# LCFF Budget Overview for Parents

## LCFF Budget Overview for Parents Template

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

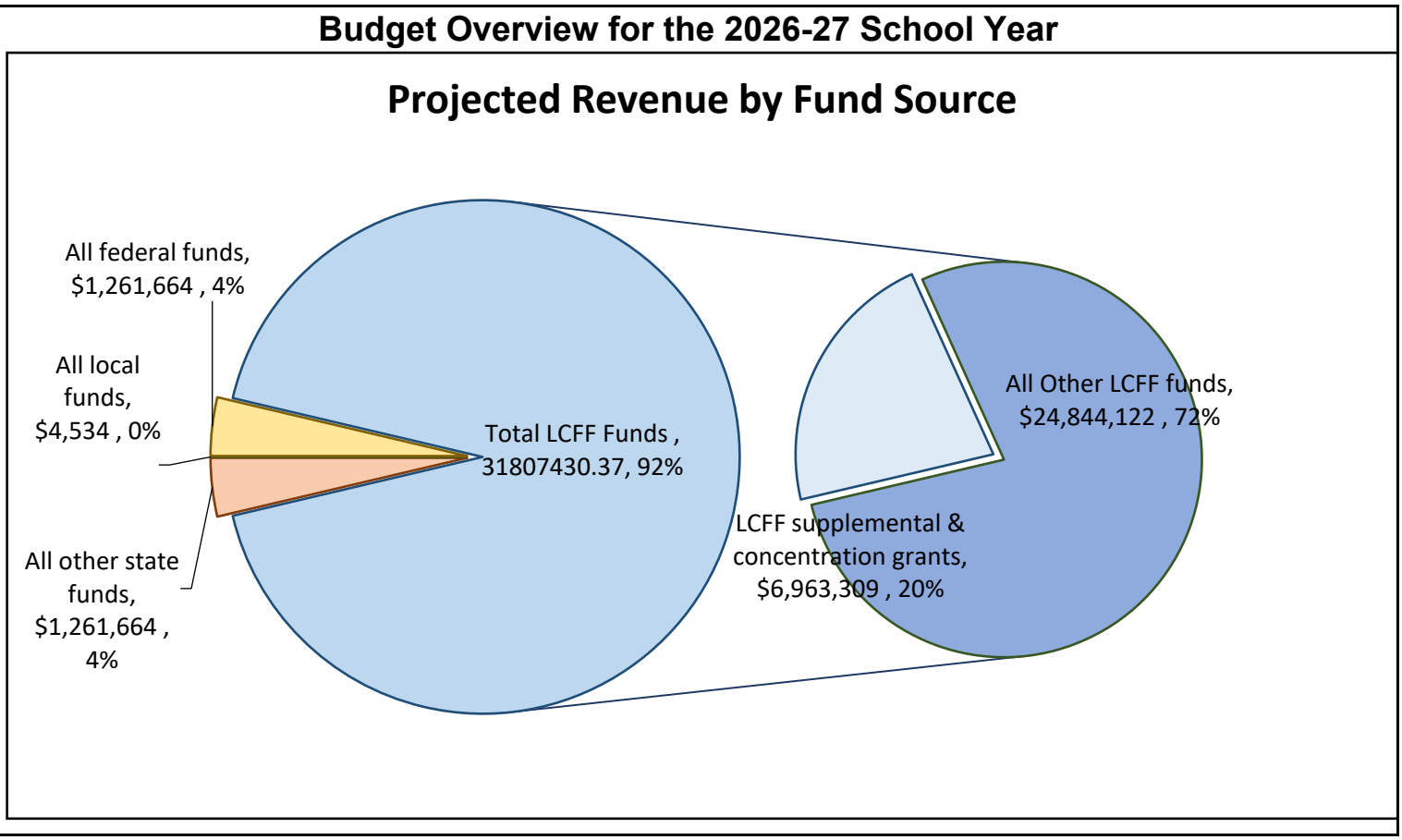
CDS Code: 19 64733 1937226

School Year: 2026-27

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

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

### Budget Overview for the 2026-27 School Year

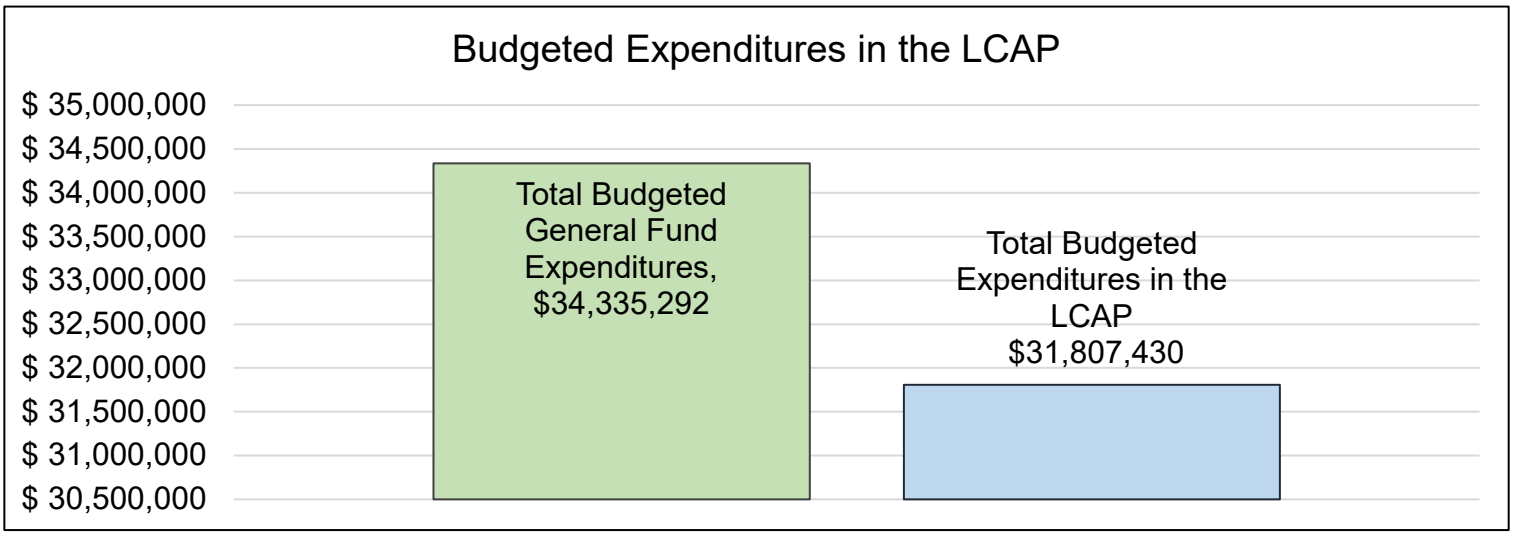



This chart shows the total general purpose revenue Reseda Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reseda Charter High School is $34,335,292.37, of which $31,807,430.37 is Local Control Funding Formula (LCFF), $1,261,664.00 is other state funds, $4,534.00 is local funds, and $1,261,664.00 is federal funds. Of the $31,807,430.37 in LCFF Funds, $6,963,308.79 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 Reseda Charter High School 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: Reseda Charter High School plans to spend $34,335,292.00 for the 2026-27 school year. Of that amount, $31,807,430.37 is tied to actions/services in the LCAP and $2,527,861.63 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

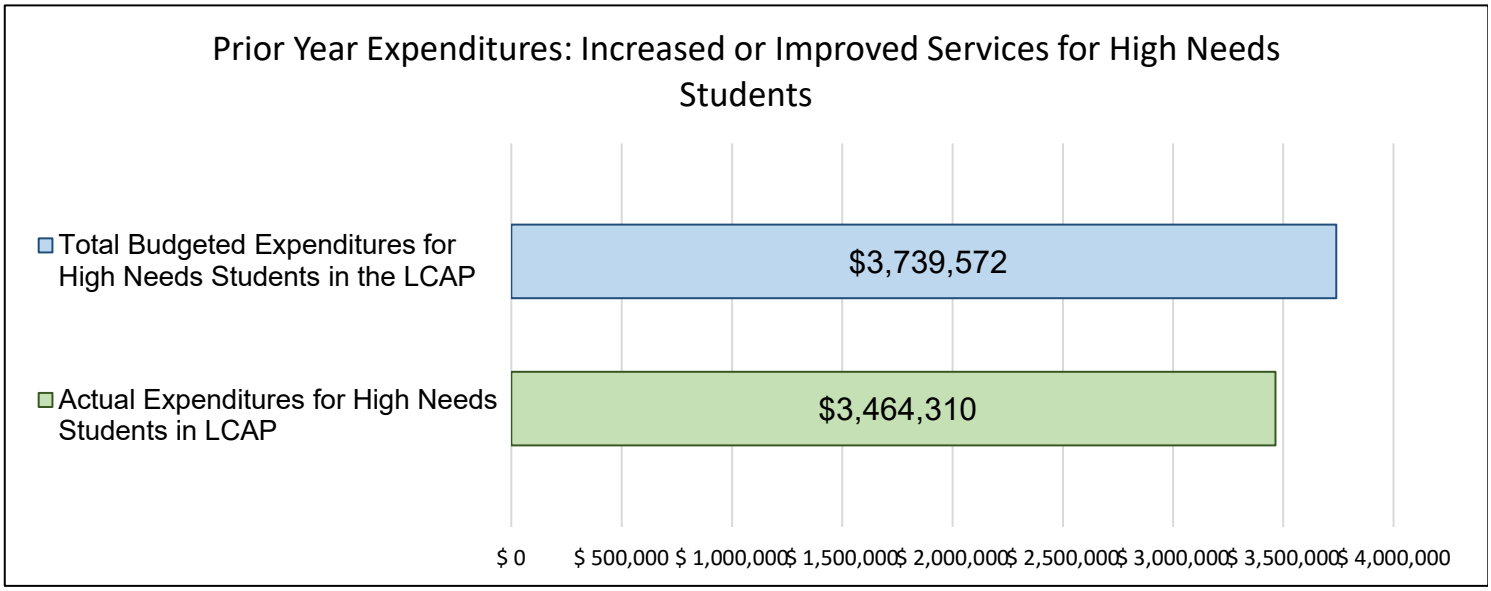
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Reseda Charter High School is projecting it will receive $6,963,308.79 based on the enrollment of foster youth, English learner, and low-income students. Reseda Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Reseda Charter High School plans to spend $6,963,308.79 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 Reseda Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Reseda Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Reseda Charter High School's LCAP budgeted $3,739,572.00 for planned actions to increase or improve services for high needs students. Reseda Charter High School actually spent $3,464,310.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $275,262.00 had the following impact on Reseda Charter High School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect 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 |
|---|---|---|
| Reseda Charter High School | Pia Damonte, Principal | pxd1774@lausd.net 818-758-3740 |

# 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.

Reseda Charter High School and Middle School Magnets is committed to educating, empowering, and inspiring all students to excel academically and socially while fostering equity, inclusion, and a strong sense of belonging. As one of only ten secondary span schools in Los Angeles Unified, Reseda Charter High School (RCHS) serves grades 6–12 in the San Fernando Valley. Established in 1955 and converted to an affiliated charter in 2018, RCHS expanded into a full 6–12 span school by 2022. The school serves a diverse community, with 75% Hispanic/Latino students, 16% English Learners, 18% Students with Disabilities, 22% Gifted and Talented, and 79% identified as Socioeconomically Disadvantaged. Current student enrollment for the 2025-2026 school year is 1,333 students.

RCHS offers a wide range of academic pathways, including the Charter Academy with honors, Advancement Placement (AP), and dual language programs, a School for Advanced Studies, and Career Technical Education (CTE) exploration in biotechnology, engineering, medicine, film/media production, computer science, and game design. Three magnets—Arts, Media & Entertainment, Police Academy, and Science—provide specialized college- and career-focused opportunities. The school has been recognized by U.S. News & World Report and named a Top Magnet School of Excellence.

Students benefit from a strong commitment to the arts, athletics, and extracurricular programs, with award-winning dance, Navy Junior Officer Training Corp (NJROTC), band, and California Interscholastic Federation (CIF) athletics, as well as Robotics, Academic Decathlon, and CyberPatriots. The school is also undergoing a modernization project and full completion anticipated by 2026.
Guided by its vision to prepare students as critical thinkers, advocates, and leaders, Reseda Charter High School and Middle School Magnets cultivates a collaborative and inclusive learning community that supports every student's path to college, career, and life success.

# 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 | - | N/A | English Learners, Hispanic, Socioeconomically Disadvantaged |
| Suspension Rate | N/A | N/A | N/A |
| Graduation Rate | N/A | N/A | - |
| College/Career | N/A | N/A | - |
| English Language Arts | N/A | N/A | English Learners |
| Mathematics | N/A | N/A | N/A |
| English Learner Progress Indicator (ELPI) | N/A | English Learners | N/A |

According to the 2024–2025 CA Dashboard, Reseda Charter High School was in the Red Performance Level in two areas: English Language Arts and Chronic Absenteeism.

The 2024–2025 CA Dashboard showed a decline in ELA performance, specifically for English Learners. Based on the data, English Learners showed the greatest need, scoring 96.4 points below standard and falling into the Red Performance Level. In order to close achievement gaps and strengthen literacy instruction for English Learners, Reseda Charter implemented the following strategies:

1. Built instructional capacity through ongoing professional development, monthly ILT meetings, instructional rounds, instructional coaching, lesson labs, and collaborative cycles focused on data analysis and backward planning, SBA Claims, UDL, and culturally responsive practices.
2. Strengthened literacy skills through high-impact comprehension strategies (annotations), culturally relevant texts, CER (Claim, Evidence, Reasoning) instruction, close reading, academic vocabulary, constructive conversations, and checks for understanding.
3. Implemented data-driven instruction using i-Ready, common formative assessments, Summative SBA, and other data sources to track student growth, identify learning gaps, and guide targeted strategies for all students, with an emphasis on English Learners and at-risk

students.
4. Differentiated and personalized support by providing small-group instruction, embedded interventions, after-school tutoring, skill-building workshops, and individualized learning plans for students below grade level.
5. Strengthened instructional coherence by aligning curriculum, assessments, and instructional practices across grade levels and departments, and implementing schoolwide literacy initiatives such as independent reading programs, academic discourse routines, and discipline-specific writing strategies.

Another area in which Reseda fell into the Red Performance Level was Chronic Absenteeism. Rates increased across multiple student groups, including All Students (15.6%), English Learners (36.6%), Socioeconomically Disadvantaged Students (16.8%), and Hispanic Students (15.7%), all of whom were in the Red performance level. These trends reflected growing concerns related to student engagement and consistent school attendance.

In order to reduce low attendance, chronic absenteeism, and suspension rates, Reseda Charter High School incorporated the following strategies:

1. Strengthened Positive Behavior Intervention Support (PBIS) and restorative practices by implementing consistent Tier I routines, clear expectations, and staff professional development to promote a positive and inclusive school climate.
2. Expanded Social Emotional Learning (SEL) and mental health supports by providing SEL instruction, counseling services, and targeted wellness interventions to improve student readiness and reduce behavioral incidents.
3. Improved attendance through tiered interventions by identifying at-risk students early, conducting daily follow-up and home outreach, and using attendance incentives to increase regular attendance.
4. Increased student voice and connectedness by strengthening leadership opportunities, the Principal's Student Advisory Council, and Student Voice & Aspirations programs to foster belonging and engagement.
5. Used data to monitor climate, behavior, and attendance by reviewing SWIS data, attendance reports, suspension trends, and TFI indicators to guide decision-making and adjust supports across tiers.

## 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 | At Reseda Charter, students played an active role in shaping schoolwide decisions that directly informed the development of the LCAP. They served as key members of the School Site Council (SSC), Local School Leadership Council (LSLC), and the Principal's Student Advisory (PSA), ensuring student perspectives were represented at every level of decision-making. Within the SSC, students helped guide Title I budget priorities and goal setting.<br><br>Through the LSLC, they provided input on scheduling, testing, and resource allocations that impacted student achievement. In the PSA, representatives from each grade level met with the principal to raise concerns, address current issues, and propose initiatives that strengthened school culture and climate. These opportunities ensured students served as genuine partners in guiding both the LCAP and the overall direction of the school. |
| Parents | Parent engagement was central to the LCAP development process, with regular updates and active participation encouraged through Coffee with the Principal, parent workshops, and meetings with the Local School Leadership Council (LSLC), School Site Council (SSC), and English Learner Advisory Council (ELAC). This year, there was strong turnout at LSLC, SSC, and ELAC orientations on August 22, 2025, with many parents eager to join and actively contribute to schoolwide decision-making. Parent feedback, along with survey data, was instrumental in shaping decisions and guiding efforts to meet the diverse needs of the school community.<br><br>During Coffee with the Principal, Reseda Charter presented the LCAP Overview to further strengthen parent engagement, and parents shared the types of support they needed to help their children thrive. Through these and other interactions, several priorities consistently emerged (consistency, ownership, intervention, and equity). These priorities guided strategies: maintaining aligned practices across the |

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| | school, taking ownership of data to improve instruction, expanding timely interventions for students, and eliminating equity gaps to ensure inclusive opportunities for all learners. |
| Staff (Certificated and Classified) | At Reseda Charter High School and Middle School Magnets, staff actively collaborated through key committees, including the Instructional Leadership Team (ILT), Local School Leadership Council (LSLC), and School Site Council (SSC), to guide the planning, development, and implementation of the LCAP. These groups played a vital role in analyzing data, gathering feedback to address equity gaps, and discussing resource allocations, allowing the school to establish clear goals focused on student success. Monthly meetings provided opportunities to review staff input, identify problems of practice, and implement schoolwide strategies, ensuring that data drove decision-making and aligned priorities with the needs of all educational partners.<br><br>In the LSLC, teachers contributed to discussions on the bell schedule, student performance, school climate, and equity issues, ensuring policies reflected both staff and student needs. Within SSC, teachers provided insights on instructional practices, student achievement, and resource allocation, directly informing the school's budget and Single Plan for Student Achievement (SPSA). Their input was instrumental in identifying areas of need and recommending programs or interventions that addressed equity gaps and improved outcomes for all students.<br><br>The ILT served as a central hub for driving instructional excellence and schoolwide improvement. That year, ILT led a PDSA (Plan-Do-Study-Act) cycle, reviewing school data and revisiting the school's vision and mission to develop targeted strategies that supported student achievement. ILT members implemented these actions, studied the results to evaluate effectiveness, and made adjustments as needed, creating an ongoing, data-driven approach to strengthening student learning outcomes.<br><br>Additionally, Reseda Charter established a Charter Renewal Committee, engaging the entire staff in the renewal process. By valuing every team member's input, the school ensured its charter and ongoing initiatives reflected a shared vision, collective expertise, and commitment to equity and excellence for all learners. |
| Community | Reseda Charter valued the voices of all educational partners and ensured that community members were consistently invited and welcomed to participate in decision-making. Engagement opportunities were provided through SSC, ELAC, LSLC, Coffee with the Principal, and other forums that fostered informal dialogue between school leadership and the community.<br><br>These platforms created a welcoming environment for open discussion and feedback, ensuring that diverse perspectives were heard and considered. Input from community members was actively integrated |

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| | into school planning and decision-making, reflecting the school's commitment to transparency, collaboration, and responsiveness to the needs of students and families. |

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

Educational partner input from students, families, staff, and community members directly shaped Reseda Charter's adopted LCAP priorities and actions. Educational partners consistently emphasized the need for stronger academic support, consistent instructional practices, timely interventions, improved attendance, student belonging, and equitable access to resources. Student feedback led to expanded interventions, schoolwide literacy efforts, and increased leadership and voice opportunities.

Family input highlighted tutoring, mental health supports, and improved communication and attendance systems, resulting in enhanced counseling services, outreach, and family engagement.

Staff feedback prioritized professional development, collaboration, and data-driven instruction, reflected in coaching, literacy across content areas, and targeted support for English Learners and other high-need groups. Community input reinforced the importance of positive school climate and wellness supports, leading to strengthened PBIS, restorative practices, and SEL initiatives.

Together, this feedback ensured that LCAP goals, actions, and expenditures align to the needs of our educational partners and focus on improving outcomes for all students.

# 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.

At Reseda Charter Middle and High School, we are committed to ensuring that 100% of students graduate prepared for college, career, and life as lifelong learners and engaged global citizens. To achieve this, we will provide rigorous, high-quality instruction and targeted supports that strengthen foundational skills, reduce middle school dropout rates by increasing reclassification and credit-earning opportunities, and improve A–G completion and AP participation rates. Through initiatives such as the Student Voice program, students are empowered to take ownership of their learning, build leadership skills, and actively prepare for the demands of the 21st century.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | **Four-Year Cohort Graduation Rate** | **2022-2023**<br>**All Students:**<br>88.7%<br>**African American/Black:**<br>92.3%<br>**Hispanic/Latino:**<br>87.3%<br>**English Learner:**<br>79.4**%**<br>**RFEP:**<br>93.9%<br>**Standard English Learner:**<br>90.2%<br>**Students with Disabilities:**<br>72.7%<br>**Low Income:**<br>89.8%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>91.9%<br>**African American/Black:**<br>83.3%<br>**Hispanic/Latino:**<br>94.3%<br>**English Learner:**<br>88.6**%**<br>**RFEP:**<br>94.6%<br>**Standard English Learner:**<br>94.2%<br>**Students with Disabilities:**<br>73.8%<br>**Low Income:**<br>92.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>92.5%<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>92.9%<br>**English Learner:**<br>84.8%<br>**RFEP:**<br>95.3%<br>**Standard English Learner:**<br>96.0%<br>**Students with Disabilities:**<br>86.8%<br>**Low Income:**<br>92.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>93.9%<br>**African American/Black:**<br>85.0%<br>**Hispanic/Latino:**<br>93.0%<br>**English Learner:**<br>90.0%<br>**RFEP:**<br>97.0%<br>**Standard English Learner:**<br>97.0%<br>**Students with Disabilities:**<br>90.0%<br>**Low Income:**<br>93.0% | **All Students:**<br>+3.8%<br>**African American/Black:**<br>±0<br>**Hispanic/Latino:**<br>+5.6%<br>**English Learner:**<br>+5.4%<br>**RFEP:**<br>+1.4%<br>**Standard English Learner:**<br>+5.8%<br>**Students with Disabilities:**<br>+14.1%<br>**Low Income:**<br>+2.4% |
| 2 | **Five-Year Cohort Graduation Rate** | **2022-2023**<br>**All Students:**<br>91.1%<br>**African American/Black:**<br>95.2%<br>**Hispanic/Latino:**<br>89.9%<br>**English Learner:**<br>72.7%<br>**Students with Disabilities:**<br>83.0% | **2023-2024**<br>**All Students:**<br>88.7%<br>**African American/Black:**<br>92.3%<br>**Hispanic/Latino:**<br>87.3%<br>**English Learner:**<br>79.4%<br>**Students with Disabilities:**<br>72.7% | **2024-2025**<br>**All Students:**<br>91.9%<br>**African American/Black:**<br>83.3%<br>**Hispanic/Latino:**<br>94.3%<br>**English Learner:**<br>88.6%<br>**Students with Disabilities:**<br>73.8% | **2025-2026**<br>**All Students:**<br>93%<br>**African American/Black:**<br>95.0%<br>**Hispanic/Latino:**<br>96.0%<br>**English Learner:**<br>90.0%<br>**Students with Disabilities:**<br>75.0% | **All Students:**<br>+0.8%<br>**African American/Black:**<br>-11.9%<br>**Hispanic/Latino:**<br>+4.4%<br>**English Learner:**<br>+15.9%<br>**Students with Disabilities:**<br>-9.2%<br>**Low Income:**<br>+0.7% |

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|---|---|---|---|---|---|---|
| | | **Low Income:**<br>91.3%<br>*Source: Open Data Dashboard* | **Low Income:**<br>89.8%<br>*Source: Open Data Dashboard* | **Low Income:**<br>92.0%<br>*Source: Open Data Dashboard* | **Low Income:**<br>94.0% | |
| 3 | **Four-Year Cohort Dropout Rate** | **2022-2023**<br>**All Students:**<br>4.6%<br>**African American/Black:**<br>0.0%<br>**Hispanic/Latino:**<br>6.6%<br>**English Learner:**<br>15.9%<br>**RFEP:**<br>0.9%<br>**Standard English Learner:**<br>3.7%<br>**Students with Disabilities:**<br>1.3%<br>**Low Income:**<br>4.4%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>2.1%<br>**African American/Black:**<br>0.0%<br>**Hispanic/Latino:**<br>1.4%<br>**English Learner:**<br>6.8%<br>**RFEP:**<br>1.6%<br>**Standard English Learner:**<br>0.0%<br>**Students with Disabilities:**<br>1.5%<br>**Low Income:**<br>2.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>3.5%<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>4.5%<br>**English Learner:**<br>10.1%<br>**RFEP:**<br>1.9%<br>**Standard English Learner:**<br>0.0%<br>**Students with Disabilities:**<br>0.0%<br>**Low Income:**<br>3.7%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0.0%<br>**African American/Black:**<br>0.0%<br>**Hispanic/Latino:**<br>0.0%<br>**English Learner:**<br>0.0%<br>**RFEP:**<br>0.0%<br>**Standard English Learner:**<br>0.0%<br>**Students with Disabilities:**<br>0.0%<br>**Low Income:**<br>0.0% | **All Students:**<br>-1.1%<br>**African American/Black:**<br>±0<br>**Hispanic/Latino:**<br>-2.1%<br>**English Learner:**<br>-5.8%<br>**RFEP:**<br>+1.0%<br>**Standard English Learner:**<br>-3.7%<br>**Students with Disabilities:**<br>-1.3%<br>**Low Income:**<br>-0.7% |
| 4 | **A-G Completion Rate (Meeting UC-CSU Entrance Requirements)** | **2022-2023**<br>**All Students:**<br>53.3%<br>**African American/Black:**<br>46.2%<br>**Hispanic/Latino:**<br>46.0%<br>**English Learner:**<br>39.7%<br>**RFEP:**<br>60.9%<br>**Standard English Learner:**<br>43.9% | **2023-2024**<br>**All Students:**<br>56.3%<br>**African American/Black:**<br>33.3%<br>**Hispanic/Latino:**<br>57.6%<br>**English Learner:**<br>38.6%<br>**RFEP:**<br>63.6%<br>**Standard English Learner:**<br>53.6% | **2024-2025**<br>**All Students:**<br>55.1%<br>**African American/Black:**<br>No Data<br>**Hispanic/Latino:**<br>51.7%<br>**English Learner:**<br>37.4%<br>**RFEP:**<br>60.4%<br>**Standard English Learner:**<br>60.4% | **2025-2026**<br>**All Students:**<br>60.0%<br>**African American/Black:**<br>50.0%<br>**Hispanic/Latino:**<br>55.0%<br>**English Learner:**<br>40.0%<br>**RFEP:**<br>65.0%<br>**Standard English Learner:**<br>68.0% | **All Students:**<br>+1.8%<br>**African American/Black:**<br>±0<br>**Hispanic/Latino:**<br>+5.7%<br>**English Learner:**<br>-2.3%<br>**RFEP:**<br>+4.1%<br>**Standard English Learner:**<br>+16.5% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **Students with Disabilities:** 23.4% **Low Income:** 52.6% *Source: Open Data Dashboard* | **Students with Disabilities:** 36.9% **Low Income:** 55.5% *Source: Open Data Dashboard* | **Students with Disabilities:** 30.9% **Low Income:** 53.9% *Source: Open Data Dashboard* | **Students with Disabilities:** 35.0% **Low Income:** 60.0% | **Students with Disabilities:** +7.5% **Low Income:** +1.3% |
| 5 | **Career Technical Education (CTE) Completion Rate** | **2022-2023** **All Students**: 57.9% **African American/Black**: 46.2% **Hispanic/Latino** 58.7% **English Learner:** 14.3% **RFEP:** 76.5% **Standard English Learner:** 63.5% **Students with Disabilities:** 31.2% **Low Income** 57.7% *Source: Open Data Dashboard* | **2023-2024** **All Students**: 59.9% **African American/Black**: 50.0% **Hispanic/Latino** 63.8% **English Learner:** 40.9% **RFEP:** 68.2% **Standard English Learner:** 63.8% **Students with Disabilities:** 32.3% **Low Income** 59.5% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 50.1% **African American/Black:** No Data **Hispanic/Latino:** 47.2% **English Learner:** 13.1% **RFEP:** 66.0% **Standard English Learner:** 59.8% **Students with Disabilities:** 38.2% **Low Income:** 48.6% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 60.0% **African American/Black:** 50.0% **Hispanic/Latino:** 65.0% **English Learner:** 45.0% **RFEP:** 70.0% **Standard English Learner:** 66.5% **Students with Disabilities:** 40.0% **Low Income:** 65.0% | **All Students:** -7.8% **African American/Black:** ±0 **Hispanic/Latino:** -11.5% **English Learner:** -1.2% **RFEP:** -10.5% **Standard English Learner:** -3.7% **Students with Disabilities:** +7.0% **Low Income:** -9.1% |
| 6 | **Combined A-G and CTE Completion Rate** | **2022-2023** **All Students**: 41.1% **African American/Black**: 23.1% **Hispanic/Latino** 38.5% **English Learner:** 7.9% **RFEP:** 55.7% | **2023-2024** **All Students**: 44.4% **African American/Black**: 25.0% **Hispanic/Latino** 48.6% **English Learner:** 22.7% **RFEP:** 55.0% | **2024-2025** **All Students:** 40.3% **African American/Black:** No Data **Hispanic/Latino:** 36.7% **English Learner:** 10.1% **RFEP:** 51.9% | **2025-2026** **All Students:** 48.0% **African American/Black:** 28.0% **Hispanic/Latino:** 48.0% **English Learner:** 25.0% **RFEP:** 60.7% | **All Students:** -0.8% **African American/Black:** ±0 **Hispanic/Latino:** -1.8% **English Learner:** +2.2% **RFEP:** -3.8% |

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| | | **Standard English Learner:** 37.6% **Students with Disabilities:** 16.9% **Low Income** 40.1% *Source: Open Data Dashboard* | **Standard English Learner:** 42.0% **Students with Disabilities:** 24.6% **Low Income** 43.8% *Source: Open Data Dashboard* | **Standard English Learner:** 49.0% **Students with Disabilities:** 23.5% **Low Income:** 38.6% *Source: Open Data Dashboard* | **Standard English Learner:** 45.0% **Students with Disabilities:** 25.0% **Low Income:** 45.0% | **Standard English Learner:** +11.4% **Students with Disabilities:** +6.6% **Low Income:** -1.5% |
| 7 | **Advanced Placement (AP) Exams with a Score of 3 or Higher** | **2022-2023** **All Students:** 54.3% **African American/Black:** 0.0% **Hispanic/Latino:** 47.4% **English Learner:** 71.4% **RFEP:** 48.2% **Standard English Learner:** 48.4% **Students with Disability:** 33.3% **Low Income:** 50.0% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 60.5% **African American/Black:** 25.0% **Hispanic/Latino:** 55.1% **English Learner:** 47.4% **RFEP:** 57.2% **Standard English Learner:** 50.6% **Students with Disability:** 26.3% **Low Income:** 56.3% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 59.1% **African American/Black:** 41.7% **Hispanic/Latino:** 52.6% **English Learner:** 69.2% **RFEP:** 55.4% **Standard English Learner:** 50.7% **Students with Disabilities:** 25.0% **Low Income:** 55.1% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 65.5% **African American/Black:** 45.0% **Hispanic/Latino:** 55.1% **English Learner:** 73.2% **RFEP:** 62.2% **Standard English Learner:** 55.6% **Students with Disability:** 31.3% **Low Income:** 61.3% | **All Students:** +4.8% **African American/Black:** +45.0% **Hispanic/Latino:** +7.7% **English Learner:** +1.8% **RFEP:** +14.0% **Standard English Learner:** +7.2% **Students with Disabilities:** -2.0% **Low Income:** +11.3% |
| 8 | **11th Graders Prepared for College-Level English** | **2022-2023** **All Students:** 14.8% **Hispanic/Latino:** 13.8% **English Learner:** 0.0% **RFEP:** 11.0% | **2023-2024** **All Students:** 25.4% **Hispanic/Latino:** 21.2% **English Learner:** 0.0% **RFEP:** 25.6% | **2024-2025** **All Students:** 18.4% **Hispanic/Latino:** 13.9% **English Learner:** 0.0% **RFEP:** 16.1% | **2025-2026** **All Students:** 30.0% **Hispanic/Latino:** 25.0% **English Learner:** 5.0% **RFEP:** 30.0% | **All Students:** +3.6% **Hispanic/Latino:** +0.1% **English Learner:** +5.0% **RFEP:** +19.0% |

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| | | **Standard English Learner:** 18.8% **Students with Disabilities:** 2.7% **Low Income:** 12.6% *Source: Open Data Dashboard* | **Standard English Learner:** 28.7% **Students with Disabilities:** 6.3% **Low Income:** 22.3% *Source: Open Data Dashboard* | **Standard English Learner:** 19.4% **Students with Disabilities:** 19.4% **Low Income:** 15.1% *Source: Open Data Dashboard* | **Standard English Learner:** 30.0% **Students with Disabilities:** 25.0% **Low Income:** 25.0% | **Standard English Learner:** +11.2% **Students with Disabilities:** +22.3% **Low Income:** +2.5% |
| 9 | **11th Graders Prepared for College-Level Mathematics** | **2022-2023** **All Students:** 3.8% **African American/Black:** 0.0% **Hispanic/Latino:** 2.0% **English Learner:** 0% **RFEP:** 0.7% **Standard English Learner:** 4.5% **Students with Disabilities:** 0.0% **Low Income:** 2.9% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 7.7% **African American/Black:** No Data **Hispanic/Latino:** 4.1% **English Learner:** 0% **RFEP:** 6.3% **Standard English Learner:** 4.0% **Students with Disabilities:** 0.0% **Low Income:** 6.2% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 10.6% **African American/Black:** No Data **Hispanic/Latino:** 3.9% **English Learner:** 0.0% **RFEP:** 12.5% **Standard English Learner:** 4.2% **Students with Disabilities:** 4.8% **Low Income:** 8.9% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 15.0% **African American/Black:** 5.0% **Hispanic/Latino:** 6.0% **English Learner:** 5.0% **RFEP:** 15.0% **Standard English Learner:** 6.0% **Students with Disabilities:** 5.0% **Low Income:** 11.0% | **All Students:** +6.8% **African American/Black:** ±0 **Hispanic/Latino:** +1.9% **English Learner:** +5.0% **RFEP:** +14.3% **Standard English Learner:** +1.5% **Students with Disabilities:** +5.0% **Low Income:** +8.1% |
| 10 | **Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11** | **2022-2023** **All Students:** -29.2 **Hispanic/Latino:** -37.7 **English Learner:** -161.4 **RFEP:** -28.7 | **2023-2024** **All Students:** -13.8 **Hispanic/Latino:** -30.1 **English Learner:** -151.1 **RFEP:** -4.1 | **2024-2025** **All Students:** -31.8 **Hispanic/Latino:** -43.9 **English Learner:** -170.7 **RFEP:** -23.2 | **2025-2026** **All Students:** 10.0 **Hispanic/Latino:** -17.7 **English Learner:** -130.0 **RFEP:** 5.0 | **All Students:** +39.2 **Hispanic/Latino:** +20.0 **English Learner:** +31.4 **RFEP:** +33.7 |

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| | | **Standard English Learner:** -28.8 **Students with Disabilities:** -99.4 **Low Income:** -35.7 *Source: Open Data Dashboard* | **Standard English Learner:** 4.3 **Students with Disabilities:** -115.9 **Low Income:** -23.9 *Source: Open Data Dashboard* | **Standard English Learner:** -13.7 **Students with Disabilities:** -94.4 **Low Income:** -39.4 *Source: Open Data Dashboard* | **Standard English Learner:** 10.0 **Students with Disabilities:** -70.5 **Low Income:** -15.5 | **Standard English Learner:** +38.8 **Students with Disabilities:** +28.9 **Low Income:** +20.2 |
| 11 | **Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11** | **2022-2023 All Students:** -118.9 **African American/Black:** -209.9 **Hispanic/Latino:** -127.6 **English Learner:** -179.8 **RFEP:** -118.6 **Standard English Learner:** -133.5 **Students with Disabilities:** -199.1 **Low Income:** -125.7 *Source: Open Data Dashboard* | **2023-2024 All Students:** -108.5 **African American/Black:** No Data **Hispanic/Latino:** -129.3 **English Learner:** -195.9 **RFEP:** -102.6 **Standard English Learner:** -114.4 **Students with Disabilities:** -191.1 **Low Income:** -118.1 *Source: Open Data Dashboard* | **2024-2025 All Students:** -84.2 **African American/Black:** -95.5 **Hispanic/Latino:** -103.6 **English Learner:** -200.2 **RFEP:** -74.5 **Standard English Learner:** -86 **Students with Disabilities:** -170.2 **Low Income:** -93.2 *Source: Open Data Dashboard* | **2025-2026 All Students:** -50.0 **African American/Black:** -100.0 **Hispanic/Latino:** -70.0 **English Learner:** -100.0 **RFEP:** -80.0 **Standard English Learner:** -100.0 **Students with Disabilities:** -150.0 **Low Income:** -80.0 | **All Students:** +68.9 **African American/Black:** +109.9 **Hispanic/Latino:** +57.6 **English Learner:** +79.8 **RFEP:** +38.6 **Standard English Learner:** +33.5 **Students with Disabilities:** +49.1 **Low Income:** +45.7 |
| 12 | **Percent Met/Exceed Standard on California Science Test - Grade 11** | **2022-2023 All Students:** 19.0% **Hispanic/Latino:** 16.0% **English Learner:** 0.0% **RFEP:** 17.6% | **2023-2024 All Students:** 22.4% **Hispanic/Latino:** 17.8% **English Learner:** 4.1% **RFEP:** 23.6% | **2024-2025 All Students:** 21.9% **Hispanic/Latino:** 16.0% **English Learner:** 0.0% **RFEP:** 20.7% | **2025-2026 All Students:** 26.4% **Hispanic/Latino:** 21.8% **English Learner:** 9.1% **RFEP:** 28.5% | **All Students:** +7.4% **Hispanic/Latino:** +5.8% **English Learner:** +9.1% **RFEP:** +10.9% |

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| | | **Standard English Learner:** 14.3% **Students with Disabilities:** 2.4% **Low Income:** 16.3% *Source: Open Data Dashboard* | **Standard English Learner:** 19.8% **Students with Disabilities:** 7.3% **Low Income:** 18.8% *Source: Open Data Dashboard* | **Standard English Learner:** 19.7% **Students with Disabilities:** 7.7% **Low Income:** 19.3% *Source: Open Data Dashboard* | **Standard English Learner:** 24.8% **Students with Disabilities:** 12.3% **Low Income:** 23.8% | **Standard English Learner:** +10.5% **Students with Disabilities:** +9.9% **Low Income:** +7.5% |
| 13 | **English Learner Reclassification Rate** | **2022-2023 All Students:** 16.1% *Source: Open Data Dashboard* | **2023-2024 All Students:** 28.7% *Source: Open Data Dashboard* | **2024-2025 All Students:** 21.7% *Source: Open Data Dashboard* | **2025-2026 All Students:** 33.0% | **All Students:** +17.0% |
| 14 | **Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)** | **2022-2023 All Students:** 39.0% *Source: Open Data Dashboard* | **2023-2024 All Students:** No Data *Source: Open Data Dashboard* | **2024-2025 All Students:** 62.5% *Source: Open Data Dashboard* | **2025-2026 All Students:** 70.0% | **All Students:** +31.0% |
| 15 | **Percent of English Learners Meeting ELPAC Performance Level 4** | **2022-2023 All Students:** 11.2% **Hispanic/Latino:** 9.9% **Students with Disability:** 0.0% **Low Income:** 11.2% *Source: Open Data Dashboard* | **2023-2024 All Students:** 26.2% **Hispanic/Latino:** 25.0% **Students with Disability:** No Data **Low Income:** 26.2% *Source: Open Data Dashboard* | **2024-2025 All Students:** 21.4% **Hispanic/Latino:** No Data **Standard English Learner:** No Data **Low Income:** No Data *Source: Open Data Dashboard* | **2025-2026 All Students:** 32.2% **Hispanic/Latino:** 31.0% **Students with Disabilities:** 6.0% **Low Income:** 32.2% | **All Students:** +21.0% **Hispanic/Latino:** ±0 **Students with Disabilities:** ±0 **Low Income:** ±0 |
| 16 | **Percent of Students with Disabilities Who Are in the General Education Program at Least** | **2022-2023 All Students:** 49.8% **African American/Black:** 37.5% | **2023-2024 All Students:** 61.2% **African American/Black:** 46.7% | **2024-2025 All Students:** 73.6% **African American/Black:** 76.9% | **2025-2026 All Students:** 76.% **African American/Black:** 80.0% | **All Students:** +26.2% **African American/Black:** +39.4% |

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| | **80% of the School Day** | **Hispanic/Latino:** 51.7% **English Learner:** 50.0% **RFEP:** 51.9% **Standard English Learner:** 48.9% **Low Income:** 50.6% *Source: Open Data Dashboard* | **Hispanic/Latino:** 62.3% **English Learner:** No Data **RFEP:** 60.7% **Standard English Learner:** 61.0% **Low Income:** 59.6% *Source: Open Data Dashboard* | **Hispanic/Latino:** 74.0% **English Learner:** No Data **RFEP:** 73.6% **Standard English Learner:** 75.6% **Low Income:** 74.0% *Source: Open Data Dashboard* | **Hispanic/Latino:** 77.0% **English Learner:** 56.0% **RFEP:** 77.0% **Standard English Learner:** 78.0% **Low Income:** 77.0% | **Hispanic/Latino:** +25.3% **English Learner:** ±0 **RFEP:** +25.1% **Standard English Learner:** +29.1% **Low Income:** +26.4% |
| 17 | **Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines** | **2022-2023 All Students:** 87.5% *Source: Open Data Dashboard* | **2023-2024 All Students:** No Data *Source: Open Data Dashboard* | **2024-2025 All Students:** No Data *Source: Open Data Dashboard* | **2025-2026 All Students:** 90.0% | **All Students:** ±0 |
| 18 | **Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)** | **2022-2023 All Students:** 91.1% **African American/Black:** 88.9% **Hispanic/Latino:** 92.3% **RFEP:** 92% **Standard English Learner:** 92.3% **Low Income:** 92.1% *Source: Open Data Dashboard* | **2023-2024 All Students:** 79.5% **African American/Black:** 76.9% **Hispanic/Latino:** 78.5% **RFEP:** 79.2% **Standard English Learner:** 77.8% **Low Income:** 80.6% *Source: Open Data Dashboard* | **2024-2025 All Students:** 83.9% **African American/Black:** No Data **Hispanic/Latino:** 85.8% **RFEP:** 83.0% **Standard English Learner:** 89.1% **Low Income:** 84.5% *Source: Open Data Dashboard* | **2025-2026 All Students:** 85.0% **African American/Black:** 81.9% **Hispanic/Latino:** 88.0% **RFEP:** 85.0% **Standard English Learner:** 92.0% **Low Income:** 85.0% | **All Students:** -6.1% **African American/Black:** ±0 **Hispanic/Latino:** -4.3% **RFEP:** -7.0% **Standard English Learner:** -0.3% **Low Income:** -7.1% |

# 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: Career Technical Education**

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

**Action 2: Transition Services**

Reseda Charter served a significant population of students with disabilities and implemented programs to ensure they could fully access the general education curriculum while receiving essential supports. The DOTS (District Office of Transition Services) program provided targeted services, individualized guidance, and comprehensive college and career planning—strategies proven to increase postsecondary success for students with disabilities. Through these supports, students were better prepared to navigate academic challenges, develop self-advocacy skills, and achieve their postsecondary goals.

**Action 3: General Fund School Program**

Reseda Charter utilized General Fund School Program to strengthen core instruction and schoolwide systems that supported academic achievement. The Instructional Leadership Team (ILT), consisting of administrator, coordinators, and department chair teachers, led the identification of the school's problem of practice and guided the implementation of schoolwide instructional strategies. Professional development supported teachers in delivering high-quality, standards-aligned instruction and incorporating culturally relevant lessons to increase engagement and improve performance on state and interim assessments. These efforts strengthened instructional coherence and ensured consistent, effective teaching practices across classrooms.

Building on improved instruction, counselors and support staff provided targeted academic monitoring and college readiness guidance. Counselors met with all students at least twice during the year to review grades, monitor A–G progress, and implement timely interventions for those not on track. The college counselor hosted family workshops on CAADA, FAFSA, and postsecondary planning to expand college access and awareness. These coordinated efforts increased individualized student support and contributed to a 92.5% graduation rate in 2024–2025. A key implementation focus was identifying and consistently applying a single schoolwide instructional strategy that met the needs of all subject areas; however, overall implementation strengthened academic systems, expanded equitable access to support, and ensured that all efforts were aligned toward preparing students for long-term college and career success.

**Action 4: Magnet Program**

Reseda's Police Academy, Science, and Arts, Media, and Entertainment Magnets provided students with specialized curriculum and unique learning opportunities aligned to their interests, strengths, and future goals. Each magnet integrated rigorous, standards-based instruction with hands-on, real-world learning experiences that deepened student engagement and promoted career exploration. Students in the Police Academy developed leadership, teamwork, and public service skills; Science Magnet students engaged in inquiry-based learning and

problem-solving aligned to STEM pathways; and Arts, Media, and Entertainment students built creative, technical, and communication skills through project-based learning.

These programs fostered critical thinking, collaboration, and career readiness while maintaining a strong focus on academic achievement. Magnet teachers incorporated industry-relevant practices, technology, and performance-based assessments to prepare students for both postsecondary education and career pathways. Through these targeted learning environments, students were able to connect classroom learning to real-world.

**Action 5: Special Education Supports**

Reseda Charter served a large population of students with disabilities and implemented programs to ensure they could access the general education curriculum while receiving necessary support. Dedicated special education staff provided IEP services, accommodations, and modifications, and collaborated with general education teachers through co-teaching and small-group instruction. While staffing and scheduling challenges occasionally affected push-in support, adjustments such as targeted small-group instruction and reallocation of support staff ensured students continued to receive required services. These efforts increased student engagement, strengthened teacher collaboration, and supported students in making progress toward their academic and individualized goals.

**Action 6: Class Size Reduction**

Reseda Charter continued to invest in Class Size Reduction (CSR) teachers to provide smaller learning environments, allowing for more individualized instruction and targeted support. Smaller class sizes fostered stronger teacher-student relationships, increased student engagement, and improved classroom management. CSR teachers were able to implement differentiated instruction, provide timely feedback, and offer additional support to students at risk, including English Learners, foster youth, and students with disabilities. These efforts contributed to measurable academic gains, higher confidence, and equitable access to grade-level content across all subjects.

**Action 7: Dual Language Education**

Through our Dual Language program, we supported 73 out of our population of 230 English Learners. Students were placed in Dual Language classes where they received instruction in their native Spanish language with the inclusion of English. This enhanced cognitive skills, such as problem-solving, critical thinking, and multitasking, as students learned to navigate two languages.

**Action 8: Black Student Achievement Plan (BSAP)**

The Black Student Achievement Program (BSAP) services positively impact all students, as its interventions are made available to every student at Reseda, and was implemented through equity-focused strategies designed to support the academic, social-emotional, and cultural needs of African American students. Staff provided small-group tutoring, mentorship, and academic counseling, while integrating culturally responsive curriculum and activities that promoted cultural pride and connection to heritage. These efforts were informed by data, including a 5.4% suspension rate for African American students in 2024–2025, and aimed to close achievement gaps while enhancing engagement and student performance. Overall, BSAP strengthened both academic outcomes and students' sense of identity, supporting their success in school and beyond.

**Action 9: Supplemental A-G Interventions**

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

them for college and career readiness.

**Action 10: Supplemental Afterschool Programs**

The Supplemental Afterschool Program was implemented by providing structured tutoring and targeted support to help students strengthen foundational skills and prevent learning regression. Our Academic Counselor, Literacy Interventionist, and Instructional Coach monitored at-risk students and delivered interventions based on individual needs. Schoolwide, we implemented C.E.R. strategies in all core classes to support reading comprehension and writing. According to our ELA and Math SBA data, 58% of students were not meeting ELA standards, and 76% were below standard in Math, demonstrating the critical need for these interventions. These efforts provided students with additional academic support, reinforced essential skills, and promoted measurable growth in both literacy and numeracy.

**Action 11: SENI Investments towards Academic Excellence**

SENI funds were utilized to support administrative leadership, a TSP Coordinator, an Instructional Coach, an Intervention and Prevention Coordinator, and additional staffing and instructional resources. These investments enabled staff to provide targeted professional development, facilitate ILT with the focus of PDS and schoolwide strategies, implement academic interventions, and expand learning opportunities both during and beyond the school day. As a result, students received more individualized support, instructional coherence was strengthened, and additional time was provided for students most at risk, supporting accelerated growth and equity across the school.

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: Career Technical Education**

Reseda Charter's continued investment in Career Technical Education (CTE) programs has shown mixed effectiveness in progressing toward our goal of increasing CTE completion. According to Open Data, the overall CTE Completion Rate decreased from 59.9% in 2023–2024 to 50.1% in 2024–2025, reflecting a decline of 9.8 percentage points. This decrease indicates that, while systems and pathways are in place, additional targeted support is needed to ensure students successfully complete their CTE pathways.
Disaggregated data shows significant declines among key student groups, particularly English Learners (40.9% to 13.1%), as well as Hispanic/Latino and low-income students. However, Students with Disabilities improved (32.3% to 38.2%), and RFEP students remained relatively stable. Overall, while access to CTE pathways has expanded, the data suggests a need for more targeted supports and monitoring to improve completion outcomes for all students.

**Action 2: Transition Services**

Reseda Charter High's commitment to supporting students with disabilities in their transition to college and career was effective. Reseda Charter High's DOT program supported students with disabilities in their transition to college and career. While CSU A–G completion with a

“C” or better decreased from 30% in 2023–2024 to 24% in 2024–2025, DOT services remained critical. Evidence of effectiveness was seen in increased student engagement, participation in college readiness activities, and successful navigation of accommodations and support services—foundational skills that prepared students for success beyond high school.

**Action 3: General Fund School Program**

Reseda Charter High continued to utilize its General Fund to provide quality first instruction to all students in pursuit of academic excellence. Based on the 2024–2025 CA Dashboard, the graduation rate was 92.5%, a 0.6% increase from 2023–2024, indicating positive progress. According to Whole Child 2.0 and the CA Dashboard, the beginning-of-year DFS (Distance from Standard) in English Language Arts declined overall, from -15 points in 2023–2024 to -29.5 points in 2024–2025. Specifically, students in grades 6–8 moved from -26.2 to -36.7 points below standard, while 11th grade students went from -14 to -26 points below standard. Although these results reflected areas where growth was still needed, they demonstrated the effectiveness of using data to identify gaps early in the school year, allowing staff to implement targeted interventions and supports. The continued investment of General Fund resources ensured that all students had access to rigorous instruction, and the data provided a clear roadmap for strengthening instructional practices, closing achievement gaps, and moving students closer to proficiency.

Reseda Charter High’s use of General Fund resources to provide quality first instruction was also effective in improving student achievement in mathematics. According to Whole Child 2.0 and the CA Dashboard, the beginning-of-year DFS (Distance from Standard) for all students improved slightly from -83.6 points in 2023–2024 to -78.9 points in 2024–2025, showing a 4.8-point increase. Students in grades 6–8 showed notable growth, moving from -50.7 points to -24.6 points below standard, nearly cutting the gap in half. While 11th grade students remained further from standard, their scores also improved from -108 points to -92 points. These gains highlighted the effectiveness of rigorous, standards-aligned instruction and the strategic use of resources to close learning gaps, demonstrating progress toward the goal of academic excellence for all students.

**Action 4: Magnet Program**

Reseda Charter High’s magnet programs continued to demonstrate effectiveness in providing students with rigorous, specialized pathways that prepared them for college and career success. The Science Magnet was nationally recognized in 2025 as a Top Magnet School of Excellence by Magnet Schools of America, one of the highest honors awarded to magnet schools, and in 2026 was again recognized as a Magnet School of Excellence.

Additionally, the Police Academy Magnet earned back-to-back national recognition in both 2025 and 2026 as a Top Magnet School of Excellence, proudly ranking 16th in the nation. Both schools continued an impressive legacy of national recognition. That year marked the sixth consecutive MSA award for the Reseda Science Magnet and the eighth consecutive award for the Reseda Police Academy. These achievements highlighted the strength of Reseda Charter’s magnet programs in delivering high-quality instruction, fostering strong community partnerships, and supporting student success on a national scale.

**Action 5: Special Education Supports**

Reseda Charter High’s Special Education programs, supported through centralized funding from Los Angeles Unified School District, continued to be effective in providing quality first instruction tailored to students with disabilities. Students with disabilities had a successful

year, demonstrating meaningful gains in academic performance, improved attendance, and a significantly higher graduation rate, reflecting the positive impact of targeted supports and inclusive practices.

According to the CA Dashboard, Students with Disabilities demonstrated notable improvement across multiple indicators. In ELA, this subgroup improved by 17.4 points, moving from 100.7 points below standard in 2023–2024 to 83.8 points below standard in 2024–2025. Math performance also increased by 22.9 points, with Distance from Standard improving from 170.2 points below standard to 147.3 points below standard.

Attendance outcomes also improved, with chronic absenteeism decreasing by 3.4% during the 2024–2025 school year. These academic and engagement gains contributed to stronger graduation outcomes, as the graduation rate for Students with Disabilities increased by 12.9 percentage points, reaching 86.8% in 2024–2025.

For the 2025–2026 school year, students with disabilities made small but measurable improvements. According to Whole Child 2.0 data, 12% of students with disabilities were at or above grade level on the Beginning-of-Year (BOY) reading diagnostic, increasing to 14% by the Middle-of-Year (MOY) assessment. Similar progress was seen in math, where the percentage of students at or above grade level rose from 5% at BOY to 7% at MOY.

These gains reflected the impact of targeted supports, individualized instruction, and consistent implementation of IEP services. As a result, students with disabilities made progress toward grade-level standards and strengthened their readiness for continued academic success and postsecondary opportunities.

**Action 6: Class Size Reduction**

Los Angeles Unified School District continued to support Reseda Charter High with Class Size Reduction and school-level interventions for English Learners, students in foster care, and low-income students, allowing teachers to provide more individualized instruction and targeted support. This approach contributed to the Smarter Balanced Assessment (SBA), where 43% of students met or exceeded ELA standards and 24% met or exceeded math standards, while also improving literacy outcomes as reflected in i-Ready benchmarks. Smaller class sizes enabled teachers to focus on foundational skills, provide timely feedback, and tailor instruction to student needs, ensuring all students had equitable opportunities to achieve academic success.

**Action 7: Dual Language Education**

Reseda Charter's English Learner (EL) population made up approximately 17% of the student body, with over 240 English Learners enrolled. Many of these students were placed in Dual Language classes, where they received instruction in both their native Spanish and English. This bilingual approach enhanced cognitive skills such as problem-solving, critical thinking, and multitasking, as students learned to navigate and apply two languages in academic settings. The targeted support students received in Dual Language programs also contributed to a 23% reclassification rate in 2024–2025, reflecting the effectiveness of instructional practices in promoting English proficiency and academic success.

**Action 8: Black Student Achievement Plan (BSAP)**

Reseda Charter High leveraged BSAP funds to address equity gaps for Black students through targeted curriculum, school climate initiatives, wellness supports, and community partnerships. According to the 2024–2025 CA Dashboard, the African American student

population showed a strong increase in math performance, improving from 133 points below standard to 106.1 points below standard, a 26.9-point gain.

Data from Whole Child 2.0 indicated measurable growth in student achievement over the course of the year. During the 2025–2026 school year, the percentage of BSAP students performing at or above grade level on the i-Ready Reading diagnostic increased by 1%, rising from 36% at the Beginning of Year (BOY) to 37% at the Middle of Year (MOY). In Math, students showed stronger growth, with a 3% increase from 16% at BOY to 19% at MOY.

These gains indicated steady academic progress and suggested that targeted supports and instructional strategies were positively impacting student learning. As the school looked ahead to the End of Year (EOY) diagnostic, continued growth was anticipated as interventions, culturally responsive practices, and academic supports remained in place to help more students reach grade-level proficiency.

These gains demonstrated that the BSAP strategies were effectively supporting Black students' academic growth, fostering a positive school climate, and providing equitable access to rigorous instruction and resources.

**Action 9: Supplemental A-G Interventions**

Reseda Charter High School used A–G Supplemental funds to support English Learners (ELs), students from low-income families, and students in foster care in completing high school graduation and A–G requirements for UC/CSU eligibility. According to the CA Dashboard, the graduation rate showed a slight increase of 0.6%, rising from 91.9% in 2023–2024 to 92.5% in 2024–2025, indicating areas for continued growth.

Reclassification rates were 22% in 2024–2025, slightly lower than 26% the previous year. This data suggested that ongoing targeted interventions were essential to accelerate language development, improve academic achievement, and increase reclassification rates, ensuring English Learners had equitable opportunities for college readiness.

**Action 10: Supplemental Afterschool Programs**

Reseda Charter's Supplemental Afterschool Programs supported Academic Excellence for English Learners, students in foster care, and low-income students at the school. According to the 2024–2025 CA Dashboard, the aforementioned subgroups saw declines in ELA but demonstrated significant gains in Math. English Learners showed an increase of 3.9 points, and Socioeconomically Disadvantaged Students increased by 6.3 points. This upward trend underscored the effectiveness and impact of Reseda Charter's supplemental afterschool programs in promoting academic growth, equity, and student success.

**Action 11: SENI Investments towards Academic Excellence**

Reseda Charter's investments in targeted academic interventions, professional development for teachers, and supplemental instructional resources supported students in achieving higher proficiency in English Language Arts and Mathematics on the Smarter Balanced Assessments. By equipping teachers with research-based strategies and providing students with personalized support, the school strengthened foundational skills, improved instructional quality, and addressed individual learning needs. These efforts created a more

equitable learning environment and contributed to overall academic excellence, ensuring that all students had the opportunity to meet and exceed grade-level standards.

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.

Los Angeles Unified will continue to support Dual Language Education at Reseda Charter and will transition to being funded through the General Fund School Program.

The Supplemental A-G Supports program to increase college and career readiness in secondary schools, including Reseda Charter, is funded by Los Angeles Unified.

Reseda 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 Reseda 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 | Career Technical Education | Reseda Charter High School will continue to provide Career Technical Education programs to support all students in graduating college and career ready. | District Cost: $181,946 | N |
| 2 | Transition Services | Reseda Charter High will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation. | District Cost: $158,192 | N |
| 3 | General Fund School Program | Reseda Charter High will provide quality first instruction to all students to reach Academic Excellence. | District Cost: $7,135,741 **School Discretionary Fund: $1,162,123** | N |
| 4 | Magnet Program | Reseda Charter will continue to implement the following magnet program to support our students:<br>Reseda Charter High School's Arts, Media and Entertainment Magnet (AMEM), Production and Managerial Pathway, RCHS Police Academy Magnet, and Reseda Charter High School's Science Magnet. | District Cost: $193,451 | N |
| 5 | Special Education Supports | Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Reseda Charter High to provide quality first instruction to all students to reach Academic Excellence. | District Cost: $9,772,111 | N |
| 6 | Class Size Reduction and School Level Supports for Personalized Learning Interventions | Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Reseda Charter High. | District Cost: $4,543,494 | Y |
| | Dual Language Education | Los Angeles Unified will continue to support Dual Language Education at Reseda Charter and will transition to being funded through the General Fund School Program. | | |

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|---|---|---|---|---|
| 7 | Black Student Achievement Plan | Reseda Charter High will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships. | District Cost: $134,441 | N |
| | Supplemental A-G Interventions | Reseda Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Reseda Charter. | | |
| | Supplemental Afterschool Programs | Reseda 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 Reseda Charter LCAP. | | |
| 8 | SENI Investments towards Academic Excellence | Reseda Charter will utilize SENI funds to strengthen academic programs by supporting administrative leadership, a TSP Coordinator, an Instructional Coach, an Intervention and Prevention Coordinator, and additional staffing and instructional resources to meet needs of our English Learners, low income students, and students in foster care. | **School Discretionary Fund Cost: $1,731,139** | 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.

For students to thrive and fully engage in their academic experience, Reseda Charter Middle and High School is committed to fostering a safe, welcoming, and inclusive environment where every student feels supported and excited to learn. RCHS will maintain a safe and orderly campus that promotes both physical and emotional well-being while strengthening positive relationships among students, staff, and families. To support student success, we will implement data-driven attendance plans aimed at decreasing chronic absenteeism by 2% (from 30% to 28%) and reducing the suspension rate for African American students by 1.4% (from 3.4% to 2.0%), while also addressing dropout prevention, student recovery, prompt enrollment, and suspension reduction through restorative practices. In addition, we will leverage community partnerships to provide resources that enhance student wellness, engagement, and long-term success. With such implementations, we aim to increase the percentage of students who “Feel Safe at School” from 62% to 64% in 2026-2027.

# 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**<br>**All Students:**<br>38.5%<br>**African American/Black:**<br>29.4%<br>**Hispanic/Latino:**<br>37.7%<br>**English Learner:**<br>37.1%<br>**RFEP:**<br>43.2%<br>**Standard English Learner:**<br>31.0%<br>**Students with Disabilities:**<br>28.7%<br>**Low Income:**<br>37.5%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>44.4%<br>**African American/Black:**<br>30.8%<br>**Hispanic/Latino:**<br>43.9%<br>**English Learner:**<br>34.4%<br>**RFEP:**<br>48.8%<br>**Standard English Learner:**<br>40.7%<br>**Students with Disabilities:**<br>35.4%<br>**Low Income:**<br>42.9%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>47.2%<br>**African American/Black:**<br>47.9%<br>**Hispanic/Latino:**<br>44.6%<br>**English Learner:**<br>30.5%<br>**RFEP:**<br>53.0%<br>**Standard English Learner:**<br>42.5%<br>**Students with Disabilities:**<br>37.0%<br>**Low Income:**<br>46.0%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>45.0%<br>**African American/Black:**<br>52.0%<br>**Hispanic/Latino:**<br>45.0%<br>**English Learner:**<br>45.0%<br>**RFEP:**<br>56.0%<br>**Standard English Learner:**<br>45.0%<br>**Students with Disabilities:**<br>40.0%<br>**Low Income:**<br>49.0% | **All Students:**<br>+8.7%<br>**African American/Black:**<br>+18.5%<br>**Hispanic/Latino:**<br>+6.9%<br>**English Learner:**<br>-6.6%<br>**RFEP:**<br>+9.8%<br>**Standard English Learner:**<br>+11.5%<br>**Students with Disabilities:**<br>+8.3%<br>**Low Income:**<br>+8.5% |
| 2 | **Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8**<br>**(District Calculation)** | **2022-2023**<br>**All Students:**<br>21.6%<br>**Hispanic/Latino:**<br>20.5%<br>**English Learner:**<br>26.7%<br>**RFEP:**<br>21.1%<br>**Standard English Learner:**<br>20.0% | **2023-2024**<br>**All Students:**<br>15.6%<br>**Hispanic/Latino:**<br>17.6%<br>**English Learner:**<br>31.8%<br>**RFEP:**<br>12.2%<br>**Standard English Learner:**<br>18.0% | **2024-2025**<br>**All Students:**<br>17.5%<br>**Hispanic/Latino:**<br>17.3%<br>**English Learner:**<br>44.8%<br>**RFEP:**<br>11.5%<br>**Standard English Learner:**<br>18.5% | **2025-2026**<br>**All Students:**<br>10.0%<br>**Hispanic/Latino:**<br>15.0%<br>**English Learner:**<br>25.0%<br>**RFEP:**<br>10.0%<br>**Standard English Learner:**<br>10.0% | **All Students:**<br>-4.1%<br>**Hispanic/Latino:**<br>-3.2%<br>**English Learner:**<br>+18.1%<br>**RFEP:**<br>-9.6%<br>**Standard English Learner:**<br>-1.5% |

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| | | **Students with Disabilities:** 35.3% **Low Income:** 23.4% *Source: Open Data Dashboard* | **Students with Disabilities:** 28.0% **Low Income:** 17.2% *Source: Open Data Dashboard* | **Students with Disabilities:** 19.0% **Low Income:** 17.9% *Source: Open Data Dashboard* | **Students with Disabilities:** 22.0% **Low Income:** 15.0% | **Students with Disabilities:** -16.3% **Low Income:** -5.5% |
| 3 | **Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12** **(District Calculation)** | **2022-2023** **All Students:** 35.5% **African American/Black:** 48.9% **Hispanic/Latino:** 35.4% **English Learner:** 39.1% **RFEP:** 29.1% **Standard English Learner:** 42.8% **Students with Disabilities:** 47.7% **Low Income:** 35.7% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 34.8% **African American/Black:** 53.2% **Hispanic/Latino:** 34.0% **English Learner:** 42.0% **RFEP:** 29.3% **Standard English Learner:** 38.1% **Students with Disabilities:** 48.0% **Low Income:** 35.7% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 35.2% **African American/Black:** 43.9% **Hispanic/Latino:** 36.4% **English Learner:** 49.7% **RFEP:** 31.4% **Standard English Learner:** 36.1% **Students with Disabilities:** 44.9% **Low Income:** 36.1% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 10.0% **African American/Black:** 25.2% **Hispanic/Latino:** 15.0% **English Learner:** 25.0% **RFEP:** 10.0% **Standard English Learner:** 10.0% **Students with Disabilities:** 20.0% **Low Income:** 15.0% | **All Students:** -0.3% **African American/Black:** -5.0% **Hispanic/Latino:** +1.0% **English Learner:** +10.6% **RFEP:** +2.3% **Standard English Learner:** -6.7% **Students with Disabilities:** -2.8% **Low Income:** +0.4% |
| 4 | **Percent of Staff with Excellent Attendance (96% or Higher)** | **2022-2023** **All Staff:** 46.9% *Source: Open Data Dashboard* | **2023-2024** **All Staff:** 60.2% *Source: Open Data Dashboard* | **2024-2025** **All Staff:** 61.9% *Source: Open Data Dashboard* | **2025-2026** **All Staff:** 70.0% | **All Staff:** +15.0% |
| 5 | **Single Student Suspension Rate** | **2022-2023** **All Students:** 0.91% *Source: Open Data Dashboard* | **2023-2024** **All Students:** 1.33% *Source: Open Data Dashboard* | **2024-2025** **All Students:** 1.6% *Source: Open Data Dashboard* | **2025-2026** **All Students:** 1.0% | **All Students:** +0.69% |

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| 6 | **Instructional Days Lost to Suspension** | **2022-2023**<br>**All Students:**<br>28<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>51<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>46<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>20 | **All Students:**<br>+18 |
| 7 | **Expulsion Rate** | **2022-2023**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>0.02%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>0.01% | **All Students:**<br>0% |
| 8 | **Percent of Students Who Feel Safe at School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>59.0%<br>**African American/Black:**<br>48.3%<br>**Hispanic/Latino:**<br>59.5%<br>**English Learner:**<br>61.3%<br>**RFEP:**<br>58.8%<br>**Standard English Learner:**<br>58.8%<br>**Students with Disabilities:**<br>59.2%<br>**Low Income:**<br>59.1%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>53.6%<br>**African American/Black:**<br>23.3%<br>**Hispanic/Latino:**<br>54.2%<br>**English Learner:**<br>61.5%<br>**RFEP:**<br>51.9%<br>**Standard English Learner:**<br>50.8%<br>**Students with Disabilities:**<br>54.8%<br>**Low Income:**<br>54.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>62.4%<br>**African American/Black:**<br>53.8%<br>**Hispanic/Latino:**<br>61.0%<br>**English Learner:**<br>65.8%<br>**RFEP:**<br>62.1%<br>**Standard English Learner:**<br>60.2%<br>**Students with Disabilities:**<br>55.0%<br>**Low Income:**<br>62.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>100.0%<br>**African American/Black:**<br>100.0%<br>**Hispanic/Latino:**<br>100.0%<br>**English Learner:**<br>100.0%<br>**RFEP:**<br>100.0%<br>**Standard English Learner:**<br>100.0%<br>**Students with Disabilities:**<br>100.0%<br>**Low Income:**<br>100.0% | **All Students:**<br>+3.4%<br>**African American/Black:**<br>+5.5%<br>**Hispanic/Latino:**<br>+1.5%<br>**English Learner:**<br>+4.5%<br>**RFEP:**<br>+3.3%<br>**Standard English Learner:**<br>+1.4%<br>**Students with Disabilities:**<br>-4.2%<br>**Low Income:**<br>+3.5% |
| 9 | **Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>81.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>67.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>72.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>100.0% | **All Parents:**<br>-9.0% |

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| 10 | **Percent of Staff who Feel Safe at School (per School Experience Survey)** | **2022-2023**<br>**All Staff:**<br>92.4%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Staff:**<br>88.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Staff:**<br>86.9%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Staff:**<br>100.0% | **All Staff:**<br>-5.5% |
| 11 | **Percent of Students Who Feel They are a Part of their School (per School Experience Survey)** | **2022-2023**<br>**All Students:**<br>54.3%<br>**African American/Black:**<br>51.7%<br>**Hispanic/Latino:**<br>54.8%<br>**English Learner:**<br>60.1%<br>**RFEP:**<br>51.4%<br>**Standard English Learner:**<br>57.0%<br>**Students with Disabilities:**<br>50.6%<br>**Low Income:**<br>53.4%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Students:**<br>51.3%<br>**African American/Black:**<br>31.0%<br>**Hispanic/Latino:**<br>51.1%<br>**English Learner:**<br>60.3%<br>**RFEP:**<br>48.9%<br>**Standard English Learner:**<br>48.6%<br>**Students with Disabilities:**<br>45.7%<br>**Low Income:**<br>51.5%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Students:**<br>56.7%<br>**African American/Black:**<br>44.4%<br>**Hispanic/Latino:**<br>56.0%<br>**English Learner:**<br>61.5%<br>**RFEP:**<br>54.7%<br>**Standard English Learner:**<br>55.4%<br>**Students with Disabilities:**<br>53.3%<br>**Low Income:**<br>56.6%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Students:**<br>100.0%<br>**African American/Black:**<br>100.0%<br>**Hispanic/Latino:**<br>100.0%<br>**English Learner:**<br>100.0%<br>**RFEP:**<br>100.0%<br>**Standard English Learner:**<br>100.0%<br>**Students with Disabilities:**<br>100.0%<br>**Low Income:**<br>100.0% | **All Students:**<br>+2.4%<br>**African American/Black:**<br>-7.3%<br>**Hispanic/Latino:**<br>+1.2%<br>**English Learner:**<br>+1.4%<br>**RFEP:**<br>+3.3%<br>**Standard English Learner:**<br>-1.6%<br>**Students with Disabilities:**<br>+2.7%<br>**Low Income:**<br>+3.2% |
| 11 | **Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)** | **2022-2023**<br>**All Parents:**<br>85.2%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>82.2%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>78.8%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>100.0% | **All Parents:**<br>-6.4% |
| 12 | **Percent of Staff who Feel Their School is a** | **2022-2023**<br>**All Staff:**<br>67.4% | **2023-2024**<br>**All Staff:**<br>75.3% | **2024-2025**<br>**All Staff:**<br>63.3% | **2025-2026**<br>**All Staff:**<br>100.0% | **All Staff:**<br>-4.1% |

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|---|---|---|---|---|---|---|
| | **Supportive and Inviting Place to Work (per School Experience Survey)** | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | *Source: Open Data Dashboard* | | |

# 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 at Reseda Charter to address the health and wellness needs of students through continued access to nursing services and coordinated health support. Health staff provided direct care, responded to immediate medical concerns, supported students with chronic conditions, and communicated regularly with families and school staff to remove health-related barriers to attendance. Health services were integrated into daily school operations to help students remain in class and ready to learn. Many students benefited from consistent access to care.

**Action 2: Base-Funded School Climate Support Staff**

This action was implemented through the ongoing work of Reseda Charter's school climate support staff, who focused on creating a safe, structured, and welcoming campus environment. Staff maintained active supervision across campus, reinforced schoolwide behavioral expectations, and supported restorative conversations to address student conflicts. Climate staff collaborated with counselors, deans, and administrators to respond to student needs and provide proactive support. These efforts contributed to improved student perceptions of safety and belonging, particularly among high school students.

**Action 3: Supplemental School Climate Support Staff**

This action was implemented to provide additional targeted support for English Learners, foster youth, and low-income students at Reseda Charter through increased supervision, mentoring, and student engagement. Supplemental climate staff increased adult visibility during arrival, passing periods, lunch, and dismissal, helping to ensure student safety and positive peer interactions. Staff also worked closely with students needing additional behavioral or emotional support and helped connect them to counseling or other services when needed. These efforts supported a more inclusive school environment and contributed to improved student perceptions of safety and belonging.

**Action 4: SENI Investments towards Joy and Wellness**

This action was substantially implemented through SENI-funded positions at Reseda Charter, including deans, campus aides, and a school psychologist, to strengthen social-emotional, behavioral, and mental health supports. These staff members provided daily student supervision, behavioral intervention, crisis response, and ongoing emotional support. Social-emotional learning and wellness practices were reinforced through student interactions, restorative approaches, and proactive check-ins with students in need of additional care. Staff worked collaboratively to identify students requiring support and ensure timely follow-up. School Experience Survey data was also used to guide areas of focus, helping staff adjust supports to strengthen students' sense of safety, belonging, and overall well-being.

These efforts helped maintain a supportive and responsive school climate, particularly at the high school level.

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**

Reseda Charter High continued to provide additional nursing support to ensure health access and equity for all students. The effectiveness of this action was partially evaluated through student attendance. According to Whole Child 2.0 data for 2024–2025, 47% of students were proficient/excellent in attendance (96% or higher), while 21% were at basic and 32% were chronically absent.

While nearly half of students maintained strong attendance, the high percentage of chronic absence demonstrated that additional support was still needed to address health-related barriers and other factors impacting consistent attendance.

Therefore, the action contributed to ensuring access to health services and supported many students in maintaining excellent attendance, but further targeted interventions were necessary to reduce chronic absenteeism and move more students toward proficient/excellent attendance levels.

**Action 2: Base-Funded School Climate Support Staff**

Percent of Students Reporting on the School Experience Survey: “I feel safe in this school” HS 62% in 2024-2025 and 54% in 2023-2024 MS 63% in 2024-2025 and 52% in 2023-2024-Percent of Students Reporting on the School Experience Survey: “I feel like I am part of this school”: HS 55% in 2024-2025 and 50% in 2023-2024. MS 55% in 2024-2025 and 56% in 2023-2024.

Reseda Charter High has provided base-funded school climate support staffing to ensure all students feel safe and welcome at school. According to the School Experience Survey, student perceptions of safety improved notably, with high school students reporting an increase from 54% in 2023–2024 to 62% in 2024–2025, and middle school students reporting an increase from 52% to 63% over the same period. Similarly, the percentage of students who reported feeling like part of the school showed growth among high school students (50% to 57%), though middle school results remained stable (56% to 55%).

Taken together, these results demonstrated that the school climate advocate is having a positive and effective impact, particularly in strengthening students’ sense of safety and belonging at the high school level, while also indicating the need for additional, targeted efforts to bolster middle school students’ connection to school.

**Action 3: Supplemental School Climate Support Staff**

According to the 2024-2025 School Experience Survey Data:
Reseda Charter HS Students - 62%. This is an 8% increase from 2023-2024.
Reseda Charter MS Students - 63%. This is an 11% increase from 2023-2024.
Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Reseda Charter HS Students - 57%. This is a 7% increase from 2023-2024.
Reseda Charter MS Students - 55%. This is a 1% decrease from 2023-2024

The supplemental School Climate Advocate support staffing at Reseda Charter High School has been effective in fostering a safer and more welcoming environment for English Learners, foster youth, and low-income students. The overall improvement in student perceptions of safety and belonging indicates that the additional school climate supports have positively contributed to creating a more inclusive and supportive campus environment.

**Action 4: SENI Investments towards Joy and Wellness**

According to the 2024-2025 School Experience Survey Data, under the Social Emotional Learning Section:
Overall percent of “Student Social Awareness:
Reseda Charter HS Students - 63%. This is a 3% increase from 2023-2024
Reseda Charter MS Students - 56%. This is a 3% decrease from 2023-2024

The SENI investments at Reseda Charter focused on fostering student joy and wellness have contributed to maintaining a positive and supportive school climate. Through the funding of deans, campus aides, and a school psychologist, students have greater access to consistent behavioral, emotional, and mental health support. The results suggested that the SENI-funded positions were positively influencing student well-being, particularly at the high school level, and ongoing focus on middle school social-emotional learning will help sustain growth across all grade levels.

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

No significantly planned changes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Base-Funded Student Health Services | In order to ensure health access and equity for all students, Reseda Charter High will continue to receive additional nursing support. | District Cost: $176,882 | N |
| 2 | Base-Funded School Climate Support Staff | Reseda Charter High will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school. | District Cost: $145,072 | N |
| 3 | Supplemental School Climate Support Staff | To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Reseda Charter High will also provide supplemental school climate support staffing. | District Cost: $48,362 | Y |
| 4 | SENI Investments towards Joy and Wellness | Reseda Charter HS will ensure students feel safe and welcome at school through the targeted support for our at-risk students through campus staff, including campus aids, dean, psychologist, and other resources. | **School Discretionary Fund Cost: $425,904** | 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.

At Reseda Charter, we view families and communities as essential partners in preparing students for the world and creating a supportive environment for their success. We value their engagement, knowledge, traditions, and resources, and we are committed to strengthening these connections, such as increasing parent portal registration from 79% to 89% and raising the percentage of parents who feel Reseda “includes” them in important decision-making from 76% to 78%, to collaboratively create more opportunities for our students to thrive.

# 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**<br>**All Parents:**<br>80.0%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>79.8%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>74.3%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>100.0% | **All Parents:**<br>-5.7% |
| 2 | **Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"** | **2022-2023**<br>**All Parents:**<br>81.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>74.9%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>77.9%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>100.0% | **All Parents:**<br>-3.7% |
| 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**<br>**All Parents:**<br>83.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>78.3%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>76.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>100.0% | **All Parents:**<br>-7.4% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | **Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."** | **2022-2023**<br>**All Parents:**<br>91.6%<br>*Source: Open Data Dashboard* | **2023-2024**<br>**All Parents:**<br>89.0%<br>*Source: Open Data Dashboard* | **2024-2025**<br>**All Parents:**<br>86.2%<br>*Source: Open Data Dashboard* | **2025-2026**<br>**All Parents:**<br>100.0% | **All Parents:**<br>-5.4% |

# 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: SENI Investments towards Engagement and Collaboration**

The Engagement and Collaboration action at Reseda Charter was implemented through targeted investments in staff time and communication systems to strengthen partnerships between families and the school. Resources supported expanded outreach, increased Parent Portal access, multilingual communication, and family workshops that helped parents stay informed about student progress and school programs. These efforts improved access to information and increased family engagement, particularly at the middle school level.. Overall, this action at Reseda Charter strengthened home–school communication and laid the foundation for deeper family collaboration.

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

No material differences.

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

**Action 1: SENI Investments towards Engagement and Collaboration**

According to the 2024-2025 School Experience Survey Data:
Percent of Parents Reporting: "This school includes me in important decisions about my child's education."
Reseda Charter HS Parents - 76%. This is a 1% decrease from 2023-2024
Reseda Charter MS Parents - 68%. This is an 11% decrease from 2023-2024

Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”
Reseda Charter HS Parents - 77%. This is the same percentage from 2023-2024
Reseda Charter MS Parents - 80%. This is an 14% increase from 2023-2024
Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”
Reseda Charter HS Parents - 80%. This is a 4% decrease from 2023-2024
Reseda Charter MS Parents - 80%. This is an 1% decrease from 2023-2024
Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."
Reseda Charter HS Parents - 86%. This is a 4% decrease from 2023-2024
Reseda Charter MS Parents - 86%. This is the same percentage from 2023-2024

The SENI investments towards Engagement and Collaboration aimed at strengthening parent engagement and collaboration at Reseda Charter yielded mixed outcomes. By allocating funds toward positions and resources that enhance family communication and participation, the school has continued to create meaningful opportunities for parents to stay informed and involved in their child's education. Overall, the data indicate that these investments have effectively supported access to information and parent outreach, particularly at the middle school level, while also identifying a need to further strengthen family voice and participation in school decision-making processes.

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 | In order to support family and community engagement and collaboration, Reseda Charter will utilize its funds to purchase a Community Representative, IT support, Pupil Service Attendance (PSA), and other support staff. | **School Discretionary Fund Cost: $214,410** | 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.

Reseda Charter High School will maximize operational efficiency and strategically invest in staff capacity to ensure high-quality instruction and student success. The school will recruit, retain, and develop highly effective educators, provide targeted professional learning, implement data-driven decision-making, and maintain safe, well-resourced, and equitable operational systems that support both staff and student well-being.

## 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**<br>100.0% | **2023-2024**<br>100.0% | **2024-2025**<br>100.0% | **2025-2026**<br>100.0% | 0 |
| 2 | **Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach** | **2022-2023**<br>100.0% | **2023-2024**<br>100.0% | **2024-2025**<br>100.0% | **2025-2026**<br>100.0% | 0 |
| 3 | **Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements** | **2022-2023**<br>100.0% | **2023-2024**<br>100.0% | **2024-2025**<br>100.0% | **2025-2026**<br>100.0% | 0 |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | LAUSD Support for Affiliated Charter Operations | As an Affiliated Charter School in Los Angeles Unified, Reseda Charter High will continue to receive centralized support for the operation of our school and its facilities. | District Cost: $5,784,162 | N |

# Goal Analysis for [2025-2026]

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

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

**Action 1: LAUSD Support for Affiliated Charter Operations**

This action was implemented at Reseda Charter Middle and High School to ensure all students have equitable access to safe facilities, qualified staff, and essential instructional resources. Ongoing maintenance and monitoring resulted in the school earning an overall “Exemplary” rating for Good Repair on the most recent SARC. In addition, 100% of teachers were appropriately credentialed and provided standards-aligned instruction supported by continued professional development. As a result, all students had full access to standards-based instructional materials in compliance with Williams Act requirements, fostering a safe, welcoming, and effective learning environment.

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 24-25 FIT Report (SARC)- Reseda Charter received a 100%, with an overall rating of "exemplary"
According to the Teacher Preparation and Placement (School Year 2022-23).

In 2025, the percent of students with standards-based instructional materials by meeting Williams Act was at 100%
Reseda Charter High School was successful in ensuring that basic and state conditions are met. Facilities and operations are regularly monitored and maintained to meet FIT and Williams Act
requirements, ensuring that all students have access to safe, clean, and well-equipped classrooms that support high-quality teaching and learning.

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

No significantly planned changes.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $2,371,453.00 (School Discretionary Funds- new S/C revenues)<br>$6,963,308.79 (Total District and School S/C funds including carryover) | Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP. |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 204.06% | 0% | $0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP. | 204.06% |

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

# Required Descriptions

**LEA-wide and Schoolwide Actions**

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

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| Goal 1 Action 6 | Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions<br>Need: Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Reseda Charter<br>Scope: School-wide | Los Angeles Unified School District, including Reseda 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.<br><br>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<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11 |
| Goal 1 Action 8 | Action: SENI Investments towards Academic Excellence<br>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.<br>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 | To support academic excellence, Reseda Charter will implement a coordinated instructional and student support strategy that builds leadership capacity, strengthens high-quality, standards-based, culturally responsive, and inclusive instruction, and expands targeted academic interventions through dedicated administrative, instructional, and support personnel. This approach includes assistant principals and coordinators who lead professional development, instructional | For the identified student group(s): EL, LI, FY, ALL<br>● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11<br>● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11 |

| | | | |
|---|---|---|---|
| | Learners, students from low income families, and students in foster care.<br>Reseda Charter will continue to support English Learners, low-income students and students in foster care.<br>Scope: School-wide | coaching, data analysis, MTSS/RtI² implementation, SSPT supports, and compliance activities; CSR teachers, instructional coaches, and intervention staff who provide differentiated, data-driven instruction and targeted supports; and operational support to ensure effective program implementation.<br><br>This strategy addresses identified needs in student achievement and progress-monitoring data, including persistent learning gaps in literacy, mathematics, and language development; the need to increase English proficiency; improved access to grade-level instruction for students with disabilities; and additional supports for students at risk of not meeting standards or graduating. These actions will primarily impact English Learners, students with disabilities, low-income students, foster youth, and other academically at-risk students, while improving instructional quality and outcomes for all students schoolwide.<br><br>Schools with strong data cultures are those that prioritize data-driven collaboration, decision-making, and of course, instruction. It sounds simple enough, but there are a number of practical roadblocks that keep well-meaning administrators from successfully implementing a strong data culture in their school (or schools), including: lack of trust between teachers and administrators, unclear, difficult-to-track goals and strategic objectives, lack of training in practical data application,and no clear processes for gathering, analyzing, and acting on classroom data. The LAUSD Data Champion Initiative can help schools deal with these barriers by offering school teams, including administrators, similar training. | ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements)<br>● Four-Year Cohort Graduation Rate |

| | | | |
|---|---|---|---|
| Goal 2 Action 3 | **Action:** Supplemental School Climate Support Staff<br><br>**Need:** To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Reseda Charter will also provide supplemental school climate support staffing.<br><br>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<br><br>**Scope:** School-wide | In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Reseda Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income.<br><br>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.<br><br>In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide. | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Students Who Feel Safe at School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |
| Goal 2 Action 4 | Action: SENI Investments towards Joy and Wellness<br><br>**Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care.<br><br>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. | To promote joy, wellness, and positive behavior, Reseda Charter will implement a comprehensive, schoolwide strategy that supports social-emotional development, student well-being, and academic achievement by providing targeted, multi-tiered interventions and modeling consistent positive behavior practices. Using PBIS, Restorative Practices, and a trauma- and resilience-informed MTSS framework for students with disabilities, campus staff—including the Dean, Campus Aide, and School Psychologist—will deliver interventions, monitor behavior and climate data, and support safe, inclusive, and engaging learning environments. | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of All Students with Excellent Attendance (96% or Higher)<br>● Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation)<br>● Single Student Suspension Rate<br>● Percent of Students Who Feel Safe at |

| | | | |
|---|---|---|---|
| | Scope: School-wide | The school will prioritize wellness at the level of the whole child, classroom, school, and community, providing professional development and coaching to staff on preventing and responding to escalating behavior in restorative ways and fostering a strong sense of school and classroom community. This approach addresses the needs of all students while providing targeted supports for those at risk of behavioral challenges, ensuring equitable access to learning and enhancing student engagement and social-emotional growth.<br>Positive Behavior Interventions and Supports improve student outcomes:<br>Improved academic performance<br>Increased social emotional competence<br>Increased attendance<br>Reduced exclusionary discipline (suspension and expulsion)<br><br>References:<br>References for the evidence base of PBIS<br>https://www.pbis.org/pbis/why-implement-pbis<br>Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., et al. (2002). Positive behavior support. Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4–16 | School (per School Experience Survey)<br>● Percent of Students Who Feel They are a Part of their School (per School Experience Survey) |
| Goal 3 Action 1 | **Action:** SENI Investments towards Engagement and Collaboration<br><br>**Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely | To strengthen family engagement and community collaboration, Reseda Charter will fund certificated and classified staff to support the planning and implementation of parent and family engagement activities, technology support, and safe school environments. Community Representative and the Categorical Programs Adviser (purchased out of 7S046) will organize and deliver parent workshops each | For the identified student group(s): EL, LI, FY, ALL<br>● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's |

| | | | |
|---|---|---|---|
| | 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.<br><br>Scope: Schoolwide | semester, covering topics such as the Parent Portal, Schoology, technology skills, academic data monitoring, social emotional support, bullying prevention, study skills, cybersecurity, growth mindset, college readiness, grade-level transitions, and graduation. IT Support Technicians will provide technical assistance during workshops, events, and daily school operations, ensuring equitable access to online resources, devices, and instructional programs to strengthen collaboration between parents and staff. IT, PSA, PSW, and Community Representative staff will provide after-hours and weekend support during family nights, Parent Workshops, PHBAO, school sports, and other events, while Building and Grounds staff, will maintain a safe, clean, and accessible campus environment during school hours and after-hour events.<br>Based on our ongoing practice and experience, these parent workshops and engagement activities have effectively increased family participation and strengthened school-to-home connections. Data from our School Experience Survey indicates an increase in participation, as we went from 27% in 2023-2024 to 36% in 2024-2025. Our Parent Portal registrations have also gone up from 79% in 2023-2024 to 84% in 2024-2025. Workshop follow-up communications indicate that parents are more confident in navigating the Parent Portal and Schoology, monitoring student progress, and supporting academic and social-emotional growth at home. Additionally, attendance at after-hours events and workshops has steadily increased over the past two years, demonstrating that these strategies effectively foster family involvement, enhance student engagement, and contribute to improved student outcome. | education."<br>● Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”<br>● Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”<br>● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand." |

**Limited Actions**

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

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

Insert or delete rows, as necessary.

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

[Provide description here]

## *Additional Concentration Grant Funding*

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

Reseda 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. Reseda 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* | 56.53 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,322 students (As of May 01, 2026)<br><br>**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* | 114.16 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,322 students (As of May 01, 2026)<br><br>**Note that these figures are also included in the LAUSD LCAP.* |

## Reseda Charter High School 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 %) |
|---|---|---|---|---|---|
| Reseda Charter High School 2026-2027 | $ 1,162,123 | $ 2,371,453 | 204.06% | 0.000% | 204.06% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 3,533,576 | $ - | $ - | $ - | $ 3,533,576.00 | $ 2,939,422 | $ 594,154 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 3 | Base Instructional Supports, including General Fun School Program | All Students | No | Schoolwide | | Schoolwide | Ongoing | $ 1,093,435 | $ 68,688 | $ 1,162,123 | $ - | $ - | $ - | $ 1,162,123 | 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 | $ 1,205,673 | $ 525,466 | $ 1,731,139 | $ - | $ - | $ - | $ 1,731,139 | 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 | $ 425,904 | $ - | $ 425,904 | $ - | $ - | $ - | $ 425,904 | 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 | $ 214,410 | $ - | $ 214,410 | $ - | $ - | $ - | $ 214,410 | 0.000% |

## Reseda Charter High School 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 1,162,123 | $ 2,371,453 | 204.06% | 0.000% | 204.06% | $ 2,371,453 | 0.000% | 204.06% | **Total:** | $ 2,371,453 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 2,371,453 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 3 | Base Instructional Supports, including General Fund School Program | No | Schoolwide | | Schoolwide | $ - | 0.000% |
| 1 | 8 | SENI Investments towards Academic Excellence | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 1,731,139 | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 425,904 | 0.000% |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | Schoolwide | Low Income, Foster Youth, English Learners | Schoolwide | $ 214,410 | 0.000% |

# Reseda Charter High School 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 3,739,572.00 | $ 3,464,310.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 3 | Base Instructional Supports, including General Fund School Program | No | $ 1,192,201 | $ 1,250,901 |
| 1 | 11 | SENI Investments towards Academic Excellence | No | $ 1,783,882 | $ 1,350,713 |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 407,748 | $ 566,654 |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | $ 355,741 | $ 296,042 |

## Reseda Charter High School 2025-2026 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $ 2,547,371 | $ 2,547,371 | $ 2,213,409 | $ 333,962 | 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 | 11 | SENI Investments towards Academic Excellence | Yes | $ 1,783,88 | $ 1,350,713 | 0.000% | 0.000% |
| 2 | 4 | SENI Investments towards Joy and Wellness | Yes | $ 407,74 | $ 566,654 | 0.000% | 0.000% |
| 3 | 1 | SENI Investments towards Engagement and Collaboration | Yes | $ 355,74 | $ 296,042 | 0.000% | 0.000% |

## Reseda Charter High School 2025-2026 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 25,380,255 | $ 2,547,371 | 0.000% | 10.037% | $ 2,213,409 | 0.000% | 8.721% | $0.00 - No Carryover | 0.00% - No Carryover |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

## *Requirements and Instructions*

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

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

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

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

## Reflections: Technical Assistance

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

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

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

### Comprehensive Support and Improvement

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

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

## *Requirements*

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

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

### Baseline

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

### Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

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

**For LEAs With Unexpended LREBG Funds**

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

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

## *Purpose*

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

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

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

## Statutory Requirements

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

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

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

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

## LEA-wide and Schoolwide Actions

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

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

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

## For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

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

## *LCFF Carryover Table*

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

California Department of Education
November 2024