** 46.2% **Low Income:** 56.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 72.6% **Hispanic/Latino:** 61.3% **Standard English Learner:** 70.6% **Students with Disabilities:** 33.3% **Low Income:** 68.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 75.0% **Hispanic/Latino:** 68.0% **Standard English Learner:** 75.0% **Students with Disability:** 50.0% **Low Income:** 70.0%	**All Students:** +7.6% **Hispanic/Latino:** +13.9% **Standard English Learner:** +18.7% **Students with Disabilities:** +11.9% **Low Income:** +9.2%

7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 22.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 19.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 31.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 32.0%	**All Students:** +9.3%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 59.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 80.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 81.0%	**All Students:** +20.6%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 15.1% **Hispanic/Latino:** 9.1% **Students with Disabilities:** 7.7% **Low Income:** 11.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 14.3% **Hispanic/Latino:** 9.1% **Students with Disabilities:** No Data **Low Income:** 16.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25.0% **Hispanic/Latino:** No Data **Students with Disabilities:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 26.0% **Hispanic/Latino:** 13.0% **Students with Disabilities:** 10.0% **Low Income:** 15.0%	**All Students:** +9.9% **Hispanic/Latino:** ±0 **Students with Disabilities:** ±0 **Low Income:** ±0
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 69.6% **African American/Black:** 80.0% **Hispanic/Latino:** 50.0% **English Learner:** 57.1% **Standard English Learner:** 62.2% **Low Income:** 70.8%	**2023-2024** **All Students:** 69.9% **African American/Black:** 61.5% **Hispanic/Latino:** 64.5% **English Learner:** No Data **Standard English Learner:** 65.9% **Low Income:** 63.5%	**2024-2025** **All Students:** 69.5% **African American/Black:** 61.5% **Hispanic/Latino:** 63.6% **English Learner:** No Data **Standard English Learner:** 63.4% **Low Income:** 66.1%	**2025-2026** **All Students:** 75.0% **African American/Black:** 80.0% **Hispanic/Latino:** 70.0% **English Learner:** 65.0% **Standard English Learner:** 70.0% **Low Income:** 70.0%	**All Students:** -0.1% **African American/Black:** -18.5% **Hispanic/Latino:** +13.6% **English Learner:** ±0 **Standard English Learner:** +1.2% **Low Income:** -4.7%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 76.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 66.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** N/A *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 48.1% **African American/Black:** 33.3% **Hispanic/Latino:** 50.0% **Standard English Learner:** 50.0% **Low Income:** 47.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 61.3% **African American/Black:** 66.7% **Hispanic/Latino:** 55.2% **Standard English Learner:** 57.9% **Low Income:** 57.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 66.7% **African American/Black:** 72.7% **Hispanic/Latino:** 65.5% **Standard English Learner:** 68.6% **Low Income:** 70.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **African American/Black:** 80.0% **Hispanic/Latino:** 80.0% **Standard English Learner:** 80.0% **Low Income:** 80.0%	**All Students:** +18.6% **African American/Black:** +39.4% **Hispanic/Latino:** +15.5% **Standard English Learner:** +18.6% **Low Income:** +32.6%

Goal Analysis for [2025-2026]

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

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

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

This action was implemented to address the needs of all students. Increased professional development, grade level planning, and analyzing data through progress monitoring were implemented for the 2025-2026 school year. Banked Tuesday professional development was adapted to the school site. Grade level planning was more directed and a planning sheet was turned in from every meeting. Data analysis of iReady was done for BOY and MOY to create meaningful small groups and intervention groups. Current iReady MOY data for Reading in grades K-5: 47% at grade level 35%, one grade level below, 11% two grade levels below, and 8% three or more grade levels below. MOY data from Math in grades K-5: 33% at grade level; 49% one grade level below, 11% two grade levels below, and 8% three or more grade levels below.

Action 2: Special Education Supports

This action was implemented to address the needs of students. These special education supports were implemented to ensure that the student could access grade-level content and fully participate in classroom learning. Modified curriculum and assignments—such as shortened tasks, simplified directions, or reduced reading load—helped remove barriers that might otherwise overwhelm the student, allowing them to focus on essential skills at an appropriate pace. Individualized instruction provided through one-on-one or small-group sessions with a Resource Specialist offered targeted teaching aligned to the student's specific learning needs. Classroom accommodations such as preferential seating, fidgets, noise-canceling headphones, and visual aids supported attention, regulation, and comprehension, helping the student maintain engagement in the learning environment. Additionally, pre-teaching and re-teaching reinforced key concepts before and after whole-group instruction, ensuring the student had multiple opportunities to build understanding and retain new information. Together, these supports created a structured, accessible, and responsive learning experience aligned to the student's IEP goals.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students. A pupil services and attendance (PSA) counselor was used to lower chronic absenteeism and improve attendance overall. The challenge has been that Serrania's chronic absenteeism has increased due to high rates of students being absent due to sickness, family trips, and various other reasons. The use of an instructional aid was also implemented and the aide is used for small group instruction and for intervention.

Action 4: Black Student Achievement Plan (BSAP)

The implementation of professional development focused on culturally and linguistically responsive pedagogy, along with the inclusion of guest speakers who reflect students' cultural identities, has strengthened community engagement and promoted a greater sense of belonging among Black students. As a result, students have demonstrated increased confidence in their cultural identity, improved classroom participation, and more positive connections with school staff and peers. Additionally, teachers report enhanced capacity to integrate culturally relevant practices into instruction, contributing to a more inclusive and supportive learning environment.

Action 5: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Serrania Charter. The presence of a CSR teacher strengthens core instruction, enhances designated and integrated ELD, and provides more opportunities for ELs to demonstrate progress, contributing to improved ELPI outcomes schoolwide.

The end of year reclassification rate for the 2024-2025 year was 26%. Serrania's ELPI percentage was 80%. This meant that 80% of Serrania's English Learners went up at least one ELPI level. The implementation of a class-size reduction teacher was done to facilitate personalized instruction, enhance student engagement, and improve academic performance, particularly in reading and math.

Action 6: Supplemental Arts Education

The Supplemental Arts Education provided a teacher that strengthened the school climate by increasing student engagement and expanding opportunities for creative expression. Through carefully selected lessons, the arts instruction fostered a more positive and inclusive environment, helping students build stronger relationships and develop a deeper sense of belonging.

Action 7: Supplemental Afterschool Programs

Serrania provided Supplemental Afterschool Programs enrichment—including coding, gardening, and student councils—to improve school climate by increasing student engagement, strengthening peer and adult relationships, and supporting students' social-emotional well-being. High-quality afterschool programs improved school engagement, reduce absenteeism, and enhance overall student wellness, contributing to a more positive and connected school environment.

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

Implementation was made through the use of an instructional aide and a full-time supervision aide. The use of the supervision aide has increased the number of our English learners to reclassify and move up at least one English Learner Progress Indicator (ELPI) level. The aide was used for targeted small group instruction in the 4 domains (Writing, Reading, Listening and Speaking). The instructional aide also pushes into the class and supports students within the classroom environment. This strategy was different from the prior year because the strategy did not provide enough progress.

Action 9: SENI Investments towards Academic Excellence

An assistant principal for instructional support was implemented to conduct classroom observations and walkthroughs, lead professional development, and strengthen overall academic excellence.

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

No material differences.

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

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

Analysis of student performance data on the Smarter Balanced Assessment revealed a decline in overall scores -3.4 in ELA and -9.4 in Math as measured by the distance from standard. The iReady Math BOY showed that 11% of students are meeting or exceeding the standard, which required re-evaluation to address the decline. iReady MOY data for Reading in grades K-5: 47% at grade level 35%, one grade level below, 11% two grade levels below, and 8% three or more grade levels below. MOY data from Math in grades K-5: 33% at grade level; 49% one grade level below, 11% two grade levels below, and 8% three or more grade levels below.

Action 2: Special Education Supports

Analysis of student performance data on the Smarter Balanced Assessment revealed an improvement from 2023-2024 with -129.9 distance from standard in ELA to 2024-2025 with -98.2. In Math, as measured by the distance from standard, the improvement was from 2023-2024 with -119.5 to 2024-2025 with -107.5.The current iReady ELA BOY to MOY data shows that an increase from 4% to 26% of special education students are meeting or exceeding grade level standards in ELA. The iReady Math BOY to MOY data shows that an increase from 2% to 10% of special education students are meeting or exceeding grade level standards in Math. This trend indicated that the current instructional supports yielded progress, but required re-evaluation. As soon as students were identified as performing below grade level, progress monitored every two weeks using grade level created assessments in math and english language arts.

Action 3: Charter School Categorical Block Grant

The use of pupil services and an attendance counselor for the 2025-2026 school year increased our number of students with Excellent Attendance by +11 points from 49% to 60% at the moment of data collection. The allocation of an instructional aide increased the number of classes provided with an instructional aide to help provide supplemental intervention for students.

Action 4: Black Student Achievement Plan (BSAP)

BSAP services positively impacted all students, as its interventions were made available to every student. This LCAP action contributed to the increase in ELA SBA scores by 9%, from 15% proficient to 24% in grades 3 through 5 for BSAP students. In Math, scores decreased from 25% proficient to 22% proficient. The school continued to improve BSAP student proficiency in math through intervention and professional development for teachers. According to the School Experience Survey, overall Black student connectedness increased by 9%, from 53% in 2023–2024 to 62% in 2024–2025.

There was also a 24% increase in Black students who were “happy to be at this school,” rising from 40% to 64% according to the 2024–2025 School Experience Survey. This was attributed to professional development for teachers and the use of guest speakers for culturally and linguistically responsive pedagogy through the Black Student Achievement Plan. BSAP positively impacted Serrania Elementary School by strengthening culturally responsive practices and deepening community partnerships. Although BSAP specifically targeted disparities affecting Black students, its schoolwide implementation elevated the overall learning environment and improved access to resources for every child on campus.

Action 5: Class Size Reduction

Analysis of student performance data on the Smarter Balanced Assessment revealed a decline in overall scores, with a decrease of -3.4 in ELA and -9.4 in Math as measured by the distance from standard. i-Ready MOY data for Reading in grades K–5 showed 47% at grade level, 35% one grade level below, 11% two grade levels below, and 8% three or more grade levels below. MOY data for Math in grades K–5 showed 33% at grade level, 49% one grade level below, 11% two grade levels below, and 8% three or more grade levels below. This reflected an improvement from 2025–2026 BOY i-Ready data and an improvement from 2024–2025 i-Ready data. The implementation of a class size reduction teacher allowed for increased individual and small-group instruction.

Action 6: Supplemental Arts Education

Analysis of attendance data showed that all students with excellent attendance increased by 15%, from 45% in 2024–2025 to 60% in 2025–2026, as measured by the FOCUS Dashboard. This action improved attendance by increasing student engagement with the school through activities that encouraged attendance based on the data provided on the FOCUS Dashboard. Students wanted to attend school to participate in the arts.

Action 7: Supplemental Afterschool Programs

Analysis of student performance data on the Smarter Balanced Assessment revealed a decline in overall scores, with a decrease of -3.4 in ELA and -9.4 in Math as measured by the distance from standard. i-Ready MOY data for Reading in grades K–5 showed 47% at grade level, 35% one grade level below, 11% two grade levels below, and 8% three or more grade levels below. MOY data for Math in grades K–5 showed 33% at grade level, 49% one grade level below, 11% two grade levels below, and 8% three or more grade levels below.

The California Science Test in grade 5 increased by 8%, from 36% in 2023–2024 to 44% in 2024–2025. Students were provided after-school enrichment, which increased their level of engagement.

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

Smarter Balanced Assessment results revealed a decline in overall scores, with a decrease of -3.4 in ELA and -9.4 in Math as measured by the distance from standard. The i-Ready Math BOY showed that the same 11% of students were meeting or exceeding the standard, which required re-evaluation to address the decline. Serrania Charter used i-Ready for the first time for BOY ELA data.

Current i-Ready MOY data for Reading in grades K–5 showed 47% at grade level, 35% one grade level below, 11% two grade levels below, and 8% three or more grade levels below. MOY data for Math in grades K–5 showed 33% at grade level, 49% one grade level below, 11% two grade levels below, and 8% three or more grade levels below. The current i-Ready data showed increases in overall proficiency in ELA and Math from the BOY assessment.

Teachers used data from ELA and Math PDSAs to measure student success. The school implemented a stronger progress monitoring process for teachers to follow as soon as i-Ready data showed that students were not meeting standards in ELA and/or Math. Once students

were identified as performing below grade level, they were progress monitored every two weeks using grade-level-created assessments in Math and English Language Arts.

Action 9: SENI Investments towards Academic Excellence

Student performance data on the Smarter Balanced Assessment revealed a decline in overall scores, with a decrease of -3.4 in ELA and -9.4 in Math as measured by the distance from standard. i-Ready MOY data for Reading in grades K–5 showed 47% at grade level, 35% one grade level below, 11% two grade levels below, and 8% three or more grade levels below. MOY data for Math in grades K–5 showed 33% at grade level, 49% one grade level below, 11% two grade levels below, and 8% three or more grade levels below.

As soon as students were identified as performing below grade level, they were progress monitored every two weeks using grade-level-created assessments in Math and English Language Arts. The EL student reclassification rate increased from 19.2% in 2023–2024 to 29.9% in 2024–2025. i-Ready data showed increases in overall proficiency. While Serrania made some gains in 5th grade student scores as measured by ELA and Math SBAC data on the CA Dashboard, the school also showed increases in 3rd–5th grade student scores as measured by ELA and Math SBAC data on the CA Dashboard.

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.

Serrania Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Serrania Charter LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instructional Supports, including General Fund School Program	Serrania Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,453,367 **School Discretionary Fund Cost: $392,884**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Serrania Charter for Enriched Studies to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,035,918	N
3	Charter School Categorical Block Grant	Serrania will purchase a CSR teacher, an Instructional Aide, one half of the Assistant Principal position, and instructional materials to provide smaller class sizes and targeted support to meet all students' instructional needs.	**School Discretionary Fund Cost: $304,480**	N
4	Black Student Achievement Plan	Serrania Charter will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $46,200	N
5	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Serrania Charter for Enriched Studies.	District Cost: $466,236	Y
6	Supplemental Arts Education	Serrania Charter will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $75,015	Y
	Supplemental Afterschool Programs	Serrania Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Serrania Charter LCAP.		

7	Charter Supplemental/Concentration Funds in Lieu of EIA	Serrania will purchase an Instructional Aide and instructional materials to provide additional support to meet all students' instructional needs.	**School Discretionary Fund Cost: $70,937**	Y
8	SENI Investments towards Academic Excellence	Serrania Charter will fund one half of the Assistant Principal position. The assistant principal significantly impacts students directly, leading to increased academic achievement and the closing of achievement gaps among our English Learners by analyzing EL performance data (iReady, DIBELS, ELPAC, and Smarter Balanced Summative and IAB data).	**School Discretionary Fund Cost: $116,821**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Serrania Charter Elementary School must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. Los Angeles Unified and its Affiliated Charter Schools will also continue to create data-based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 33.2% **African American/Black:** 37.1% **Hispanic/Latino:** 24.3% **English Learner:** 28.8% **RFEP:** 57.7% **Standard English Learner:** 29.2% **Students with Disabilities:** 23.9% **Low Income:** 30.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 41.1% **African American/Black:** 34.4% **Hispanic/Latino:** 37.7% **English Learner:** 40.4% **RFEP:** 37.5% **Standard English Learner:** 38.9% **Students with Disabilities:** 31.9% **Low Income:** 34.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 45.0% **African American/Black:** 38.5% **Hispanic/Latino:** 39.9% **English Learner:** 41.8% **RFEP:** 51.1% **Standard English Learner:** 39.1% **Students with Disabilities:** 37.0% **Low Income:** 39.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 47.0% **African American/Black:** 40.0% **Hispanic/Latino:** 45.0% **English Learner:** 45.0% **RFEP:** 50.0% **Standard English Learner:** 45.0% **Students with Disabilities:** 40.0% **Low Income:** 45.0%	**All Students:** +11.8% **African American/Black:** +1.4% **Hispanic/Latino:** +15.6% **English Learner:** +13.0% **RFEP:** -6.6% **Standard English Learner:** +9.9% **Students with Disabilities:** +13.1% **Low Income:** +9.1%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 28.6% **African American/Black** 30.8% **Hispanic/Latino** 34.9% **English Learner:** 35.6% **RFEP:** 12.5%	**2023-2024** **All Students:** 20.0% **African American/Black** 18.0% **Hispanic/Latino** 26.0% **English Learner:** 27.0% **RFEP:** 24.0%	**2024-2025** **All Students:** 20.5% **African American/Black:** 20.5% **Hispanic/Latino:** 29.2% **English Learner:** 27.3% **RFEP:** 18.2%	**2025-2026** **All Students:** 19.0% **African American/Black:** 17.0% **Hispanic/Latino:** 24.0% **English Learner:** 25.0% **RFEP:** 10.0%	**All Students:** -8.1% **African American/Black:** -10.3% **Hispanic/Latino:** -5.7% **English Learner:** -8.3% **RFEP:** +5.7%

		Standard English Learner: 33.2% **Students with Disabilities:** 33.7% **Low Income:** 35.7% *Source: Open Data Dashboard*	**Standard English Learner:** 22.0% **Students with Disabilities:** 24.0% **Low Income:** 26.0% *Source: Open Data Dashboard*	**Standard English Learner:** 24.2% **Students with Disabilities:** 29.3% **Low Income:** 27.5% *Source: Open Data Dashboard*	**Standard English Learner:** 21.0% **Students with Disabilities:** 23.0% **Low Income:** 25.0%	**Standard English Learner:** -9.0% **Students with Disabilities:** -4.4% **Low Income:** -8.2%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 34.4% **African American/Black:** 37.1% **Hispanic/Latino:** 39.6% **English Learner:** 40.4% **RFEP:** 23.1% **Standard English Learner:** 37.9% **Students with Disabilities:** 40.2% **Low Income:** 39% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 28.3% **African American/Black:** 29.7% **Hispanic/Latino:** 35.8% **English Learner:** 40.4% **RFEP:** 20.8% **Standard English Learner:** 32.5% **Students with Disabilities:** 37.2% **Low Income:** 34.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25.5% **African American/Black:** 25.0% **Hispanic/Latino:** 34.8% **English Learner:** 29.1% **RFEP:** 22.2% **Standard English Learner:** 29.9% **Students with Disabilities:** 37.0% **Low Income:** 32.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 20.0% **African American/Black:** 22.0% **Hispanic/Latino:** 25.0% **English Learner:** 29.2% **RFEP:** 15.0% **Standard English Learner:** 25.0% **Students with Disabilities:** 30.0% **Low Income:** 30.0%	**All Students:** -8.9% **African American/Black:** -12.1% **Hispanic/Latino:** -4.8% **English Learner:** -11.3% **RFEP:** -0.9% **Standard English Learner:** -8.0% **Students with Disabilities:** -3.2% **Low Income:** -6.5%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 35.6% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 51.6% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 54.1% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 80%	**All Staff:** +18.5%

5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.68% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.49% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0%	**All Students:** -0.48%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 80.8% **African American/Black:** 77.8% **Hispanic/Latino:** 68.9% **RFEP:** 80.0% **English Learner:** 80.0% **Standard English Learner:** 72.9% **Students with Disabilities:** 71.9% **Low Income:** 78.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 73.3% **African American/Black:** 50.0% **Hispanic/Latino:** 70.0% **RFEP:** 58.8% **English Learner:** No Data **Standard English Learner:** 68.6% **Students with Disabilities:** 66.7% **Low Income:** 70.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 74.0% **African American/Black:** 72.7% **Hispanic/Latino:** 69.7% **English Learner:** 66.7% **RFEP:** 73.7% **Standard English Learner:** 74.4% **Students with Disabilities:** 66.7% **Low Income:** 67.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 95.0% **African American/Black:** 95.0% **Hispanic/Latino:** 95.0% **RFEP:** 95.0% **English Learner:** 95.0% **Standard English Learner:** 95.0% **Students with Disabilities:** 95.0% **Low Income:** 95.0%	**All Students:** -6.8% **African American/Black:** -5.1% **Hispanic/Latino:** +0.8% **English Learner:** -13.3% **RFEP:** -6.3% **Standard English Learner:** +1.5% **Students with Disabilities:** -5.2% **Low Income:** -10.8%
9	**Percent of Parents who Feel Their**	**2022-2023**	**2023-2024**	**2024-2025** **All Parents:**	**2025-2026**	**All Parents:** +0.2%

	Child is Safe on School Grounds (per School Experience Survey)	**All Parents:** 79.9% *Source: Open Data Dashboard*	**All Parents:** 81.8% *Source: Open Data Dashboard*	80.1% *Source: Open Data Dashboard*	**All Parents:** 99.0%	
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 95.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 83.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 95.2% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** -0.5%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 73.8% **African American/Black:** 60.0% **Hispanic/Latino:** 63.6% **RFEP:** 80.0% **English Learner:** 86.7% **Standard English Learner:** 61.7% **Students with Disabilities:** 75.8% **Low Income:** 72.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 69.5% **African American/Black:** 50.0% **Hispanic/Latino:** 63.4% **RFEP:** 52.9% **English Learner:** No Data **Standard English Learner:** 63.5% **Students with Disabilities:** 66.7% **Low Income:** 63.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 65.0% **African American/Black:** 72.7% **Hispanic/Latino:** 70.6% **English Learner:** 50.0% **RFEP:** 52.6% **Standard English Learner:** 75.0% **Students with Disabilities:** 65.2% **Low Income:** 57.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **African American/Black:** 100.0% **Hispanic/Latino:** 100.0% **RFEP:** 100.0% **English Learner:** 100.0% **Standard English Learner:** 100.0% **Students with Disabilities:** 100.0% **Low Income:** 100.0%	**All Students:** -8.8% **African American/Black:** +12.7% **Hispanic/Latino:** +7.0% **English Learner:** -36.7% **RFEP:** -27.4% **Standard English Learner:** +13.3% **Students with Disabilities:** -10.6% **Low Income:** -15.8%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School**	**2022-2023** **All Parents:** 88.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** -4.4%

	Experience Survey)					
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 80.9% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 86.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 60.5% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 95.0%	**All Staff:** -20.4%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

This action was implemented to address the needs of all students. The presence of a full-time or regularly available school nurse improved the school's capacity to address student health needs promptly. Students with chronic conditions (e.g., asthma, diabetes, allergies) received more consistent monitoring, contributing to safer school attendance and fewer classroom disruptions. Improved health management freed teachers and administrators from having to navigate medical issues, allowing for greater focus on instruction and supervision.

This action supported the following:
- Increased student safety and confidence in accessing health resources
- Reduction in avoidable absences related to unmanaged health concerns
- Enhanced teacher capacity to focus on classroom learning rather than medical support
- Improved overall school climate through responsive health services

Action 2: Base-Funded School Climate Support Staff

This action was implemented to address the needs of all students. The additional supervision aides created a safer and more structured environment during recess and lunch, traditionally the highest-need areas for climate support. More adult presence reduced incidents, increased positive reinforcement, and provided students with more immediate conflict resolution support.

-Improved student safety during unstructured times
-Increased access to caring adults who assist with behavior guidance
-Reduction in playground conflicts and quicker response to issues
-Students report more enjoyment and comfort during breaks due to improved supervision

Action 3: Supplemental School Climate Support Staff

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Serrania Charter. This supplemental staffing expanded the supervision team, allowing for strategic deployment to high-traffic areas and times. This ensured equitable coverage and responsiveness. The supplemental supports helped to reduce behavioral incidents and made recess and lunch more inclusive and engaging.

-Strengthened safety net for students needing social-emotional support during play
-Increased adult-led positive engagement activities on the yard
-Continued reduction in conflicts and behavioral referrals

-Supported a more predictable, positive campus climate

Action 4: SENI Investments towards Joy and Wellness

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Serrania Charter. The TSP Coordinator's work bridged instruction, intervention, and school climate. By providing professional development, coaching instructional aides, and analyzing English Learner and schoolwide assessment data, the coordinator supported targeted interventions that reduced student frustration and increased academic confidence. Students benefitted from more responsive support tailored to their needs.

-Improved sense of academic efficacy among students receiving intervention
-Increased teacher capacity to meet diverse student needs
-Better tracking and response to EL and struggling-student data
-Indirect but meaningful improvement to wellness through more successful learning experiences

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

No material differences.

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

Action 1: Base-Funded Health Supports
53.6% of all students currently have Excellent Attendance (96% or Higher).

Providing the students with a daily nurse has helped students practice safe and healthy protocols such as handwashing and eating healthy foods.

Action 2: Base-Funded School Climate Support Staff
74% of Students Reporting on the School Experience Survey: "I feel safe in this school"
65% of Students Reporting on the School Experience Survey: "I feel like I am part of this school"

The increased number of supervision staff and other support staff increased the percentage of students feeling "safe" by 1% through increased supervision during lunch and recess leading to more students feeling safe at Serrania.

Action 3: Supplemental School Climate Support Staff
74% of Students Reporting on the School Experience Survey: "I feel safe in this school"
65% of Students Reporting on the School Experience Survey:"I feel like I am part of this school"

The increased number of supervision staff and other support staff increased the percentage of students feeling "safe" by 1%.

The use of more supervision staff and instructional aides at the school had a positive effect of making students feel safer and feeling like they were more part of Serrania.

Action 4: SENI Investments towards Joy and Wellness
The TSP coordinator increased the number of students receiving an overall score of 4 on the ELPAC. The number of students who reclassified from Limited English Proficient to Reclassified Fluent English Proficient increased from 19.2% in 2023-2024 to 29.9% in 2024-2025.

The TSP coordinator provided teachers with professional development, training instructional aides, and analyzing English learner data and other student data for targeted intervention.

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 significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Serrania Charter for Enriched Studies will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Serrania Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Serrania Charter for Enriched Studies will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Serrania Charter will fund a TSP coordinator utilizing SENI funds to emphasize student attendance is paramount as it directly correlates with academic success and holistic development. SENI funds will also be funded to ensure students feel safe and welcome.	**School Discretionary Fund Cost: $244,883**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Serrania Charter for Enriched Studies, will leverage resources and programs within the larger community in order to provide services that support the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 72.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 63.8% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 68.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** -3.9%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 83.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 83.2% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 75.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 98.0%	**All Parents:** -7.9%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 76.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 73.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 66.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** -9.3%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 90.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 88.2% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 87.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 100.0%	**All Parents:** -2.9%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Engagement and Collaboration
Our SENI Investments towards Engagement and Collaboration at Serrania allowed us to conduct family engagement workshops as a strategy to engage and support parents with student learning at home. Increased parent engagement and collaboration established a welcoming environment and connected families to various school and community resources and continued to be measured by the School Experience Survey each year.
We worked towards surpassing our Parent Portal from last year's 97% participation, and our parent attendance has increased for our ELAC, SSC, LSLC, and GOV meetings. Our Community Representative supported by reaching out to parents to attend parent workshops, register for Parent Portal, and took part in committee engagement.

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

No material differences.

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

Action 1: SENI Engagement and Collaboration

67% Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." 75% 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.” 88% Percent of Parents Reporting on the School Experience Survey: "This school provides me with Information (verbal and written) I can understand."

We provided parent workshops based on needs assessments and parent interests. Parents were notified using multiple modes of media such as Blackboard Connect, email, the school website, paper flyers, and Class Dojo. Parents were also invited to join our councils such as our English Learner Advisory Committee, School Site Council, Local School Leadership Council, and Governance.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Serrania will implement family engagement workshops as a strategy to accelerate student learning. Increasing engagement and collaboration establishes a welcoming environment and connects families to learning how they can partner with the school and receive community support.	**School Discretionary Fund Cost: $14,757**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To support the efforts described in the previous Goals, Los Angeles Unified and its Affiliated Charter Schools like Serrania Charter for Enriched Studies will continue to maintain safe and clean facilities, ensure teachers are appropriately credentialed, provide students with standards-based instructional materials, and comply with all other operational mandates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

The successful implementation of LAUSD Support for Affiliated Charter Operations provided Serrania with centralized support for the improvement of the operation of our school and facilities. Agendas, job duties, information, and assignments for our Affiliated Charter meetings are shared with our staff and carried out for effective implementation. Our instructional materials support the classroom instruction and teachers are provided with differentiated PDs to foster professional growth and effective instructional practices to implement with their students to improve the school experience and success. Teachers were able to attend conferences to better support their diverse student needs of gifted, English Learners, students with disabilities, and specialized student population.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

According to the 2024-2025 FIT Tool Rating (SARC), the school received an overall score of Exemplary on the repair status with 100% of facilities in “Good Repair” 95.6% of Teachers are Appropriately Credentialed and 100% of all classrooms in the school providing students with Standards-Based Instructional materials by meeting the Williams Act. Serrania Charter has been successful at ensuring that basic and state conditions are met.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Serrania Charter for Enriched Studies will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $2,201,402	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$447,398.00 (School Discretionary Funds- new S/C revenues) $996,588.69 (Total District and School S/C funds including carryover)	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
64.16%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	64.16%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Serrania Charter. Scope: School-wide	Los Angeles Unified School District, including Serrania Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 5	Action: Supplemental Arts Education Need: Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families,	Los Angeles Unified School District, including Serrania Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 3-5 ● Smarter Balanced

	and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Serrania Charter. Scope: School-wide	qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Serrania Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	Assessment: Math- Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5 ● Implementation of Academic Standards (All Students)
Goal 1 Action 7	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Serrania Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	The Instructional Aide will support classroom instruction by assisting with differentiated small-group lessons, providing language development scaffolds for ELs, reinforcing foundational skills for LI students who may have opportunity gaps, and offering structured, trauma-sensitive academic assistance for FY students. These supports directly respond to identified needs such as gaps in literacy and numeracy achievement, inconsistent academic progress, and the need for increased adult support to access core instruction. This action is provided on a schoolwide basis because the needs of EL, LI, and FY students are distributed across classrooms and grade levels. Implementing the support schoolwide ensures consistent access to interventions,	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade

		allows flexibility in scheduling small-group instruction, and improves overall instructional capacity, which disproportionately benefits these student groups while also improving outcomes for the entire student population. Additionally, providing the aide and materials schoolwide prevents the isolation of services and ensures that targeted supports can be delivered wherever these students are enrolled throughout the school.	1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Scope: School-wide	A full-time assistant principal will employ a comprehensive approach to close opportunity gaps and elevate student achievement. This role involves collaborating with teachers to implement differentiated instructional strategies that address diverse learning needs, delivering ongoing professional development, and modeling practices that promote a positive school climate. By fostering an environment that values diversity and ensures equitable access to resources, the assistant principal supports both academic and social-emotional growth. Additionally, responsibilities include assisting with district and state assessments, establishing feedback systems, and conducting continuous data analysis to monitor progress, identify student sub-groups, and refine instructional strategies. Through these targeted actions, the assistant principal will help create an inclusive, supportive, and academically enriching school culture that drives equity and excellence for all students. Driving Equity and Excellence The hiring of a full-time Assistant Principal (AP) is critical to closing opportunity gaps and	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		sustainably elevating student achievement through focused instructional leadership and operational support. This role provides the dedicated capacity necessary for the systemic changes outlined. Instructional Leadership and Equity The AP's comprehensive approach to instruction is the primary driver for equity and academic growth: •Differentiated Instruction: The AP will collaborate with teachers to design and implement differentiated instructional strategies that directly address the diverse learning needs of all students, particularly those in underperforming sub-groups. This ensures that every student receives instruction tailored to their readiness and learning profile. •Professional Development (PD): The AP will develop and deliver ongoing, targeted professional development and model effective practices in classrooms. This consistent support ensures that high-leverage teaching strategies—essential for closing gaps—are implemented with fidelity across all grade levels. •Positive School Climate: The AP will actively foster an environment that values diversity and promotes a positive and inclusive school culture. By focusing on social-emotional learning (SEL) and equitable practices, the AP ensures a supportive learning environment that reduces non-academic barriers to success. Data-Driven Improvement and Accountability The AP provides the necessary dedicated leadership to ensure continuous improvement through systematic data analysis and feedback: •Continuous Data Analysis: The AP will conduct continuous data analysis of student	

		performance, discipline, and attendance data to monitor progress, identify specific student sub-groups (e.g., specific demographic or academic groups), and refine instructional strategies in real-time. •Assessment and Feedback Systems: Responsibilities include assisting with the coordination of district and state assessments and establishing effective feedback systems for both students and staff. This structured approach allows the school to quickly identify where students are struggling and adjust interventions. •Resource and Access Equity: By ensuring equitable access to resources, the AP works to dismantle systemic barriers that disproportionately affect marginalized student populations, thereby closing opportunity gaps. In summary, a full-time AP is not merely administrative support, but a dedicated instructional leader whose targeted actions—from data analysis and PD to modeling best practices and ensuring equitable resource distribution—are essential for creating an inclusive, supportive, and academically enriching culture that drives equity and excellence for all students.	
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.	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Serrania Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as Low-income.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

	Scope: School-wide	The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Based on the CA Dashboard, our school faces significant challenges with Chronic Absenteeism (CA). The school-wide rate is 20.5%, with particularly high rates among our English Learners (25.4%) and Socioeconomically Disadvantaged students (26%). The Role of the Targeted Student Population (TSP) Coordinator The TSP Coordinator will prioritize student attendance, recognizing its direct correlation with academic success and holistic development. Consistent attendance is essential for maintaining a progressive learning environment where teachers can build upon foundational concepts and students can actively engage. The Coordinator, in collaboration with the attendance team, will implement integrated tiered attendance services/supports for our targeted student populations, which include: •Emergent Bilinguals (English Learners) •Socioeconomically Disadvantaged/Low-Income •Foster Youth Key Strategies for the TSP Coordinator: •Data Monitoring & Outreach: Systematically monitor attendance data and practices, providing	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		personalized early outreach to at-risk students and their families. •Engagement & Recognition: Engage students and parents, and implement programs to recognize good and improved attendance. •Barrier Response: Develop systems to identify and respond to common attendance barriers, including providing resources and performing home visits when necessary. •Professional Development: Present professional development to staff regarding school attendance policies, educational requirements, and procedures. •Collaboration: Work with administrators and the attendance team to promote positive incentive programs and communicate the importance of attendance to all staff. The Coordinator's focus on attendance is a proactive investment that instills crucial life skills like punctuality and accountability, extending well beyond the classroom. The Impact of School Supervision Aides School supervision aides will contribute to improving attendance and learning outcomes by maintaining a positive, safe, and welcoming school campus environment before, during, and after school. How Aides Enhance Attendance: •Safety and Surveillance: Ensure student safety and serve as reliable adult supervisors on the playground and during recess and lunch breaks. •Positive Climate: Enhance attendance by creating a welcoming atmosphere that encourages students to come to school. •Monitoring and Support: Monitor arrival patterns and actively support school-wide initiatives designed to encourage regular attendance. •Relationship Building: Their role is critical in building positive student-adult relationships,	

		thereby contributing to a strong school culture that minimizes apprehension and encourages regular attendance. 1. The Role of the TSP Coordinator The TSP Coordinator's focus on attendance is highly effective because it combines data-driven decision-making with personalized interventions. By systematically monitoring attendance data and conducting early outreach, the Coordinator ensures that attendance issues are identified before they escalate. This proactive approach reduces chronic absenteeism, which is strongly correlated with academic success. •Engagement & Recognition programs foster a sense of belonging and motivation among students and families, reinforcing positive behaviors. •Barrier Response strategies address systemic challenges faced by targeted populations—such as transportation, housing instability, or language barriers—ensuring equitable access to education. •Professional Development equips staff with the knowledge and tools to consistently enforce attendance policies and support students, creating a unified school-wide approach. •Collaboration amplifies the impact by aligning efforts across administrators, teachers, and support staff, promoting a culture where attendance is valued. These strategies not only improve attendance but also instill life skills like punctuality and accountability, which contribute to long-term success beyond school. 2. The Impact of School Supervision Aides School supervision aides play a critical role in creating a safe and welcoming environment, which is a key determinant of student attendance. When students feel secure and	

		supported, they are more likely to attend school regularly. •Safety and Surveillance reduce incidents of bullying and unsafe behaviors, making school a trusted space for students. •Positive Climate initiatives foster a sense of community and belonging, which research shows is essential for reducing absenteeism. •Monitoring and Support during arrival and breaks ensures that students are accounted for and engaged, reinforcing the importance of being present. •Relationship Building between aides and students strengthens connections, which is particularly impactful for vulnerable populations such as foster youth or socioeconomically disadvantaged students. By addressing both the emotional and physical aspects of the school environment, supervision aides contribute to a positive school culture that encourages consistent attendance and supports academic achievement. Overall Impact: These strategies work synergistically to remove barriers, engage families, and create a safe, supportive environment. This holistic approach not only improves attendance but also enhances student engagement, academic performance, and social-emotional well-being.	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and	The Serrania Parent Community Representative will coordinate a monthly Family Academy Course Catalog featuring workshops and courses designed for families. These offerings will focus on key areas such as academics, wellness, civic engagement, career development, and honoring diverse perspectives	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions

	their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. Scope: School-wide	(including topics like budget development, SSC, ELA, and Math). Priority topics will align with Strategic Plan initiatives and include services such as the Integrated Safe School Plan, iReady, Science of Reading, Roadmap for Social-Emotional Wellbeing and Academic Success, Volunteering, and Parent Portal/LAUSD Mobile App, among others. Approved community organizations and District offices will serve as presenters. PowerPoint modules will be accessible at lausd.org/sface under the Tools for Schools tab. Workshops will be scheduled at times identified by families as most convenient, with hybrid engagement options available for select sessions. District offices provide a range of program staff dedicated to supporting parents and families of English Learners (through the Multilingual and Multicultural Education Department), foster youth (via Student Health and Human Services), and low-income students (through the Division of Instruction). These staff members offer information and services available through LAUSD. Both district and community partners bring valuable expertise gained from training families and possess knowledge of specific community needs and resources that can be shared beyond the school setting. More than fifty years of research by Dr. Karen Mapp, Joyce Epstein, and Anne Henderson underscores the importance of implementing family engagement workshops as a strategy to accelerate student learning. Their findings demonstrate that creating welcoming environments, honoring family perspectives, and connecting families to learning opportunities—so	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."

		they can partner effectively with schools and access community support—significantly enhances school improvement efforts, particularly in high-opportunity communities.	

Limited Actions

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

Serrania Charter 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. Serrania Charter 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*	22.77 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 519 students (As of May 01, 2026) **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*	33.70 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 519 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Serrania Charter for Enriched Studies 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Serrania Charter for Enriched Studies 2026-2027	$ 697,364	$ 447,398	64.16%	0.000%	64.16%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,144,762	$ -	$ -	$ -	$ 1,144,762.00	$ 1,043,753	$ 101,009

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 370,072	$ 22,812	$ 392,884	$ -	$ -	$ -	$ 392,884	0.000%
1	3	Charter School Categorical Block Gran	All Students	Yes	Schoolwide		Schoolwide	Ongoing	$ 268,585	$ 35,895	$ 304,480	$ -	$ -	$ -	$ 304,480	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 57,035	$ 13,902	$ 70,937	$ -	$ -	$ -	$ 70,937	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 97,997	$ 18,824	$ 116,821	$ -	$ -	$ -	$ 116,821	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 235,307	$ 9,576	$ 244,883	$ -	$ -	$ -	$ 244,883	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 14,757	$ -	$ 14,757	$ -	$ -	$ -	$ 14,757	0.000%

Serrania Charter for Enriched Studies 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 697,364	$ 447,398	64.16%	0.000%	64.16%	$ 447,398	0.000%	64.16%	**Total:**	$ 447,398
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 447,398

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 70,937	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 116,821	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 244,883	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 14,757	0.000%

Serrania Charter for Enriched Studies 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,429,227.00	$ 1,058,347.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 416,711	$ 255,886
1	3	Charter School Categorical Block Grant	No	$ 356,798	$ 240,833
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 188,534	$ 107,942
1	9	SENI Investments towards Academic Excellence	Yes	$ 226,367	$ 262,964
2	4	SENI Investments towards Joy and Wellness	Yes	$ 225,067	$ 173,722
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 15,750	$ 17,000

Serrania Charter for Enriched Studies 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 655,718	$ 655,718	$ 561,628	$ 94,090	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 188,53	$ 107,942	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 226,36	$ 262,964	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 225,06	$ 173,722	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 15,75	$ 17,000	0.000%	0.000%

Serrania Charter for Enriched Studies 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 773,509	$ 655,718	0.000%	84.772%	$ 561,628	0.000%	72.608%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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